

# Honor

Grades 6-8

## Segment Summary:

**Chioma tries not to tell lies, but sometimes she does and feels remorse. After going to see a movie that her mother didn't want her to see, she couldn't sleep and had to tell the truth. This is called a conscience and it's the key to ethical and honorable behavior.**

Chioma tries not to lie, but like many teens and adults, she sometimes does. Surveys indicate 90% of students admit to lying. Experts report that while some lying is common among adolescents, the critical aspect is if they have regrets and a conscience. Chioma has such strong regrets that she woke up one night because she couldn't sleep over a lie she told her mother. Her mother was not happy about the lying, but she feels good that her daughter can talk to her and admit her failings.

## Discussion Questions:

1. Why did Chioma see a movie that her mother told her not to go to? What was the significance of her waking up at night and not being able to sleep?
2. Why do people lie in the first place? What are the short-term benefits and the long-term consequences of lying?
3. Chioma's mom feels her daughter has a conscience, because she regrets her actions when she lies. How does someone develop a conscience? What happens when someone does not have a conscience or his or her conscience is weak?
4. What happens when you find out someone has lied to you?
5. Can you tell a friend about lies you have told to them? Parents? Teachers? What is difficult about admitting to lying?
6. What is the relationship between telling the truth and trustworthiness?
7. What does it mean to be an honorable person? What are the long-term benefits of being honorable? Is it hard to be honorable?

## Vocabulary Words and Definitions:

### **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.

### **Dishonorable (adj.)**

**Definition:** not morally correct or acceptable

**Context:** There is nothing dishonorable about asking your sister to help you solve a math problem as long as she doesn't complete the problem for you.

### **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.

### **Insight (n.)**

**Definition:** a sudden, clear understanding of something, especially if it is complicated

**Context:** Tony's journal gave us some insight into what sparks a teenager's curiosity.

### **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.

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

## Activity: Survey Says!

### Objectives:

Students will be able to

- Survey people about lying, stealing and cheating
- Discover the reasons for lying, stealing and cheating
- Work with a group to discuss survey results
- Work with a group to draw conclusions about issues related to lying, stealing, cheating and honor

### Materials:

- Pens, pencils, markers
- Chart paper
- **Survey Says!** worksheet
- In a remote environment, meeting software will need to have “breakout room” or similar function enabled to allow pairs of students to have discussions. Also, handouts may need to be emailed to students ahead of time or shared in meeting software chat function

### Procedure:

1. Open this activity with a quick survey. \* Survey can be given online for homework. Results can be discussed in class. Ask your students if they have ever been the victims of a liar, a thief or a cheater. Ask students to share their experiences and how they felt about the situations.
2. Explain to your students that people lie, steal and cheat for various reasons. Some people commit such dishonorable acts just to see if they can get away with them. Others feel as if they have no choice.
3. Distribute the **Survey Says!** worksheet. Explain to your students the following procedure:
  - a. Students will work together in small groups to discuss the responses to their surveys.
  - b. Groups will draw conclusions about lying, stealing and cheating and then record their conclusions.
4. Give each group a piece of chart paper and a marker or have students submit the survey answers to an on-line format and generate graphs as a class.
5. Groups will use the discussion questions at the bottom of the **Survey Says!** worksheet to draw their conclusions. One student from each group will need to record his or her group’s conclusions on a piece of chart paper and share the group’s inferences with the class.

# Survey Says!

Name: \_\_\_\_\_

**Directions:** Use the questions below to survey at least six people about lying, stealing and cheating. Record your answers on a separate piece of paper. After you complete your surveys, meet with your group members and use the discussion questions below to draw conclusions about lying, stealing and cheating. Be prepared to defend your conclusions.

## Survey Questions:

1. Have you ever been the victim of a liar, a thief or a cheater? \_\_\_\_\_
2. What happened? \_\_\_\_\_
3. Did you know the person? If so, how did his or her actions affect your relationship? \_\_\_\_\_  
\_\_\_\_\_
4. Why do you think this person decided to act in a dishonorable manner? \_\_\_\_\_  
\_\_\_\_\_
5. What did you learn from your experience? \_\_\_\_\_
6. Have you ever been tempted to lie, steal or cheat? If so, describe the situation. \_\_\_\_\_  
\_\_\_\_\_
7. How difficult was it for you to resist the temptation? \_\_\_\_\_
8. Did you ultimately give in to the temptation? If so, how did you feel about yourself? \_\_\_\_\_  
\_\_\_\_\_
9. If you did give in to the temptation, did you get caught? How did that make you feel? \_\_\_\_\_  
\_\_\_\_\_
10. If you did get caught, what effect did your actions have on your relationship with the person who caught you? \_\_\_\_\_  
\_\_\_\_\_

## Discussion Questions:

1. What motivates a person to lie, steal or cheat? \_\_\_\_\_
2. Do you think that people of a certain age, gender, race, culture or socioeconomic status are more likely than others to lie, steal or cheat? Why or why not? \_\_\_\_\_  
\_\_\_\_\_
3. Can you make the assumption that a person is honorable or dishonorable just by judging his or her appearance? Explain. \_\_\_\_\_
4. What are the effects of dishonorable behaviors on a relationship? \_\_\_\_\_  
\_\_\_\_\_
5. Can a person lie, steal or cheat and still be considered an honorable person? Explain. \_\_\_\_\_  
\_\_\_\_\_
6. Does everyone lie, steal or cheat at some time in his or her life? Explain. \_\_\_\_\_  
\_\_\_\_\_