



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Young Adults

Unit 6 - Honesty

For Educators and Parents Everywhere

Material and Activities in this Rainbow Values booklet are adapted from *Living Values Education Activities for Young Adults, Book 1* by Diane G. Tillman and educators around the world.

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Education

**Living Values Education
Activities for Young Adults, Book 1
Unit 6. Honesty**

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For information about professional development workshops and LVE generally, please visit ALIVE's website at www.livingvalues.net.

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The development and advancement of Living Values Education is overseen by the **Association for Living Values Education International** (ALIVE), a non-profit-making association of organizations around the world concerned with values education. ALIVE groups together national bodies promoting the use of the Living Values Education Approach and is an independent organization that does not have any particular or exclusive religious, political or national affiliation or interest. The development and implementation of Living Values Education has been supported over the years by a number of organizations; UNESCO, governmental bodies, foundations, community groups and individuals.

LVE continues to be part of the global movement for a culture of peace following the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World.

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PLEASE REFER to the "Overview and Introduction" book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.

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VALUES ACTIVITIES IN THIS BOOKLET SERIES

*Peace I - Respect I - Love and Caring - Tolerance -
Simplicity and Caring for our Earth and Her Oceans - Honesty
Happiness - Optional Unit on Substance Abuse - Responsibility*

A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 23 years, writing educational resource books and traveling around the world to conduct workshops and seminars – at UNESCO, schools, universities, retreat centers and refugee camps. When I initially became involved with LVE, I focused on developing a program that would help all young people explore and develop values. I wanted to develop something that would involve and inspire marginalized youth and also act to challenge privileged youth to look beyond their usual circles. I was yet to deeply understand the importance of values or values education. Twenty-two years later, I now see the world through a values lens. I am honored to be part of the global LVE family as we continue to co-create LVE.

I've often felt devastated, as I'm sure you have, when reading of violence and atrocities toward children and adults, the continuing plight of women and children in many parts of our world, the misery of refugees, and the horrors of violence in so many countries around the globe. I believe nurturing hearts and educating minds is an essential component in creating a sensible peaceful world of wellbeing for all.

A lack of basic education leaves young people incredibly vulnerable, apt to be taken advantage of and usually condemned to a life of poverty. They are susceptible to believing whatever those in authority tell them. For example, if you were a young person without an education and a powerful soldier handed you a rifle and



offered wellbeing for you and your family if you killed.... Yet, in developed countries where there are functional education systems, thousands of young people have traveled to join radical groups.

Many of these young people are marginalized and want to belong to a larger “family”, to be in a place where their courage and qualities are admired. The first instance decries the lack of basic education, the second the lack of providing safe nurturing, supportive environments and educating hearts. The importance of Education for All and the development of a values-based learning environment as an integral part of values education cannot be overstated.

If we were to expand this view outward, we could ask how humanity became embroiled in a state of seemingly continuous violence. What are the anti-values that create violence and war? What are the values, attitudes and communication skills that create peace, equality, dignity, belonging and wellbeing for all? What do we want in our world?

What young people learn is later woven into the fabric of society. When education has positive values at its heart, and the resulting expression of them as its aim, we will create a better world for all. Values such as peace, love, respect, honesty, cooperation and freedom are the sustaining force of human society and progress.

Thank you for joining the Living Values Education family to help make a positive difference for children, educators, families, communities, and the world.

Diane G. Tillman



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SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to nurturing hearts and educating minds. LVE provides an approach, and tools, to help people connect with their own values and live them. During professional development workshops, educators are engaged in a process to empower them to create a caring values-based atmosphere in which young people are loved, valued, respected, understood and safe.

Educators are asked to facilitate values activities about peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity, caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values.

The sixteen values units in the updated Living Values Education Activities books include other related universal values such as kindness, fairness, determination, integrity, appreciation, diversity, gratitude, inclusion and social justice. Students soon become co-creators of a culture of peace and respect. A values-based learning community fosters positive relationships and quality education.

The Need for Values and Values Education

The values of peace, love, respect, honesty, cooperation and freedom create a social fabric of harmony and wellbeing. What would you like schools to be like? What would you like the world to be like? Reflect for a moment on the school or world you would like....

Children and youth grow toward their potential in quality learning environments with a culture of peace and respect. Relatively few young people have such a values-based learning atmosphere. A culture of judging, blaming and disrespect is often



closer to the norm and is frequently mixed with varying levels of bullying, discrimination, social problems and violence.

The challenge of helping children and youth acquire values is no longer as simple as it was decades ago when being a good role model and relating moral stories was usually sufficient. Violent movies and video games glorify violence, and desensitize youth to the effect of such actions. Youth see people who display greed, arrogance and negative behavior rewarded with admiration and status. Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them. Social media often negatively impacts teens who are already emotionally vulnerable. Cyberbullying and sexting have been linked to the increase in the suicide rate of pre-teens and teens.

Marginalized and troubled young people rarely achieve their potential without quality education. Feelings of inadequacy, hurt and anger often spiral downward and meanness, bullying, drug use, drop-out rates, crime and suicide increase.

As educators, facilitators and parents, there are many things we can do to reverse this downward trend and create wellbeing ... for young people and our world. As Aristotle said, "Educating the mind without educating the heart is no education at all."

LVE's Purpose and Aims

The purpose and aims of Living Values Education were created by twenty educators from around the world when they gathered at UNICEF's headquarters in New York in August of 1996. The purpose remains unchanged. The aims have been slightly augmented as has our experience and understanding since that time.

LVE's purpose is to provide guiding principles and tools for the development of the whole person, recognizing that the individual is



comprised of physical, intellectual, emotional, and spiritual dimensions.

The aims are:

- ◆ To help individuals think about and reflect on different values and the practical implications of expressing them in relation to themselves, others, the community, and the world at large;
- ◆ To deepen knowledge, understanding, motivation, and responsibility with regard to making positive personal and social choices;
- ◆ To invite and inspire individuals to explore, experience, express and choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them; and
- ◆ To encourage and support educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development, and choices so they may integrate themselves into the community with respect, confidence, and purpose.

The Living Values Education Approach

After ten years of implementing Living Values Education, a team of LVE leaders around the world gathered together to describe what they felt LVE was ... and had become.

Vision Statement

Living Values Education is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing



that education is a purposeful activity designed to help humanity flourish.

Core Principles

Living Values Education is based on the following core principles:

On the learning and teaching environment

1. When positive values and the search for meaning and purpose are placed at the heart of learning and teaching, education itself is valued.
2. Learning is especially enhanced when occurring within a values-based learning community, where values are imparted through quality teaching, and learners discern the consequences, for themselves, others and the world at large, of actions that are and are not based on values.
3. In making a values-based learning environment possible, educators not only require appropriate quality teacher education and ongoing professional development, they also need to be valued, nurtured and cared for within the learning community.
4. Within the values-based learning community, positive relationships develop out of the care that all involved have for each other.

On the teaching of values

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.



7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.
8. A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behavior and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

Exploring and Developing Values

The choices of young people are critically important, not only for their own happiness and wellbeing at this vulnerable time in their lives, but also for their future. If they are to resist the powerful messages of negativity ubiquitous in our society and on social media, and move toward a love for values and positive socially-conscious choices, they need positive role models and the opportunity to cognitively discern the difference between impact of values and anti-values on their lives, the community and the world.

LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways. The activities are designed to evoke the experience of values within, and build inner resources. They are designed to empower, and to elicit their potential, creativity and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express and play with values. In the process, personal social and emotional skills develop as well as positive, constructive social skills. This is done most effectively when there is a values-based atmosphere and when teachers are passionate about values.

The Living Values Education Activities resource books are arranged to present a series of skills that build sequentially. However, it is important for educators to integrate values



throughout the curriculum; each subject opens a window to view the self and values in relation to the world.

Three Core Assumptions

LVE resource materials are built on three assumptions. The first assumption is drawn from a tenet in the Preamble of the United Nations' Charter, *"To reaffirm faith in fundamental human rights, in the dignity and worth of the human person"*

- ◆ Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes wellbeing for individuals and the larger society.
- ◆ Each student does care about values and has the capacity to positively create and learn when provided with opportunities.
- ◆ Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care — where students are regarded as capable of learning to make socially conscious choices.

Values-based Atmosphere

Feeling Loved, Valued, Respected, Understood and Safe

As values must be caught as well as taught, the adults involved are integral to the success of the program, for young people learn best by example and are most receptive when what is shared is experienced. The establishment of a values-based atmosphere is essential for optimal exploration and development. Such a student-centered environment naturally enhances learning, as relationships based on trust, caring, and respect have a positive effect on motivation, creativity, and affective and cognitive development.

Creating a "values-based atmosphere" is the first step in LVE's Developing Values Schematic. During LVE Educator Workshops, educators are asked to discuss quality teaching methods that allow students to feel loved, respected, valued, understood and safe.



Why were these five feelings – loved, valued, respected, understood and safe – chosen? Love is rarely spoken about in educational seminars. Yet, isn't it love and respect that we all want as human beings? Who doesn't want to be valued, understood and safe? Many studies on resiliency have reinforced the importance of the quality of relationships between young people and significant adults in their lives, often teachers. What happens to the learning process when we feel loved, valued and respected? What happens in our relationships with educators who create a supportive, safe environment in the classroom?

Real Learning Comes Alive in a Values-Based Atmosphere

Achievement automatically increases as real learning increases. Real learning and motivation come alive in values-based atmospheres where educators are free to be in tune with their own values, model their love of learning and nurture students and the development of cognitive skills along with values.

This is not to say that excellent teaching will always occur when there is a values-based atmosphere; a values educator must also be a good teacher.

Modeling the Values from the Inside

In LVE Workshops, educators are asked to reflect on the values in their own lives and identify which are most important to them. In another session, they are asked to share quality teaching methods they can use to create their desired class climate.

Modeling of values by adults is an essential element in values education. Students are interested in educators who have a passion to do something positive in the world and who embody the values they espouse, and are likely to reject values education if they feel teachers are not walking their talk. LVE educators have shared amazing stories of change with angry and cynical pre-teens and teens, when they were able to stick to their values in challenging circumstances.

Teaching values requires from educators a willingness to be a role model, and a belief in dignity and respect for all. This does not mean we need to be perfect to teach LVE; however, it does require a



personal commitment to “living” the values we would like to see in others, and a willingness to be caring, respectful and non-violent.

Skills for Creating a Values-based Atmosphere

Showing interest in and giving respect to students while pointing out well-done relevant characteristics over time can be used to build the ability of students to analyze their own behavior and academic skills, and develop positive self-assessment and intrinsic motivation. In this approach, there is a focus on human relationships as well as sensitivity to the level of receptivity and needs of the students.

Skills for creating a values-based atmosphere also include: active listening; collaborative rule making; quiet signals that create silence, focus, feelings of peace or respect; conflict resolution; and values-based discipline. Active listening is useful as a method of acknowledgement with resistant, cynical and/or “negative” students.

If you are implementing LVE independently, it may be easier to focus on the values that fit best into your curriculum. A bit of reflection about values or an interesting discussion here and there, can help students become more engaged – and see the difference values make.

Do I need to do every activity?

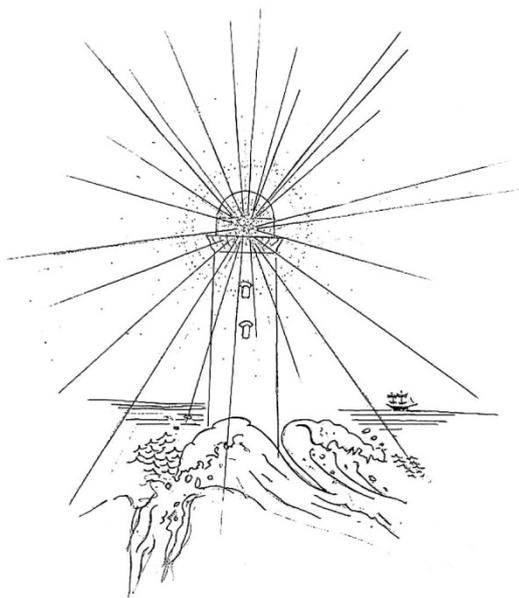
No. While it is good to include a variety of values activities, educators may choose not to do some lessons or may wish to substitute material. In many of the lessons you will find scripted questions and content. This has been provided as many educators have requested such specificity. Please feel free to adapt the questions to your own personal style, the needs of the students, the culture, and your particular setting.

PLEASE REFER to the “Overview and Introduction” book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.



*We hope you and those with whom you work enjoy and benefit from
Living Values Education.*

*Thank you for your dedication to young people and nurturing hearts
as well as educating minds.*



UNIT SIX: HONESTY

Honesty Lessons

The importance of honesty and integrity is becoming ever more apparent as dishonesty, fraud and corruption grow in many lands across the world. This unit brings forth the building of trust and good relationships through honesty, and contrasts the effects of honesty and dishonesty in individuals, friends and families, as well as the effects of dishonesty and corruption in business, society and the world. The lessons offer educators activities to go as deep into the subject as they wish, in accordance with the age and interest of their students.

Thank you for your willingness to help students understand the impoverishment that dishonesty brings, and the beauty and benefit for all inherent in honesty and fairness.

Continue to play a song daily. Do one of the Relaxation/Focusing Exercises every day or every several days, as suitable for your group. Young adults often enjoy making up their own exercises.

Honesty Reflection Points

- ◆ Honesty is telling the truth.
- ◆ Integrity is part of honesty, it means doing what is right.
- ◆ Integrity is part of honesty, it means being fair.



- ◆ Integrity is part of honesty, it means keeping your word, keeping your promises.
- ◆ Integrity is part of honesty, it means being true to yourself and your values.
- ◆ When I am honest, I feel clear inside.
- ◆ A person who is honest and true is worthy of trust.
- ◆ Honesty and kindness build trust.
- ◆ Honest thoughts, words, and actions create harmony.
- ◆ There is a deep relationship between honesty and friendship.
- ◆ Honesty means there are no contradictions or discrepancies in thoughts, words, or actions.
- ◆ Honesty is the awareness of what is right and appropriate in one's role, one's behavior, and one's relationships.
- ◆ With honesty, there is no hypocrisy or artificiality which create confusion and mistrust in the minds and lives of others.
- ◆ Honesty makes for a life of integrity because the inner and outer selves are a mirror image.
- ◆ Honesty allows me to be free of worries.
- ◆ When I am honest, I can learn and help others learn to be giving.
- ◆ Greed is usually at the root of corruption.
- ◆ There is enough for man's need, but not enough for man's greed.
- ◆ When we are aware we are interconnected, we recognize the importance of honesty.
- ◆ Honesty is to use well what has been entrusted to you.
- ◆ To be honest to one's real self and to the purpose of a task earns trust and inspires faith in others.

HONESTY LESSON 1

Mind Mapping Honesty and Dishonesty

Begin with a song.

Discuss/Share



Inform: Let them know that the new value unit is on honesty. A really honest person is automatically considered to have a value called integrity. Integrity is part of honesty, it means doing what is right, doing what is fair.

Discuss the following Reflection Points:

- ◆ Integrity is part of honesty, it means doing what is right.
- ◆ Integrity is part of honesty, it means being fair.
- ◆ Integrity is part of honesty, it means keeping your word, keeping your promises.
- ◆ Integrity is part of honesty, it means being true to yourself and your values.

Say, “Some of the people in the world have integrity and others are dishonest. Someone can be honest most of the time, but occasionally tell little lies. Some people are dishonest and lie whenever they find it convenient. But when people are so dishonest that they try to cheat others, they are being fraudulent or corrupt.

Honesty may not sound like an important value, but the ramifications of honesty versus corruption are immense.”

Activity

“Let’s explore the differences between a world with all honest people, people of integrity, and a world with many dishonest and corrupt people through mind mapping.”

Mind Map: Begin by drawing a large circle on a white board, putting Honesty on the right side and Dishonesty/Corruption on the left side. Start with a branch for Self on the Honesty side of the circle, asking them what happens when there is Honesty in the Self and writing in brief their responses. Then ask them what happens when there is a lack of honesty in the Self. The students are to supply all the answers. Also do branches for Families and Friends, Business, Society, Education and Government.

Share and discuss the Reflection Points:

- ◆ Greed is usually at the root of corruption.
- ◆ There is enough for man’s need, but not enough for man’s greed.



- ◆ When we are aware we are interconnected, we recognize the importance of honesty.

Creative Activity

Divide the students into groups of six or seven. Ask each group to create a song or poem about honesty versus dishonesty/corruption. It could be a rap song. Allow them to perform their creation for the group.

Homework: Ask students to start collecting stories on honesty and corruption from the news or from history.

HONESTY LESSON 2

People of Integrity

Begin with a song.

Discuss/Share

- ◆ Honest thoughts, words, and actions create harmony.
- ◆ Integrity is part of honesty, it means doing what is right.
- ◆ Integrity is part of honesty, it means being true to yourself and your values.
- ◆ When I am honest, I can learn and help others learn to be giving.

Share a Story

Share a story from an autobiography of a woman or man of integrity in your own country and how they make a positive difference, or select a folk tale or another work on honesty. Or, invite the students to find stories of people of integrity and share them.

➤ Ask:

- What was inspiring about the story?
- What do you feel are the current needs for honesty and integrity in today's world?

Movement Activity



Play some music and invite the students to dance dishonesty. After two or three minutes, ask them to dance honesty. Allow them to dance honesty for twice as long as dishonesty.

You may wish to ask them to share about the difference in their feelings, in themselves and about the interaction with others during the dance.

Close with a relaxation/focusing exercise of their choice.

HONESTY LESSON 3

Current News and Stories of Honesty and Dishonesty

Begin with a song.

Activity

Step 1. Ask students to share current news and stories of honesty they have been collecting. As each story is shared, ask them who benefited from the honesty.

Step 2. Discuss the following Reflection Points:

- ◆ Honest thoughts, words, and actions create harmony.
- ◆ An honest person knows that we are all interconnected.

Step 3. Ask students to share current news and stories of dishonesty they have been collecting. Or, discuss past examples of corruption. For example, in one country there was a case in which more than twenty children died in a fire because of inferior housing at a camp. The owners had received money to build proper housing, but did not use it for that purpose. Some of the money they pocketed was then used to bribe others to not report what they had done. The situation in Sudan is tragic, with food aid being stolen and consequent starvation.

Step 4. Divide students in groups of six to eight and ask them to make up skits/dramas portraying the themes of honesty and dishonesty. The students can take the context from stories they have collected, a current conflict in the world, or a theme from a social studies unit.

Step 5. Invite each group to perform their skit. After each skit/skit is performed, ask:



- What was the effect on the people who were cheated?
- What was the effect of the dishonesty on these people's lives – short term and long term?
- If you could, what would you like to tell the corrupt person?

Step 6. Ask the small groups to pretend they had a magic wand and could change the heart of the person from small to big, that is, from selfish and greedy to kind and benevolent. Do the skit/sketch one more time, but tell the corrupt person what you want them to know, wave your magic wand and play out what happens as a result. Close with a relaxation/focusing exercise.

HONESTY LESSON 4

Corruption versus Fairness

Begin with a song.

Discuss/Share

Explore the concept of greed and corruption. Possible questions:

- Why do you think people become corrupt and greedy?
- What do they want? What might be under that want?
- What do they want for their family?
- Do they want happiness and security?
- Does being corrupt generate happiness or security in the long run?
- What do you think corrupt people worry about?
- Would everyone in the country benefit if everyone were honest? Why or why not?
- What would happen to the safety level if everyone in the country was paid well and had fair employers?

Comment: It is reality that in situations where there is a high level of corruption there is a low level of safety. For example, in areas of high unemployment in Mexico, more people are involved in drug trafficking. Almost all people want to provide for their families. Perhaps some people could not figure out another way to provide for them and that's why they got involved in the drug trade. One nearby



city with a progressive major made a very positive difference in fighting the drug trade and a high level of crime and violence simply by generating jobs. That one city has very few problems with drugs and violence compared to the surrounding towns.

➤ Ask:

- Do you think the moral of this story could be that when people are provided fair wages that most of them will take care of their families and not engage in illegal activities?
- True, it seems that there are always a few that are looking for an easy way to make lots of money and so take to cheating others, but isn't it true that most people are good?
- Does bribery and corruption simply beget more bribery and corruption as everyone lower in the chain tries to survive?
- Could one person at the top make a difference?

Activity

Briefly research the history of Singapore and how the Lee Kuan Yew, the first Prime Ministers, worked hard to ensure there was no corruption. Explore why Denmark and New Zealand are considered to be the least corrupt countries in the world on the Corruption Perceptions Index. CPI defines corruption as “the misuse of public power for private benefit”.¹

Discuss the following Reflection Points:

- ◆ Honesty is to use well what has been entrusted to you.
- ◆ When we are aware we are interconnected, we recognize the importance of honesty.
- ◆ When I feel honest, I feel clear inside.
- ◆ When I am honest, I can learn and help others learn to be giving.

Activity

Paint greed and corruption on one side of the paper and fairness and knowing we are interconnected on the other.

Close with a relaxation/focusing exercise.

¹ www.transparency.org



HONESTY LESSON 5

Power, Corruption and the Effect of Honesty on Sustainable Development Goals

Begin with a song.

Discuss/Share

Share: Corruption and graft have robbed many societies of well-being and adversely effected the lives of hundreds of millions of people.

➤ Ask:

- In history, has there been a relationship between greed, corruption, and the denial of human rights? Think of three examples. Please share a few.

Share: There is a saying, Power corrupts, and absolute power corrupts absolutely.

➤ Ask:

- Can you think of some examples of this? What are they?
- Do you think this saying is true? Why or why not?

Think of examples in which corruption has robbed people of education, medical treatment, and even food.

- If you were elected to political office, what do you think would keep you safe from being corrupted?
- What personal understanding would help mitigate corruption by power?

Activity

Step 1. Invite the students to form the same groups they were with during the previous SDGs lessons.

Step 2. Ask them to explore the effect of honesty on the SDGs. If everyone in the world were honest, fair, not greedy and had integrity what would be positively affected? Do any more SDGs need to be added?



Step 3. Ask them to write specific ways holding the value of honesty would affect the SDGs on which their group is focused and write those on yellow Leaves. If the availability to research exists, you may wish to ask them to investigate a specific situation and how many people's wellbeing would be affected by honesty for a particular SDG – in a specific country or in the world.

Step 4. Invite them to share their Honesty Leaves with the entire group.

Step 5. Invite the groups to attach their yellow Honesty Leaves to the class artistic presentation of the SDGs.

Close with a relaxation/focusing exercise.

HONESTY LESSON 6

One Minute of Courage

Begin with a song.

Discuss/Share

Reflection Points:

- ◆ With honesty, there is no hypocrisy or artificiality which create confusion and mistrust in the minds and lives of others.
- ◆ Honesty makes for a life of integrity because the inner and outer selves are a mirror image.
- As the educator, if you are comfortable, share a real-life story of personal honesty or dishonesty to the students. Or, invite students to share a story.
- Ask:
 - Do you want your friends to be honest? Why?
 - Would you want your husband or wife to be honest? Why?
 - Think of a person in your life who has always kept his or her promises to you. How do you feel about that person?
 - How do you feel when someone lies to you or breaks her or his promise?
 - How does it feel to be dishonest, if found out? If not found out?



- When do we want to lie?
- Why do people lie?
- Are there situations in which it is okay to lie?
- When is it not okay to lie?
- Is it possible to both lie and maintain integrity? How?
- What are the consequences of dishonesty?
- When can lying hurt others, or destroy the lives of others?

Content Comment: People usually lie initially to avoid embarrassment and possible punishment for having done something wrong. When they try to cover the lie, things get very complicated because they have to remember what they said and what they did not say.

Think about how much energy it takes to cover a lie versus one minute of real courage to tell the truth. In the long run, the truth makes us feel better in our hearts and in our relationships. We become free from the worry of hiding the lie. However, some people become accustomed to lying and it destroys the trust in their relationships.

Activity

Ask the class to write a short story using a real or imaginary situation in which a person lied. Or, do the Group Story Game, going around the classroom and asking each person to add a few sentences to the tale.

Close with a relaxation/focusing exercise of their choice.

HONESTY LESSON 7

Privacy and “Busy Bodies”

Begin with a song.

Lesson Content

Inform: In Living Values Education, honesty is used as a universal value to help create a better world. It is not a mandate to share personal matters when you would rather have a little privacy or space to work things through.



Honesty is telling what is true. Honesty is being fair to others.

Honesty does not mean a person must bare her/his soul to everyone, nor tell personal details to people with whom you do not wish to share.

➤ Ask:

- What kinds of things do you think are only your business?
- Who do you not want to share that information with?
- If someone is asking about something that you do not wish to share, what can you say that is still honest? (Such as “I’d rather not share that right now.”)
- Do you want your privacy even during close relationships sometimes?
- How can you communicate that in such a way that others understand?
- When do you want to share?

“There are also circumstances when people can be cruel under the guise of ‘honesty’.”

➤ Ask:

- Can you think of some examples?
- What examples have you seen in social media?
- What do you think is the right thing to do instead of that?
- When is being ‘too honest’ not really honesty, but a lack of love and respect for another person?
- What is the balance of love and honesty?
- Is an honest heart a heart full of love?

Activity Options

Invite students to write a poem about sharing in an honest way with a friend.

Invite a few students to share their poems, if they wish to do so.

Close with some relaxation/focusing time by playing relaxation music and asking students who wish to do so to share one line from their poem that they feel is centering or grounding.



HONESTY LESSON 8

Trust

Begin with a song.

Discuss/Share

- How would you feel if your boss said she would pay you a certain amount and then paid you half of that?
- How do you feel when someone cheats you rather than keeping their word?
- Do societies run better when people keep their word?
- What about personal relationships?
- What kinds of words and actions break trust in relationships?
- How do you feel when people lie to you?
- What kinds of words and actions build trust in relationships?

Activity

Step 1. Divide students into groups of three to five to discuss the building blocks of trust. Draw a “trust wall,” filling in bricks with different words or actions that build trust in relationships. What is important in the foundation?

Step 2. What are the emotional words or actions that act like boulders to break the trust wall? Perhaps a little bit of blame is like a pebble, but what is the effect of frequent blame on a relationship? What is the effect of lying? What are other pebbles or boulders?

Step 3. Invite each group to artistically present their trust wall by making a poster or drawing. Are there certain attitudes that make the wall more beautiful?

Step 4. Invite each group to share their trust wall poster or drawing. Lead the applause.

Close with a relaxation/focusing exercise of their choice.



HONESTY LESSON 9

Situation Cards

Begin with a song.

Activity

Step 1. Ask the young adults to form small groups and generate situations in which they become upset when others are not honest or trustworthy, that is, they lie, cheat or steal, or situations in which they would like to be honest but it is difficult to do so. Ask them to fill in the situation on the Situation Honesty Cards. (The cards are located on the next page. You may wish to copy them for the students to use, or they can make their own.)

Step 2. Introduce the following interpersonal skill and ask a student to model it.

Key phrase: "It takes courage to apologize for not keeping a promise."

➤ Ask:

- If someone did not keep their promise to you, what would you like her or him to say?
- If you did not keep your promise to someone, what could you say? Please start your sentence with "I" and share your feelings.

Use the previously presented communication skill of: "I feel _____ when _____ because _____." For example, "I felt badly when I was late because I let you down and I really value your friendship."

➤ Ask:

- This is one way to handle the situation; what are other alternatives?



- List the alternatives and discuss together the consequences of each.

Situation Card – Honesty

Situation:

Act out the above situation in two ways:

1. Lie about the situation and see what consequences develop.
2. Be honest about the situation and see what happens.

Ask the characters to occasionally freeze their actions, so they can tell the audience what their thoughts and fears are.

Step 3. Invite each group to act out one of the situations they have generated.

Close with a relaxation/focusing exercise of their choice.

HONESTY LESSON 10

Resisting Pressure

Begin with a song.

Discuss/Share

The Reflection Points:

- ◆ A person worthy of confidence is honest and true.
- ◆ To be honest to one's real self and to the purpose of a task earns trust and inspires faith in others.

Say, "Sometimes there is pressure to be dishonest, and sometimes it is difficult to resist that pressure."

- Ask the students to create examples of problematic situations in small groups.



➤ Ask:

- What things can you think of that would help you resist the pressure to _____ . (Put in one of the examples the students gave you, it might be about lying, cheating, or stealing, etc.)
- What kinds of things could you say to yourself, or a friend, if there is a temptation to be dishonest?
- What doesn't help?
- Would it help you resist the temptation if you looked at the consequences? What could happen as a result? (Teachers might want to question further about consequences, such as the feelings or happiness over time of the one who has cheated, the effect on relationships with friends, trust and loss of trust, hurt or harm to others, belief in the self, etc.)
- What else can you think of that might help? Would anyone like to share a personal experience?

Activity

Organize students into groups of four or six to make up a Situation Card on honesty. Instruct each group to act out a situation, acting out the dishonest and honest responses, and the consequences. The "actors" may freeze the skit at times to share their thoughts in an aside to the audience.

Close with a relaxation/focusing exercise of their choice.

HONESTY LESSON 11

The Power of One

Begin with a song.

Lesson Content

Please share this following, contributed by Kurt Krueger:

In 1645, one vote gave Oliver Cromwell control of England.

In 1776, one vote gave America the English language instead of German.

In 1923, one vote gave Adolph Hitler control of the Nazi Party.



- ◆ How wonderful it is that nobody need wait a single moment before starting to improve the world. – *Anne Frank*
- ◆ A small body of determined spirits fired by an unquenchable faith in their mission can alter the course of history. – *Mohandas Gandhi*

Discuss/Share

Sometimes honesty can seem like a simple value that is not so important, but it is probably one of the most important ones in terms of affecting our lives and the lives of others.

Corruption has killed many people, be it through using cheap poor-quality materials to build bridges or stealing food aid for a starving populace.

Activity

Step 1. Ask individuals or small groups of students to research stories of people of honesty and goodwill who made a difference in the lives of others. For example, some companies treat and pay their employees well and others treat them poorly and pay them poorly.

They may wish to consider:

- Which companies do better in the long term?
- Which companies have more satisfied employees?
- Which companies have more loyal employees?
- What are other advantages of having honesty as an ethic in a company?
- Is there a relationship between honesty and generosity?
- What other values do honest people seem to have?

Step 2. Invite those who wish to do so to share their discoveries. Close with a relaxation/focusing exercise.



HONESTY LESSON 12

Creating Stories to Inspire Honesty

Begin with a song.

Activity

Step 1. Invite students to imagine what the world would be like if everyone in it were honest and behaved with integrity.

Step 2. Ask:

- Can you think of a time when you really appreciated someone else's honesty?
- Can you think of a time when you were appreciated for your honesty?

Step 3. Individually or in small groups create stories or plays for younger children or their peers to inspire them to be honest and true to their values.

Step 4. Ask those who wish to do so to share their stories.

Step 5. Create slogans together in small groups.

Step 6. Would they like to create a program for younger students or their peers? They could share a couple of stories, one or two of the skits/sketches they did earlier and perhaps have everyone dance honesty. Would they like to put the slogans into artistic form and display them? Allow them to think about what they would like to do – and do it.

Close with a relaxation/focusing exercise of their choice.

Honesty Activities in Subject Areas

Language/Literature

Read autobiographies of woman and men of integrity and how they make a difference in the world.



Select folk tales, classical novels, or other works on honesty or greed and corruption. Discuss the consequences on individuals, families, and society.

Ask students to create their own fairy tales for younger children illustrating one of the Honesty Reflection Points.

On several different days, discuss one or more Reflection Points. Ask students to write a short story or short essay based on one of the Reflection Points. For example: There is a deep relationship between honesty and friendship.

Read about the ancient philosopher Epictetus and his teachings. In a novel by Tom Wolfe, "A Man in Full," Epictetus' teachings are revealed through the character of a former slave and some of Wolfe's characters learn to value personal integrity over material gain.

History/Social Studies

Skits Portraying the History of Fairness or its Lack

Ask students to make up a skit, portraying the theme of honesty and fairness versus corruption and greed. If you are working with a large group of students, divide them into smaller groups. Students could take the context from a unit they have been studying, such as a feudal lord of medieval times or a current conflict in the world. After the skits, discuss the effects economically and socially.

Ask:

- What was the effect on the people who were cheated?
- What was the effect of the dishonesty or greed on these people's lives?

Ask the actors to add how they felt from a subjective standpoint.

Science

Ethics in Science

Discuss ethical issues in science today and the effects of not being honest. For example, there have been instances of scientists falsely



reporting scientific data in order to support the bias of the corporation paying for the research.

➤ Ask:

- What do you think the code of conduct should be?
- What happens to progress in scientific research when someone misrepresents data?
- How could that negatively affect the health of consumers?
- What would you do if you were a scientist and why?
- What is the relationship between lack of honesty and integrity and self-respect?

Name and Fame

Sometimes there is lack of integrity when people are greedy for name and fame. There have been instances of scientists stealing other people's data and inventions. People often want such recognition so others will admire, respect, and even love them. They hope with name and fame – and the consequent love and respect – they will feel powerful and better about themselves.

Discuss:

- Will they really feel better inside when they get respect for something they know they cheated on and is not true?
- How would you feel if you were working on an invention and someone stole your ideas?

Economics

Skits

Students can make up a skit, portraying the theme of honesty and dishonesty. If you are working with a large group of students, divide them into smaller groups. They could take the context from a unit they have been studying or from a current situation in your country. For example, the skit could take place in a stockbroker's office, with investors and brokers using the Internet or other appropriate means to create a "get-rich" scheme at the expense of others.

After the skit(s), discuss the effects economically and socially.

- What was the effect on the people who were cheated?



- Is it fair for someone to misrepresent something and cheat others if the ones cheated are “dumb enough to fall for it”? Why or why not?
- What is the effect of dishonesty or greed on these people’s lives?
- How would you feel if that happened to you?

Discuss:

- To be a successful businessperson, honesty is of prime importance.
- How possible is honesty in today’s business world?
- What would the business world be like if everyone were honest?
- If you were going to start a business with a partner, would you want your partner to be honest? Why or why not?

Act It Out

How would you feel if you were an honest businessperson? How would you feel if you were a dishonest businessperson? Act it out.

Ethical Issues

Discuss ethical issues pertinent to economy.

While some example issues are below, please discuss current issues relevant to the young adults and their future.

- When medical laboratories over-bill insurance companies, who reaps the profits and who eventually pays?
- When an individual has violated professional ethics and is seeking public office, should he or she be elected?
- When people claim false injuries in an auto accident or on their job, are they hurting others? Why?
- If you were the owner of the business, what would you say?
- What would you like to tell the worker who claims a false injury?



Art

Discuss ethical issues within the art community of your country.

Make up slogans about honesty or integrity, and then use them on artistic posters or banners. Place them around the school.

Create a picture expressing the feeling of honesty – a picture in which there is harmony of color and shape. Select a regional artist that shows this quality in his or her paintings, or perhaps look at the paintings of Jackson Pollack. Create your own picture using colors and abstract shapes which express harmony of feeling.

– *Contributed by Eleanor Viegas*

Student Council/Student Government

In high schools, set up a system whereby acts of honesty and virtue are rewarded, for example, when someone turns in an item which has been lost. The members of Student Council or Government would determine the criteria for the reward, depending, of course, on your culture. Suggestions for rewards are:

- A special telephone call or a letter from the principal or teacher.
- A “thank you” from the Student Council president.
- A certificate of honesty and virtue.
- As a student cited for honesty/virtue, your name could be placed in an Honesty/Virtue Box. Once a week or month, one name could be drawn and a special prize given. Prizes could be food items or other gifts donated by local businesses, the best seats at the soccer game, or . . . ? Use your imagination!

– *Contributed by Mryna Belgrave*

Home Economics

Discuss honesty within the context of home economics.

For example, ask:

- What skills do we need to ensure we are not cheated?
- What skills must we develop in order to be honest ourselves?



- Is there benefit in honesty? What is the benefit?”

Discuss the following Reflection Points:

- ◆ Honest thoughts, words, and actions create harmony.
- ◆ Honesty is to use well what has been entrusted to you.
- ◆ An honest person knows that we are all interconnected.

Discuss: How do the above points apply to life in the home? In your neighborhood? In society?

Physical Education

Discuss the ethics involved in sports today. The teacher may wish to discuss the elements of honesty and ethics most relevant to his or her students. One topic of worldwide interest is the Olympics. In the past Olympic games, steroids and body-enhancing drugs have been an ethical issue. Discuss.

Talk about current sports stories, such as the widespread drug use at the French Open Bicycle Races, to illustrate how everyone loses when there is dishonesty.

– *Contributed by Irene Miller*

Relate cheating to our feelings about the self.

➤ Ask:

- How would you feel inside if you know you have won because you had an unfair advantage?
- How do you feel when you win because of your honest efforts?
- Is winning the only important thing?



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Notes



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