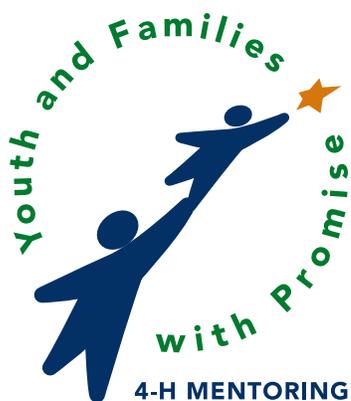


Connect!

LEARNING ACTIVITIES TO STRENGTHEN ASSETS

II



Honesty

WRITTEN AND COMPILED BY:
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YFP SITES	Testing and Evaluating the Curriculum
IRON COUNTY LIC	Original YFP Program Development and Support
UTAH STATE UNIVERSITY	YFP Administration and Support
STATE OF UTAH	YFP Funding and Support
USDA	YFP Funding and Support
OJJDP	YFP Funding and Support

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Introduction

THE CONNECT! II LEARNING ACTIVITIES TO STRENGTHEN ASSETS

Curriculum is centered around strengthening the “Developmental Assets” of Youth. These 40 “Developmental Assets” as identified by the Search Institute of Minneapolis have proven to be crucial building blocks that youth and families need in order to succeed in life.

Throughout the country, organizations and schools recognize that these assets can be built and strengthened in our youth with the quiet revolution termed “mentoring.” A mentor is defined as a “wise and trusted friend; or someone that shows the way.”

In the 1997 Summit on America’s Future, leaders from all across the country hailed mentoring as one of the necessary solutions to help ensure a stable future for America’s youth. They were supported by research proving that mentoring works. Goals were set to find and enlist 2,000,000 mentors by the year 2000. That goal has been met!

Volunteer mentors come with a variety of education and experience. Asking mentors to work in a structured program to build or strengthen “Developmental Assets” in youth without prior training, raises serious concerns.

In order for meaningful interaction to occur between mentors and youth, a basic asset-related curriculum was needed. **CONNECT! II...** was developed out of this necessity. **CONNECT! II...** is a supplement of activities that apply to additional developmental assets from The Search Institute.

CONNECT! II... is designed to give meaningful interaction during the time mentors spend with their youth. It is designed to be flexible enough to be conducted informally on a one-on-one basis, or with a small group of mentors and mentees, or it can also be used during family trainings or family activity nights. The activities are designed to help the youth develop life-long competencies based on the “Developmental Assets” model.

From the volunteer/mentor perspective, **CONNECT! I** and **II...** provide readily available materials and activities that can be prepared and used quickly. **CONNECT! I** and **II...** will help mentors effectively meet the individual needs of each youth.

Using This Book: To The Mentor

Each of the units/chapters in this curriculum is dedicated to one of the “40 Developmental Assets” as identified by the Search Institute. The Individual units or chapters are designed to: 1) identify the asset or quality that you would like to work on with your youth, 2) give specific instructions for fun, active learning activities, and 3) follow up with concrete discussion questions that will help the youth achieve higher level thinking and processing skills. Each unit is self-contained. Activities can be printed off for to be used individually by one or several sets of mentors and their youth.

Goal And Objective Page

Following the title page is a goal and objective page. This page lists the asset or quality, followed by the goal the youth is expected to meet if successfully achieving that quality. Each goal is broken into three concrete objectives for you and your youth to work on. To the right of each objective is a list of activities that can be completed by you and your youth.

Activity Page

The activity pages are written so that at a quick glance, you can see:

1. Topic of the activity
2. Whether the activity is better as a one-on-one or as a whole group activity
3. Time required to complete the activity
4. Necessary materials
5. How to set up the activity
6. Detailed directions to conduct the activity
7. Discussion topics to focus and reinforce the purpose of the activity
8. Specific questions to guide the youth’s thinking and processing

Checklist Page

Following each set of activity pages, is a Checklist page. After completing the activities, use this page to evaluate the progress your youth is making on a particular asset. Mentally answer the questions. If the youth is not ready to move on to the next objective, additional activity and resource suggestions are included.

Handouts

At the end of each set of activities are related activity sheets or handouts. Make as many copies of this material as you need.

HONESTY

ASSET #29

GOAL: The youth will tell the truth even when it is not easy.

OBJECTIVES

The youth will:

		PAGE
Identify honest/dishonest behavior by evaluating words and actions in situations.	Activity 1 Keep in Step with the Basics	6
	Activity 2 Honesty Can't "Weight"	7
Analyze honest/dishonest behavior in the world around them and determine appropriate behavior.	Activity 1 Journal It!	11
	Activity 2 Look Around You	12
Apply honesty into their daily lives.	Activity 1 As the Saying Goes...	14
	Activity 2 Actions Speak Louder than Words	16

Keep in Step with the Basics

GOAL: The youth will tell the truth even when it is not easy.

Objective

The youth will identify honest/dishonest behavior by evaluating words and actions in situations.

Materials

- Paper
- Pencil
- An assortment of dictionaries (2-3)

Activity (30-40 minutes)

- Defining what it means to be honest is the first step. As a team, compose a definition of honesty. Once the team determines what it believes honesty is, look up “honesty” in the dictionaries. Compare the different dictionary definitions. Then compare these to the team’s definition. The team now has the task of revising its composed definition to become synonymous with the dictionaries’ definitions.
- Looking at the revised team definition, make a list of honest actions or situations that portray each component.

Discuss

- Why people’s definitions may differ.
- How someone’s definition of honesty determines his or her behavior.
- The importance of having a clear and precise definition of honesty to guide your actions.

Ask

- Do we all recognize honesty when we see it?
- What role do values and beliefs play in forming your definition of honesty?

Honesty Can't "Weight"

GOAL: The youth will tell the truth even when it is not easy.

Objective

The youth will identify honest/dishonest behavior by evaluating words and actions in situations.

Materials

- Copy of "Honesty Can't 'Weight'" scale
- Copy of "Situations"
- Pencil
- Game piece for each player (bean, button, penny, etc.)

Activity (30 minutes)

- Explain to the youth that they will be evaluating a variety of situations for honesty. The scale ranges from 1 to 5, with 5 representing "Honest" behavior. After the mentor reads a situation, the youth will evaluate the honesty used in the situation and then will place his/her game piece on the scale accordingly. The youth will then briefly explain the reasons for the choice. It is now the youth's turn to read the situation for the mentor to determine if honesty is being used. Continue taking turns until all the situations have been evaluated and discussed.

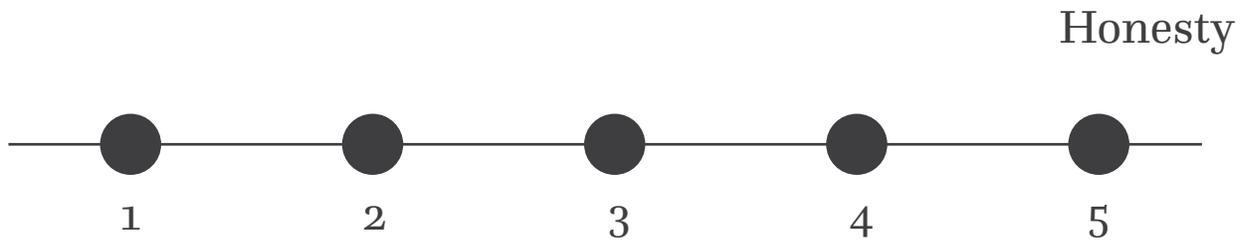
Discuss

- There are no degrees of honesty. You are either "honest" or "dishonest". Any game piece that was not placed directly on honesty is a dishonest behavior.
- Discuss how the scale should be modified to represent the above statements.
- A "white lie" is dishonest behavior.

Ask

- If the game piece was placed on the scale close to "Honesty," does this mean that it is an okay practice? Why or why not?
- How many lies can you tell before you are a liar?
- What is your definition of an honest person?
- Do you consider yourself to be an honest person? Why?

Honesty Can't "Weight" Scale



SITUATIONS

The phone rings. You look on the Caller ID and notice that it is a friend that you don't want to talk to. Before your mother answers the phone, you plead and motion to her to tell the caller that you are not home.

Your mother tells the caller that you are not home. Your grandmother knits you a sweater for your birthday. She is so proud of it, but it is something you would never be seen in public wearing. When she asks how you like it, you respond by saying, "Oh, Grandma it's beautiful, I love it!"

Your mother comes home with a new hair style that you really don't like. She asks you if you like it and you say, "I liked the old style better, but maybe it's because I'm not used to the new style."

In English class you are assigned an essay on a topic you wrote a paper on for another class last quarter. You print off a new copy and attach a new cover page.

You just bought your favorite video game. After paying you noticed the clerk has given you too much change. You leave the store without saying anything.

On the school playground you find a \$20 bill. It's just enough to buy that new CD you've been wanting! No one sees you pick it up. When the bell rings to go inside, you turn it over to the teacher.

Your friend tells you a secret and says not to tell anyone. You end up sharing the secret with your other friend because you know she will not say anything.

One of your friends tells an unkind joke about another person. It bothers you, but you laugh anyway.

Honesty

GOAL: The youth will tell the truth even when it is not easy.

After completing activities 1 and 2, is the youth ready to move on?

1. The youth can give an accurate definition of honesty.	YES	NO
2. The youth is able to connect honest actions with their honesty definition.	YES	NO
3. Was the youth able to understand that an action is either honest or dishonest; there is nothing between?	YES	NO
4. Does the youth believe that a “white lie” is dishonest behavior?	YES	NO
5. The youth has a clear concept of honesty.	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Write the word “honesty” vertically on a piece of paper. To the right of each letter, write a word or phrase, starting with that same letter that describes a component of honesty
- Make a list of synonyms and antonyms of honest.
- Read some stories that depict honesty.
- Share the meaning of honesty with your family. Ask them to share their ideas with you.

Follow-Up Questions

- What qualities do honest people have in common?
- Does your definition of honesty differ from your friends’ or family’s? How?
- How does one’s behavior depict their concept of honesty?

Additional Resources

- Pinocchio by Walt Disney (video or book)
- A Big Fat Enormous Lie by Marjorie Weinman
- The Trumpet of the Swan by E.B. White

Journal It!

GOAL: The youth will tell the truth even when it is not easy.

Objective

The youth will analyze honest/dishonest behavior in the world around them and determine appropriate behavior.

Materials

- Notebook
- Pencil

Activity (60 minutes)

- Have the youth keep a daily journal for a week. In this journal they will record honest/dishonest behaviors that individuals exhibit at school. Make sure they label the type of behavior observed (honest or dishonest).
- When the youth shares his/her journal the following week, use the “Discuss” and “Ask” sections below.

Discuss

- Describe your feelings when you observed an honest behavior.
- Share a few of the dishonest behaviors you observed. Now “rewind” the situations and turn them into honest behaviors.
- When we become aware of outside influences, we can then react in a more objective way.

Ask

- What type of behavior did you observe the most?
- Why are people dishonest?
- What did you learn about your own behavior by doing this activity?

Look Around You

GOAL: The youth will tell the truth even when it is not easy.

Objective

The youth will analyze honest/dishonest behavior in the world around them and determine appropriate behavior.

Materials

- Collection of newspapers, magazines, grocery store tabloids, junk mail advertisements, etc.
- Scissors
- Masking tape

Setup

- Lay two 36" strips of masking tape, sticky side up, about 24" apart on a flat surface. Designate one strip for misleading advertisements and the other for truthful advertisements.

Activity (60 minutes)

- The youth and mentor will browse through the collection of media advertisements to determine whether the content is truthful or misleading. The goal of the activity is to find two truthful advertisements for every misleading advertisement. As the youth find these examples, they will cut them out and press them on the appropriate strip of masking tape. Have the youth determine how the misleading advertisement should have been portrayed. The mentor's role is to promote in-depth discussion of their examples. When the activity is completed, the youth will crumple the misleading strip of advertisements and throw it away. The truthful strip of advertisements can be displayed as a reminder of the effects media have in our lives.

Discuss

- Misleading advertisements are a form of dishonesty.
- Talk about other types of media that influence us and cite specific examples. For example: sitcoms, television commercials, radio, Internet, etc.

Ask

- Was it harder to find truthful advertisements? Why?
- Why does the media sometimes present misleading information?
- How has this activity affected your perception of the media?
- Why is it important to be selective of the types of media we experience?

Honesty

GOAL: The youth will tell the truth even when it is not easy.

After completing activities 1 and 2, is the youth ready to move on?

1. Can the youth distinguish between honest/dishonest behaviors in their life?	YES	NO
2. Is the youth able to “rewind” a dishonest behavior and turn it into an honest behavior?	YES	NO
3. Does the youth understand that cheating, misleading, lying, and partial truths are forms of dishonesty?	YES	NO
4. Is the youth able to recognize misleading examples in the media?	YES	NO
5. Is the youth aware of the effect media have on their life?	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Collect pictures of people throughout history who have been known for their honesty.
- Write a rap or jingle about honesty or dishonesty.
- Find out how your school handles dishonesty. Are there student guidelines about cheating, stealing, lying, plagiarism, and other issues?

Follow-Up Questions

- Is honesty the best policy? Why?
- Should you expect rewards for being honest?
- Why is it important to have friends who are honest?

Additional Resources

- A Big Fish Story by J. and D. Wylie
- The Boy Who Cried Wolf—Aesop

As the Saying Goes

GOAL: The youth will tell the truth even when it is not easy.

Objective

The youth will apply honesty in their daily lives.

Materials

- Copy of “Quotes” cut into cards
- Drawing paper
- Colored pencils, crayons, or markers

Activity (45-60 minutes)

- Place the pile of “Quote” cards, face down, in the middle of the table. Participants will each draw a “Quote” card to interpret and then illustrate on drawing paper. Have each participant share the illustration with the group. Then give the other participants the opportunity to give examples of possible situations which would further explain the quote.
- The mentor will stress that the quality of drawing is not important, but the interpretation is. If the group is large, participants may prefer to work in teams or pairs.

Discuss

- The power of quotes. One small quote packs a lot of power.
- Personal experiences that contributed to your interpretation of the quotes. Explain why.

Ask

- Which quote had the most impact on you? Why?
- How did sharing examples increase your understanding?
- Why have these quotes/proverbs been in use for a long time?

QUOTES

“He that loseth his honesty
hath nothing else to lose.”
– John Lyly

“There is no twilight zone of
honesty. A thing is right or it’s
wrong. It’s black or it’s white.”
– John F. Dodge

“Do not do what you
would undo if caught.”
– Leah Arendt

“Be true to your work, your
word, and your friend.”
– John F. Dodge

“The best part about telling the
truth is that you don’t have to
remember what you said.”
– Mark Twain

“Truth exists; only falsehood
had to be invented.”
– George Braque

“If you tell the truth, you have
infinite power supporting you.”
– Unknown

“A harmful truth is better
than a useful lie.”
– Thomas Mann

“Honesty is the first chapter in
the book of wisdom.”
– Jefferson

“One falsehood spoils a
thousand truths.”
– Ashanti proverb

Actions Speak Louder than Words

GOAL: The youth will tell the truth even when it is not easy.

Objective

The youth will apply honesty in their daily lives.

Materials

- Copy of sample “Honesty Code”
- Copy of blank “Honesty Code” to be filled in by the youth
- Pencil/pen

Activity (45 minutes)

- The youth will develop their own “Honesty Code” to promote honest behavior in their lives. Discuss what an “Honesty Code” is. Brainstorm and record possible items that should be included in their own “Honesty Code”. Then have the teams/pairs share the sample “Honesty Code” to determine if there are any other behaviors they would like to include in their own code.
- After determining which behaviors youth would like to include in their code. They will create their own.
- Have the youth stand and recite their code with conviction to the other participants.
- Have the youth display their “Honesty Code” in a visual place to remind them daily of their commitment.

Discuss

- If you have a reputation of being honest, people will want to deal with you more, because they trust you. Explain.
- Discuss how the code will look when put into action.

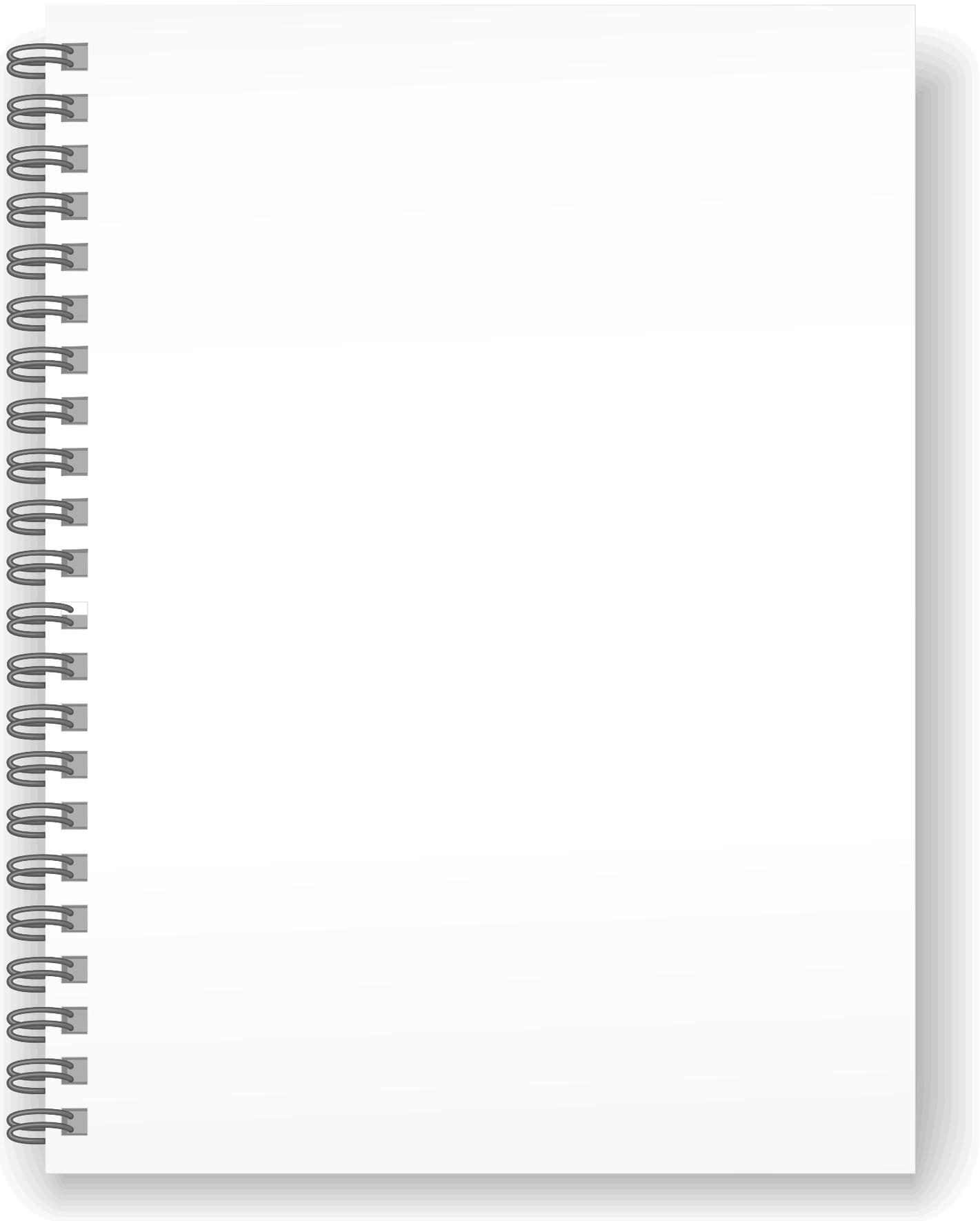
Ask

- Why is it valuable to make your own “Honesty Code”?
- Why is it important to have a constant visual reminder of your commitments?
- Which commitments were used by most everyone?

HONESTY CODE

- Tell the truth despite consequences.
- “White lies” are not acceptable!
- Accept responsibility for your own actions.
- Admit it when you make a mistake.
- Keep your word.
- Be genuine and sincere.
- Be trustworthy.
- Be straightforward with kindness.
- Think before you speak.
- Cheating is unacceptable in any situation.

Make a commitment to tell the truth and honor it!



Honesty

GOAL: The youth will tell the truth even when it is not easy.

After completing activities 1 and 2, is the youth ready to move on?

1. Was the youth able to connect the quote/proverb to their life?	YES	NO
2. Did the youth provide examples to illustrate honesty as described in the quotes?	YES	NO
3. Does the youth realize that being a person of honor is a lifelong commitment?	YES	NO
4. Did the youth complete their "Honesty Code"?	YES	NO
5. Did the youth personalize their "Honesty Code" to reflect individual needs and/or beliefs?	YES	NO

If you answered "yes" to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

More Activities

- Develop a quote of your own to emphasize honesty trait that is important to you.
- Create a family honor code. Write it down and hang it up in your home where everyone can see it.
- Write an appreciation letter to someone you observed who demonstrated an act of honesty.

Follow-Up Questions

- What does it mean to "live a lie"?
- In a certain situation, how can keeping silent be considered a lie?
- What would our world be like if everyone were honest?

Additional Resources

- Activities that Teach by Tom Jackson (Redrock Publishing, 1993).
- More Activities that Teach by Tom Jackson (Redrock Publishing, 1995).



Utah's Youth and Families with Promise Program (YFP) is designed to address youth problems through early intervention with at-risk youth, ages 10-14, and their families. YFP is a mentoring program designed to reduce and prevent delinquent behavior. The program addresses three goals:

- 1) improve academic performance
- 2) increase interpersonal competence
- 3) strengthen family bonds.



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This project was supported in part by grants No. 2000-JG-FX-K001 and No. 2012-JU-FX-0022 both awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs.

The opinions, findings, and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the Department of Justice.



This material is based upon the work supported by the Cooperative State Research, Education, and Extension Service, US Department of Agriculture, and the Utah State University Extension Service, under special project number 99-EYAR-1-0559.4-H MENTORING Youth and Families with Promise.