

CHARACTER EDUCATION

SUGGESTED ACTIVITIES

FEBRUARY 2010



HONESTY

CHARACTER — THE CORE OF OUR LIVES

HONESTY: Being truthful, trustworthy and sincere.

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"We tell lies when we are afraid...afraid of what we don't know, afraid of what others will think, afraid of what will be found out about us. But every time we tell a lie, the thing that we fear grows stronger."
- Ted Williams

"I do not know how a person who is untrustworthy can be put to use. If an automobile has no steering wheel how can its direction be determined?"
- Confucius

"If you do not tell the truth about yourself, you cannot tell it about other people."
- Virginia Wolfe

"Each man takes care that his neighbor shall not cheat him. But a day comes when he begins to care that he does not cheat his neighbor. Then all goes well - he has changed his market cart into a chariot of the sun."
- Ralph Waldo Emerson

"It is better to be hated for what you are than to be loved for what you are not."
- André Gide

"A liar's punishment is not in the least that he is not believed, but that he cannot believe anyone else."
- George Bernard Shaw

"People grow through experience if they meet life honestly and courageously. This is how character is built."
- Eleanor Roosevelt

"If you tell the truth, you don't have to remember a thing."
- Mark Twain

"It is better to be defeated on principle than to win on lies."
- Arthur Calwell

"The best thing to do behind a friend's back is to pat it."
- Ruth Brillhart

"It does not require many words to speak the truth."
- Chief Joseph

"Truth, like surgery, may hurt, but it cures."
- Han Suyin

"A lie has speed, but truth has endurance."
- Edgar J. Mohn

"Honesty is the best image."
- Tom Wilson



- Have students read a story from the bibliography about secrets that people keep or truths that people refuse to face. Discuss the difficulties these people create for themselves and others. Ask students, "Is it always better to speak the truth openly?"
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Have students research the honor code of a local university. How does it compare with the Broward County Schools' codebook? What does each say about cheating, stealing, lying, plagiarism, and other honesty-related issues? Are the consequences fair? **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Discuss with students the importance of a business honestly portraying its product. Have them research landmark cases in which a "whistle-blower" exposed the unethical practices of a corporation or other institution. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Ask the class to read the story "Love is a Fallacy" on the internet at <http://learning.saksaksinagol.com>. Examine letters to the editor in a recent newspaper and identify the logical fallacies. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Read the following to the class:

"Two scientists worked on discovering a cure for several diseases for many years. They tested their experiments many times. They gathered and analyzed all the data they had collected over the years; however, they were never able to reach the conclusion they wanted. If they could get the results they needed they could be the first scientists in the world to solve this problem. They would receive the Nobel Peace Prize, they would be famous, and they would be rich. One day one of the scientists got an idea. He went to the lab and did the experiment again. He wrote what he did and recorded the results. He called in his partner and told him that he had gotten the results they needed to solve the problem. His partner read the results and looked puzzled. He knew that what he was reading was not true. He congratulated his partner and they celebrated. They were nominated for the Nobel Peace Prize." Discuss the following questions with the students: Who was most dishonest—the scientist who recorded false data or his partner? What other problems and situations could arise from this false data? Why is it important for all scientists to be ethical and honest in every experiment they do?
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Explain to students that sometimes in the workplace people will take home office supplies such as paper clips, rubber bands, staples and even reams of paper. These supplies may be expensive and cost the company money to replace them. Most people do not consider taking things from the workplace as dishonest. Have them discuss what they think and give reasons for their answers.
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Read the following scenario to the class: "You received your science test back and you got a score of 98 on it. You show your paper to your older brother. Your older brother tells you that your teacher added wrong. You got an 88 on the test, not a 98." Ask the students to write what they think is the honest thing to do. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Not long ago the State of Florida sued the large tobacco companies and won. One of the reasons the state won the lawsuit was because there was no doubt that the tobacco companies lied about how addictive smoking was. Ask students to research the dangers of smoking. Have students explain how dishonest advertising from the tobacco companies cost many people their lives. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Ask students to make a list of five words that mean the same as honesty, referring to a dictionary or a thesaurus for assistance. Have students use each of those words in a sentence or two that clearly explain the word so that others will be able to get a clear picture. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5



- Ask students to list at least five reasons why it benefits people to be honest, truthful, trustworthy, and to have integrity in what they say and do. Have students list at least five reasons or consequences they could experience if they are not honest, truthful, trustworthy, or do not exhibit integrity in their own words and in their actions. Which would they rather experience, benefits or consequences? Explain. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Ask the class to write a response to the question: "If someone lies to you, would you ever be able to trust that person again? Explain why or why not. Is there something that person could do to regain your trust?" **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Ask students to read the newspaper or watch the news. Have them find and take notes on a story where someone has been less than truthful, deceitful, or lied. Have students answer the following questions:
 1. Who was the person?
 2. What did the person say or do that was dishonest?
 3. What did the person hope to gain by lying or by being deceitful?
 4. How did those actions or words affect that person's life?
 5. Is there a way you could use that person's "story" as a lesson in your life? Explain. **SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- With the class, make a list of "self-talk" statements about telling the truth, being honest, having integrity in words and actions and being trustworthy. Write the statement in the present tense (e.g., "I am"). State what action they are "being" and, when possible, include the benefit that action has in their lives. Compile the list of sayings so they can repeat them either to themselves or with the class. For example, "People know they can trust me because I always tell the truth." "I always mean what I say and say what I mean. (But I never say anything mean!)"
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Discuss with the class the following quote from Shakespeare: "To thine own self be true." Is it easy to be honest with yourself? Is it important? Why is it important? What happens when people aren't honest with themselves? Do they think it is true that if you are honest with yourself, you cannot be false to anyone else?
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Discuss the following sayings with the class and what they think they mean:
 - To be honest with yourself
 - Honesty is the best policy
 - Honest as the day is long
 - Honest to the core
 - Twist the truthSS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Discuss with students that when someone is called to testify in a trial and that person takes an oath, he says, "I swear to tell the truth, the whole truth, and nothing but the truth." What do they think that means? What does it mean to them personally? Why are people asked to take an oath?
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Discuss the concept that there are different developmental levels of why people are honest. The first level is the idea that, "I won't do it because I might get caught and punished." Young children usually are in this developmental stage. The second level is, "Someone might find out and think badly of me." This level usually comes after the age of twelve. A higher level of development is, "I must do what I think is right."
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5



READ / WRITE / DISCUSS



- Read to the students newspaper articles about people who were robbed. Discuss the people who were the victims. How do students think they would feel? Discuss how students felt when they lost things that were important to them. (An example would be to discuss losing a ring that belonged to one's grandmother and how some things are irreplaceable.) When people are robbed they often have a feeling of being powerless. When a person robs others, that person robs them of the feeling of being safe and secure.
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Brainstorm with the class different ways to "talk the talk and walk the walk" about being honest. Give examples of how students can do what they believe in.
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Discuss with the class how animals exemplify honesty. Discuss why some people will only share their most important secrets with their pets. Discuss how humans can strive to be more accepting and less judgmental.
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Read the book *Too Many Tamales* by Gary Soto to the class. Lead a discussion about how they would have handled the situation in the book. Ask the question, "Have you ever told a lie to avoid getting into trouble?" Ask students to describe what happened and how it made them feel. Students may wish to write a short story about the time that this happened to them. Combine the stories into a book entitled, "To Lie Or Not To Lie? That Is the Question." **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Read the book *Chicken Sunday* by Patricia Polacco to the class. Notice that the children are falsely accused of throwing the eggs. Discuss whether the children handled the situation correctly. What would have happened if they decided to get even with the character for telling what he thought was the truth?
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Write the following story on the board. Discuss and decide with the class what the person should do. "Matthew and his mother were at the store. Matthew's mother gave him money to buy a candy bar and some gum. The lady at the check out register did not charge for the gum and gave him too much change back."
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Read out loud the story of Honest Abe. Have each student research a different person in history to determine if and how the subject exemplified the trait of honesty. How was the subject a role model? Prepare a list of individuals from which the students may choose. Include Dr. Martin Luther King, Jr. and George Washington. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Explain the difference between being honest about something and being tactful about the same thing. Give examples. Include the following in your discussion:
 - Is exaggeration dishonest?
 - When is honesty cruel?
 - What can students do to be kind as well as honest?
 - How can a person be honest without insulting or hurting other people?SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Divide the class into two groups. Using the *Sun-Sentinel*, Group one should look for articles, stories, comics and pictures about people demonstrating honesty. Group 2 should look for people demonstrating dishonest actions. The groups should write down the section of the paper and the page number where they found each article. Next, ask both groups to take turns pointing out to the class the articles they found. For example, Group 1 should describe a story about honesty. If everyone in the class agrees that the article shows honesty, one point is awarded to the group. Group 2 should then share a story about dishonesty, and so forth. They should be prepared to explain their choices. The group with the most points at the end wins.
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

SHARE YOUR GREAT IDEAS & BEST PRACTICES

If you have feedback regarding any of these activities or have successfully implemented an activity which is not listed that you would like to add, e-mail a one- to two-paragraph overview of the activity to Renee Brown @ CAB or renee.m.brown@browardschools.com.



HANDS-ON ACTIVITIES & PROJECTS



- Create a banner with the word HONESTY. Each time a student shows honesty, have him or her sign the banner. Use the digital camera to add students' pictures to the banner.
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Brainstorm with the class words that relate to honesty. Create a word wall in the classroom. Using the definitions of the words on the word wall, have students create a crossword puzzle. Place these puzzles in a learning center for independent work. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Brainstorm with the class ways parents and students can be more honest with each other. Students should try being completely honest with their parents and vice versa for a week or month and report their findings. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Have students write a story about a person who showed honesty. These can be published in the school newsletter or submitted to a local paper. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Ask students to draw a storyboard, similar to a four-box cartoon, that shows a situation in which they made the decision to be honest or to tell the truth. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Have students design a t-shirt with sayings about honesty. Distribute a copy of blank t-shirt paper and materials (markers, crayons, paper, glitter, etc.) so students can design their shirt. Students can vote on the best designs and display them in the class. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Tell the class that some people think there are times when it is okay to tell a little white lie. Divide the class into groups of two. Explain that each child will be given either a number 1 or number 2. All the 1s will take the position that it is okay to tell little white lies. All the number 2s will take the position that it is not okay to tell little white lies. Give the teams a few minutes to debate this issue. Ask for one or two volunteers to share their discussion.
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Have students finish the following poem or write their own:
In the Garden of Honesty lives honor and love.... **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Ask students what advice about the importance of honesty they would give to anyone holding office, such as the President, Senator, or Governor. Have them design a pamphlet to give to elected officials to remind them to always be honest. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- The "Golden Girls" is a television sitcom that was popular many years ago. One episode was about a candidate running for office, in which it was discovered that the candidate was not honest. Blanche, one of the Golden Girls, confronted the candidate and said to him, "You can't be a good man if you are not an honest man." Discuss what she meant when she said this. Ask students to use Blanche's words as your campaign slogan and create a TV commercial telling why they should be elected. **
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Role play *Little Red Riding Hood* with the class. Little Red Riding Hood finds the wolf pretending to be Grandma. She tells the wolf he is not being honest. It is wrong to say things that are not true. The class should tell the wolf why they think it isn't right to lie and that not telling the truth is dishonest.
SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5



HANDS-ON ACTIVITIES & PROJECTS



- Have the class, as a group, create a rap using the saying "Honesty is the best policy" or a rap about honesty in general. SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Role play the following: A friend tells them that he/she is going to copy a book report from the internet and hand it in to the teacher. Discuss how they should convince their friend that this is dishonest and that he/she should not do this. SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Hold a debate with the class on the Boston Tea Party. One side should state that the patriots were being honest to what they believed in when they threw the tea overboard. The other side of the debate should be that it was dishonest and they were stealing when they threw the tea overboard. SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Role play with young children: Little Miss Muffet sat on her tuffet. (A little girl sitting on a stool.) Eating her curds and whey. (Has a little bowl and pretends to be eating.) Along came a spider and sat down beside her. (Another student comes up and pretends to be the spider.) And scared Little Miss Muffet away. (She drops the bowl and runs away. The spider picks up the bowl and pretends to eat the whey.) The teacher should ask the students what the spider is doing. (Stealing) Ask the class if the spider did something wrong. Why? Ask students to discuss how they would feel if they were Little Miss Muffet. SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Using current periodicals such as newspapers, magazines and online databases, ask students to cut out pictures and examples of public figures who have displayed honesty. Have students make a collage or bulletin board with the pictures. ** SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Have students list examples of what honesty means to each person in the class. Collate to create an honesty book for the class. SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Conduct an Honesty Scavenger Hunt. Divide the class into teams to play the following game: The teacher should place throughout the classroom signs, pictures, quotes, or items that tell something about honesty. Given clues, the students must find the appropriate item that fits the clue. For example, pair a picture of George Washington with a clue that says, "He could not lie to his father so he admitted that he had cut down the cherry tree." SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Discuss the following situation with the class: "You are shopping in a store and you see a friend take an item and hide it. You don't want your friend to steal the item. How can you convince your friend to put the item back? What would you say?" Role play the situation. SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
- Have a classroom contest to write jingles for honesty. Allow students to record their jingles on a tape recorder. Play the jingles during school announcements. ** SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

**** These items can be used as homework assignments.**



KIDS OF CHARACTER Award

Cooperation • Responsibility • Citizenship • Kindness • Respect • Honesty • Self-control • Tolerance



CHARACTER EDUCATION ACTIVITY SHEET UPDATE



Access to all monthly activity sheets with curriculum and Sunshine State Standards will now be available in **electronic version only via BEEP** (through Learning Village).



EDCO'S FREE CERTIFICATES & PLAQUES



Here is the process for how to receive **free** certificates and plaques:
(*website correction for EDCO is below*)

- Each month, each teacher may choose one "Kid of Character" from his/her classroom. (Middle and high schools may decide if they want to do this by teams, departments or other methods.) Those students should receive a certificate at the end of the month at an awards assembly or on your school's morning/afternoon announcements.
- From the group of students who receive the certificates, schools may choose ONE of these students to receive a FREE plaque from EDCO. You may order your plaque from EDCO Awards and Specialties by logging onto www.edcoawards.com/kidsofcharacter. ALL CERTIFICATES AND PLAQUES ARE FREE. ONLY ONE PLAQUE PER SCHOOL PER MONTH IS PROVIDED FREE. Schools may order additional plaques at a reduced rate from EDCO.
- Certificates may be ordered through the Character Education Department, courtesy of the Sun-Sentinel, or through EDCO. The ones from the Sun-Sentinel must be filled in at the school site. The certificates from EDCO may be entered on-line and will be printed by them. This takes an advance time of 1-2 weeks. Please call Renee Brown at 754-321-2568 ext.2750 or email via CAB or at Renee.M.Brown@Browardschools.com if you have any additional questions about this process.

****ATTENTION TEACHERS... KIDS OF CHARACTER STORY SUBMISSION PROCESS****

- John Chace is working to collect **on-going** KOC stories from teachers. You may send these and any questions you may have directly to him at jchace@communitycc.com. He will then evaluate these stories and let you know if that student has been selected.
- Stories should be about students who are **EXCEPTIONAL** in demonstrating **any** of the character traits. He is not concerned about the order of a particular month's trait.
- Be very specific and clear providing key details about the act or continued deeds. Two to three quotes are needed from the person making the nomination for an actual article. The suggested format for submission should be in WORD, not Adobe, please.
- Remember, this is **not** based on academic performance; those students will be rewarded through honor roll or other academic honors. These are **EXCEPTIONAL** students in other unique areas.



**TRUE CHARACTER: WEIGHING THE TRUTH BEHIND
HONESTY AND SNITCHING**



By Aimee Wood

Honesty is being truthful, trustworthy, and sincere – taking responsibility for what I say and what I do, even if it means there may be a consequence. This can be very confusing for some in terms of “doing what’s right” when telling on a peer is involved. We see this often surrounding the issue of bullying and the internal conflict many students (and even adults) feel when faced with a bullying incident and the need to tell an adult. Our popular culture has confused the issue of telling and “snitching” (tattling) and made it an act of low character to share what you know about a situation that could be harmful to others.

We as educators hold the opportunity to redefine for our students the character trait of honesty and what it means to be a “real” man or woman of worth. Tattling is what snitches do – the information they give is solely to get another in trouble or to gain attention or benefit for themselves, not to keep our community safe and happy. Telling, on the other hand, is done to help others. Honestly telling is what heroes do, no matter the cost to themselves, to make our world a better place for ALL of us, even the aggressor considering the act of violence. As Martin Luther King, Jr. most eloquently put it, “On some positions, Cowardice asks the question, ‘Is it safe?’ Expediency asks the question, ‘Is it politic?’ And Vanity comes along and asks the question, ‘Is it popular?’ But Conscience asks the question, ‘Is it right?’” And there comes a time when one must take a position that is neither safe, nor politic, nor popular, but he must do it because Conscience tells him it is right.... Never, never be afraid to do what’s right, especially if the well-being of a person or animal is at stake. Society’s punishments are small compared to the wounds we inflict on our soul when we look the other way.”



FROM THE CHAMPs CORNER

By Debra Rozsa



If you add Honesty to your “Guidelines for Success Poster,” here is a suggestion to get you started with the introduction to your students.

Some decisions are easy to make, others are more difficult. Choosing to do the right thing is an act of self-respect and responsible decision-making. Take a look at these guidelines for deciding what is right:

- Ask yourself what does my conscience tell me?
- Could it hurt anyone, including me?
- How would I feel if someone did it to me?
- What would adults I respect say about it?
- Activity: Role play a situation where students are under pressure to be dishonest.

Examples: Helping someone cheat on an assignment or test, or lying to cover up for someone. After the role play, have students brainstorm to find other solutions.



CHARACTER: THE CORE OF OUR LIVES PATRIOTISM: THE CORE OF OUR NATION'S STRENGTH



Patriotism

To weave Patriotism throughout our Character Education Program, this month's suggested activities that can be integrated into the honesty trait are related to courage – courage of one's convictions, courage of patriots, and courage to speak out. **

Patriotic Quotes

"I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an honest man."

– Former President George Washington

"No man has a good enough memory to make a successful liar."

– Abraham Lincoln, 16th President of the United States of America

Patriotic Activities

- Have the students write a journal entry of a time when they stayed true to their convictions despite what other people thought. When the students have completed writing their journal entries ask for volunteers to discuss what they wrote. **
- Patriots are often in a strange land where they rely on maps to move from place to place. Imagine you have been assigned by the military to create a map of a strange land for your fellow patriots. The strange land is your classroom or school. Use the classroom or school as terrain. Make your classroom door or entrance to the school the "door/entrance to freedom." Incorporate map legends for the room and directions of north, south, east, and west.
- Ask students to research an American Patriot. They should note characteristics they feel made that person a leader or a patriot. The students should present their patriots to the class detailing why they feel they were a patriot and what types of characteristics made them a patriot. The teacher should create a collective list of the characteristics of patriots and discuss the list with the students after all groups have presented. **
- Have students define courage according to the dictionary. Students should then write an essay response on "What does it take to be courageous?" or "What qualities does someone who is courageous possess?" Their responses of courage should align to the definition. **
- Have students write a response to one of the patriotic quotes about honesty. **
- Have students read the Declaration of Independence. Assign them to work in pairs to outline it. Question the students about whether the men who signed the Declaration of Independence acted with courage.
- Have each student think about an issue they would like to speak out for or against and create a speech related to their issue. Ask them to create a poster to go along with their speech. Each poster should have some type of slogan that is thought-provoking. **
- Ask students to write a poem about an individual who stood up for what (s)he believes in. **
- Have the students write an essay about a time they had to be courageous or brave. **
- Discuss with students who their fictional hero/heroine is or was. Direct the students to write an essay describing the hero/heroine, what actions (s)he has done to warrant the title hero/heroine, and what characteristics (s)he possesses that warrant the title hero/heroine.
- Students should write the word "Honesty" on the top of their paper and then create a recipe for honesty. Have students evaluate and discuss the recipes of other students. **

HONESTY

RECOMMENDED RESOURCES

Primary



Hard-Times Jar, The

Smothers, Ethel Footman. Farrar, Straus and Giroux, 2003. 32p.
0374328528 / 9780374328528 Primary

Emma, the daughter of poor migrant workers, longs to own a real book. When she turns eight and must attend school for the first time, she is amazed to discover a whole library in her classroom and breaks a rule.



Honesty

Raatma, Lucia. Bridgestone Books, 2000. 24p.
0736803696 / 9780736803694 Primary

This book explains the virtue of honesty and how readers can practice it at home, in school, in the community, and with each other. It suggests ways in which honesty can be shown, such as following rules, asking for help, and telling others how you feel.



Spuds

Hesse, Karen. Scholastic, 2008. 32p.
0439879930 / 9780439879934 Primary

Maybelle, Jack, and Eddie want to help Ma by putting something extra on the table, so they set out in the dark to take potatoes from a nearby field, but when they arrive home and empty their potato sacks, they are surprised by what they see.

Intermediate



Defiance

Hobbs, Valerie. Farrar, Straus and Giroux, 2004. 128p.
0374308470 / 9780374308476 Intermediate/Middle

Toby wants to do normal things on his vacation, NOT return to the children's hospital where his painful cancer treatment finally ended, so he decides to keep the new lump on his side a secret. (*Sunshine State Young Readers Award* nominee)



Julia Gillian (and the Quest for Joy)

McGhee, Alison. Scholastic, 2008. 320p.
0545033500 / 9780545033503 Intermediate/Middle

Nine-year-old Julia Gillian learns a lot about facing fear as she and her St. Bernard, Bigfoot, take long walks through their Minneapolis neighborhood one hot summer, and she seeks the courage to finish a book that could have an unhappy ending.



More True Lies: 18 Tales for You to Judge

Shannon, George, reteller. Greenwillow, 2001. 64p.
0060291885 / 9780060291884 Intermediate

This book presents a collection of eighteen brief folktales in which the reader is asked to explain how the folk character lied and told the truth at the same time. (Also see *True Lies* by the same author.)

A Bad Case of Stripes

<http://www.storylineonline.net>

Kindergarten - Grade 3 (accessed 1/2/10)

In order to ensure her popularity, Camilla Cream always does what is expected, until the day arrives when she no longer recognizes herself. (Click on "More Stories" at the bottom of the list of titles until you see this book.)

Middle



All the Lovely Bad Ones: A Ghost Story

Hahn, Mary Downing. Clarion, 2008. 192p.
0618854673 / 9780618854677 Intermediate/Middle

While spending the summer at their grandmother's Vermont inn, two siblings awaken young ghosts from the inn's distant past who refuse to "rest in peace." (*Sunshine State Young Readers Award* nominee)



Kissing Brendan Callahan

Amesse, Susan. Roaring Brook, 2005. 160p.
159643015X / 97815996430150 Middle

Brendan encourages Sarah to enter a writing contest using a pseudonym so that her mother, who is charge of the competition, won't know she wrote it.



Other Side of the Truth, The

Naidoo, Beverley. HarperCollins, 2000. 272p.
0060296283 / 9780060296285 Middle/High

Smuggled out of Nigeria after their mother's murder, Sade and her brother are abandoned when their uncle fails to meet them. They are fearful of their new surroundings and of what may have happened to their journalist father back in Nigeria.

High



Disreputable History of Frankie Landau-Banks, The

Lockhart, E. Hyperion, 2008. 352p.
0786838183 / 9780786838189 High

Frankie attempts to take over a secret, all-male society at her school, and her antics with the group soon draw some unlikely attention and have consequences that could change her life. (*Florida Teens Read Award* nominee)



Gym Candy

Deuker, Carl. Houghton Mifflin, 2007. 320p.
061877713X / 9780618777136 High

Mick Johnson works hard for a placement on the varsity team during his freshman year, and decides to use steroids in order to hold onto his edge, despite the consequences to his health and social life. (*Florida Teens Read Award* nominee)



Shift

Bradbury, Jennifer. Atheneum, 2008. 256p.
1416947329 / 9781416947325 High

When best friends Chris and Win go on a cross country bicycle trek the summer after graduating and only one returns, the FBI wants to know what happened. (*Florida Teens Read Award* nominee)

Hoaxes and Urban Legends: What's the Truth?

<http://www.informationliteracy.org/builder/view/273/7365>

Middle/High (accessed 1/2/10)

Students will investigate the question "What is a hoax?" and learn to recognize various characteristics of one. They will choose two hoaxes to investigate, using a graphic organizer to organize research in a compare/contrast format.