

## Cheating Hurts (Part 2)

### Overview:

Students offer perceptions on why cheating is wrong. Their ideas are reinforced with artwork.

### Materials:

- Drawing paper (one sheet for each youngster)
- Colored marking pens or paints

### Procedure:

1. Announce that you want them to express their ideas about cheating in a poster. Distribute the art materials.
2. If you've done the "Cheating Hurts, Part 1" activity, say: Choose one of the reasons why cheating is wrong from the posted lists and draw a picture illustrating it. If not, discuss cheating and think up catch-phrases such as:
  - Choose to cheat? Lose self-respect.
  - Cheating makes you a liar.
  - Cheating is like robbing from honest students.
  - If you cheat in class, why should we trust you out of class?
  - Young cheaters become old cheaters.
  - Character is how you behave when no one's looking.
  - What's right is right, even if no one else does it. What's wrong is wrong, even if everyone else does it.
3. When the posters are finished, share them with the class. Display the artwork in the school hallway, auditorium, or library under the heading "Cheating Is Wrong Because..."
4. Unless these issues have been covered already, conclude with the following discussion questions:
  - How would you feel if someone cheated on a test and, after you studied all night, got a better grade than you?
  - How would you feel if someone took your work and put his/her name on it?
  - How do other forms of cheating hurt the community? The country? The world?
  - How does cheating hurt the cheater?
  - "You get out of it what you put into it." How does this statement relate to cheating?

Adapted from *Character Education in America's Schools* by Terri Akin, et al. (eds), (Innerchoice Publishing, Spring Valley, CA), 1995. Used with permission.

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This lesson is from the *Good Ideas* book, available for purchase from the CHARACTER COUNTS! online store: <http://www.charactercounts.org/materials>

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### McREL standards

#### Life Skills

**Standard 4.** Displays effective interpersonal communication skills.

**Level IV, Benchmark 2.** Exhibits positive character traits toward others including honesty, fairness, dependability, and integrity.

<http://www.mcrel.org/Standards-benchmarks/>