



High School

National FFA Organization

Lesson HS.12

PRACTICING HONESTY

Unit.

Stage One of Development—ME

Problem Area.

Who Am I as a Leader.

Precepts. D2:

Accurately assess my values.

National Standards. NSS-C.9-12.5 — Roles of the Citizen — What are the responsibilities of citizens.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify what honesty means.
- 2 Identify the benefits of being honest.
- 3 Explain the value of honesty as a human character trait.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Blanton, Brad PhD. Radical Honesty: How To Transform Your Life By Telling The Truth. New York, New York. Dell Publishing, 1996.
National FFA Essential Learning materials, 2003.



Tools, Equipment, and Supplies

- ✓ Magazine advertisements—one per student
- ✓ Markers
- ✓ Overhead projector
- ✓ Paper
- ✓ Pencils
- ✓ Transparencies
- ✓ Writing surface



Key Terms. The following term is presented in this lesson and appears in bold italics:

▶ Honesty



Interest Approach

Remind students that comments they make today are to be confidential and not shared outside the walls of the classroom. Encourage them to ask questions and be honest and sincere about their comments. Pass out a different magazine advertisement to each student. Have them analyze it for honesty.



Take a moment and look at the advertisement in front of each of you. What does it say or imply that might make you think it is untrue. What might it be trying to say that is not exactly true. What might it be leaving out that would be important or might cause you not to buy the product. How might it mislead you in anyway. Does it include half-truths. Be prepared to share your responses.

Ask for several students to share some of their advertisements and comments with the class. Take about 10 minutes for this activity.

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SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify what honesty means.

I. Activity—what honesty means.

<i>Me-you-us Moment</i>. Take about five minutes.



Describe a time when you were dishonest. Tell us what happened. What did you learn from the experience.

Separate the class into groups of three and have them identify ways they can be honest in school, at FFA activities and with their SAE projects. Take about 10 minutes.



On a piece of paper create three columns. Title the columns, School, FFA, and SAE. In each column list ways you can demonstrate honesty. You can work in groups of three on this project for the next few minutes.

Objective 2. Identify the benefits of being honest.

II. Activity—benefits of being honest.

Eye Witness News Moment. Five minutes for this activity.



When was there a time you were tempted to lie but chose to be honest. What happened. Did you regret your decision. Was there a benefit to your choice to be honest.

After each pair of students has interviewed each other, have a few of them share:



Discuss the benefits of always being honest with others.

Objective 3. Explain the value of honesty as a human character trait.

III. Activity—class discussion.

Lead a class discussion for fifteen minutes on the following questions:



Who are people you know who are honest. How do you feel about these people who tell you the truth even when it may be difficult or hurtful.



Is there anything wrong with a small lie to parents or friends to keep from hurting their feelings.



What risks are involved in being honest. What risks are involved in being dishonest. How can you benefit from being honest.

What does honesty have to do with your character.

Review/Summary

Ask each student if they would consider themselves an honest person. Have them write down the answer and the justification as to why. Make sure they consider all the prior discussion when they justify their answer. Let the students know that this exercise is completely confidential. Take about five minutes to do this activity.

Application

Extended Classroom Activity:

Have the students create and teach a lesson to elementary or middle school students about the importance of honesty. Remind them to be creative and have fun. They could do a skit or role-play with the students to make their point.

FFA Activity:

Have the students create a list of all the FFA activities where they may consider stretching the truth to give them an advantage in an event. Brainstorm ways they might be able to hold each other accountable so as not to be tempted while participating in FFA activities.

SAE Activity:

Have students review their journals or records about their SAE program. Have them look for any instance where a lie or half-truth might have been entered. Encourage them to make adjustments even if it might not be to their benefit.

Evaluation

Five hundred word essay paper:

How do you rebuild trust with a person after they have lied to you.

Answers to Assessment:

Content from class discussion—15 points

Spelling and grammar—5 points

Writing style and structure—5 points



EVALUATION

Five hundred word essay paper: How do you rebuild trust with a person after they have lied to you.

