SAMPLE AUDIOVISUAL LESSON PLAN #2

THEME: Morality/Honesty

GRADES: 6th grade – 12th grade (from Supplement to video)

TIME: 2 Hours

SESSION GOALS: In relation to honesty, to help the students:

- Define honesty
- Discover that their character is defined by what they do, not by what they say or believe
- Discover every choice they make helps define the kind of person they are choosing to be
- Realize good character requires doing the right thing even when it’s costly or risky
- Realize they don’t have to adopt the worst behavior of others as a standard for themselves. They can choose to be better than that
- Discover what they realize do matters, and one person can make a big difference

AUDIOVISUAL RESOURCE: VTE 2162 In Search of Character: Honesty:

- Questions to ask before the video:
  - What is your definition of honesty?
  - Is there a Scripture base for being honest? What is it?
  - How many lies do you get to tell before you are a liar?
  - Do you consider yourself to be an honest person? Why?
  - What would you do if you found $10,000 on the shelf beneath an ATM machine and nobody saw you find it?

SHOW VIDEO: 30 minutes

REFLECTION QUESTIONS AFTER VIEWING THE VIDEO:

- In the opening documentary, some kids thought that Matt and Chris were saps for returning the money they found. What do you think of their decision?
- The girl who found the lost beeper said she felt guilty and that giving it back would be the right thing to do. Why, then, is she keeping it? What advice would you give to her?
- People often rationalize their own dishonesty by saying, “That’s the way the world is, so why should I be different?” What do you think of this reasoning?
- One of Dr. Mike’s guidelines for making good choices is to ask yourself, “How would I feel if this were printed on the front page of the newspaper?” How might that help keep you honest?
- Is there anything wrong with a “small” lie to parents or friends to keep from upsetting them? What is a small lie?
- One girl in the teen discussion said she doesn’t count little lies as lies. How do you feel about that idea?
- When people are dishonest with you, how does it make you feel?
- Dr. Mike’s co-host, S.E., comments that lying ruins relationships. Do you agree? Has that ever happened to you?
- What is your definition of an honest person?
- How important is it to you that your friends be honest?
If you discover your classmates are cheating on an important exam, does that mean it is okay for you to cheat too?

It's been said that cheating is just another form of lying. Do you agree?

Dr. Mike makes the point that dishonesty turns us into phonies, but honesty allows us to be real. What does that mean? Do you agree?

S.E. observes that simply being honest makes life a lot easier. What does she mean by that? Do you agree? Have you experienced this in your own life?

What risks are involved in being honest? What risks are involved in being dishonest? How do you benefit from being an honest person?

What does honesty have to do with your character?

OTHER ACTIVITIES: Other activities that can be done as a follow-up to reinforce the message of the video:

Pick any question from above and write an essay

Select an advertisement from a magazine or newspaper, or from radio or TV. Analyze it for honesty:

Does it explicitly say anything you think is untrue? Is it trying to make you believe something that might not be true? Is it lying by omission, e.g., leaving out important information that would make a difference to you? Is it misleading in any way? Does it present any half-truths?

Have the students keep an “Honesty-Dishonesty” journal for one week. In this journal, document examples of honesty and dishonesty in everyday life. Keep track of all the times you hear or tell “white lies.” Pay particular attention to the media. See what role honesty plays in stories covered in the news. Note how often dishonesty is at the core of TV sit-coms and dramas. At the end of the week, write your conclusions and share them with the class. What did you learn about your own behavior from doing this project?

As a class, brainstorm all the excuses and rationalizations people give for lying, cheating, and stealing, and then have a discussion about them. How valid are they? What's wrong with each of them?