

Honor

Grades 9-12

Segment Summary:

Olympic weightlifter Cheryl Haworth honors herself by making her 300-pound body work for her.

Cheryl Haworth certainly stands out among her peers. She weighs 300 pounds. While it makes her feel uncomfortable when people stare at her, Cheryl isn't concerned about shedding the weight. In fact, she uses those extra pounds to her advantage as a weightlifter. Cheryl honors her body by training every day in the gym in order to condition her muscles and improve her flexibility. Her hard work and dedication earned her a bronze medal at the 2000 Olympics and the title of America's strongest woman. Although her body type doesn't match the "ideal" images plastered on magazine covers, she remains confident and self-assured because she knows she respects her body on a daily basis. Cheryl advises others to be true to themselves and not to let media stereotypes force them to alter their appearances in dangerous ways.

Discussion Questions:

1. If you saw Cheryl in the mall or at school, what would be your first impression of her? Would you ever suspect that she is an Olympic medallist? Why or why not?
2. Do you feel as though our culture has a tendency to judge people based on how they look? Why do you suppose people make such judgments? Do you feel as though some credence to these stereotypes exists? Explain.
3. In your opinion, why do people assume that thin people are healthier than larger people? Are they always correct to make such assumptions? What are some examples of times when they would not be correct in their assumptions?
4. Cheryl honors her body in many ways. What are some examples presented in the video?
5. What are some ways you honor your body? What are some behaviors or actions you should do differently to respect for your body?
6. Cheryl felt honored to be asked to represent the United States at the 2000 Olympic Games. Have you ever been asked to do something for someone that made you feel proud? What were the circumstances?
7. Why do you think so many American women find it difficult to honor their bodies? What effects do media portrayals of "ideal" bodies have on boys? How do these portrayals affect girls?
8. What are some tasks your body could not perform if it were heavier, thinner, shorter, taller, etc.?
9. What are some attributes you do not like about your body? How can you make these attributes work in your favor?
10. Why is it important for teens to resist trying to have the "ideal" body?

Vocabulary Words and Definitions:

Accolade (n.)

Definition: a prize given to a person for his or her work, or praise for someone who is greatly admired

Context: U2 received the highest accolade in the music industry: a Grammy for Record of the Year.

Attribute (n.)

Definition: a quality or feature, especially one that is considered to be good or useful

Context: Monique's key attribute is her willingness to always lend a hand to those in need.

Credence (n.)

Definition: the acceptance of something as true

Context: Some people give no credence to the dangers of smoking.

Deference (n.)

Definition: polite behavior that shows that a person respects someone and is willing to accept his or her opinions, judgment, beliefs, etc.

Context: In deference to our Japanese hosts, we removed our shoes when we entered their home.

Disreputable (adj.)

Definition: not respected and often thought to be involved in dishonest or illegal activities

Context: The newspaper adviser censored Isabel's article because she quoted disreputable sources in her story.

Homage (n.)

Definition: something that a person says or does to show respect for another person, action, etc., that he or she thinks is important

Context: On Memorial Day, Americans pay homage to the soldiers who sacrificed their lives to protect and defend U.S. citizens' freedom.

Honor (n.)

Definition: the respect that someone or something receives from other people

Context: Ramona received an honor recognizing her outstanding contributions to her community.

Mutual (adj.)

Definition: being felt or done by two or more people toward each other

Context: My friends and I have a mutual respect for each other's feelings concerning what actions constitute academic cheating.

Plagiarize (v.)

Definition: to steal words, ideas, etc., from someone and then present them as one's own without crediting the original source

Context: The principal expelled Nicky from school for plagiarizing a term paper she downloaded from the Internet.

Self-assured (adj.)

Definition: feeling calm and confident

Context: After years of preparation, Yuri appeared self-assured and fearless as he performed his trumpet solo in Carnegie Hall.

Source: *Longman Advanced American Dictionary*. Harlow: Pearson Education Limited. 2000.

Activity: Taking a Chance with Honor

Objectives:

Students should be able to

- Define vocabulary words
- Identify synonyms
- Use vocabulary words in context
- Review spelling strategies

Materials:

- Pens, pencils, chalk
- Paper
- Chalkboard or overhead projector
- **Honor Vocabulary Words and Definitions** handout
- **Taking a Chance with Honor Scoring** worksheet
- **Taking a Chance with Honor Questions** handout

Procedure:

Most students are familiar with the television game show *Jeopardy!* In this activity, they will have a chance to play an old favorite while reviewing the meanings of their vocabulary words.

1. Review the vocabulary words and meanings on the **Honor Vocabulary Words and Definitions** handout.
2. Separate the chalkboard or overhead projector into four columns. Designate a column for spelling, definitions, synonyms and context. List point values for each category.

Example: Spelling – 100 200 300 400 500 600 700 800 900 1,000

3. Divide the class into two teams and assign a student from each team to keep score using the **Taking a Chance with Honor Scoring** worksheet.
4. Ask the first three students from each team to stand or come to the front of the room. Give each student a turn to choose a category and answer the vocabulary question. Each student will have 15 seconds in which to answer the question. Use the **Taking a Chance with Honor Questions** handout to guide your questioning.

Note: If the first student misses the question, the student from the opposing team has a chance to answer it. The second student then chooses the next category.

5. Students earn points for each correct answer they give. Points are NOT subtracted for incorrect answers.

Note: If a student chooses a daily double question, the point value of that question is doubled if answered correctly.

6. Continue playing until all students take a turn or time runs out. Allow each team time to tally its points at the end of play.

Taking a Chance with Honor Scoring

Directions: Circle the number of points for each correct answer your team gives. Add up the total number of points at the end of the game.

Team name: _____				
Spelling	Definitions	Synonyms	Context	Totals
100	100	100	100	
200	200	200	200	
300	300	300	300	
400	400	400	400	
500	500	500	500	
600	600	600	600	
700	700	700	700	
800	800	800	800	
900	900	900	900	
1,000	1,000	1,000	1,000	

Final Score: _____

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Spelling	Definitions	Synonyms	Context	Totals
100	100	100	100	
200	200	200	200	
300	300	300	300	
400	400	400	400	
500	500	500	500	
600	600	600	600	
700	700	700	700	
800	800	800	800	
900	900	900	900	
1,000	1,000	1,000	1,000	

Final Score: _____

Taking a Chance with Honor Questions

Spelling: What is the correct spelling of _____?

- 100: honor
- 200: attribute
- 300: mutual
- 400: homage
- 500: credence
- 600: self-assured (daily double)
- 700: accolade
- 800: deference
- 900: disreputable
- 1,000: plagiarize

Definitions: What is the definition of _____?

- 100: self-assured
- 200: honor
- 300: mutual
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Synonyms: Name a synonym for _____.

- 100: attribute
- 200: disreputable
- 300: honor
- 400: deference
- 500: self-assured
- 600: mutual
- 700: accolade
- 800: plagiarize
- 900: credence (daily double)
- 1,000: homage

Context: Use the word _____ in a sentence.

- 100: mutual
- 200: honor
- 300: self-assured
- 400: attribute
- 500: disreputable
- 600: accolade
- 700: credence
- 800: plagiarize
- 900: homage
- 1,000: deference