

# Honesty

**HONESTY** means being truthful in thoughts, words and actions.

## LESSON 1

Read the definition of **HONESTY**. Write on the board the saying: ***Honesty is the Best Policy.*** Ask students to think of reasons to tell the truth. Create a class list under the heading, Good Reasons to Tell the Truth. Write the numbers one to five vertically. Begin the list with reasons such as: 1) Telling the truth means someone doesn't get blamed for something they didn't do. 2) You don't have to remember a bunch of lies to keep your story straight. Ask students to continue thinking of other good reasons. As time allows, ask students to copy the list.

***School/Home Link** Ask students to show the list to a family member and discuss reasons to tell the truth.*

## LESSON 2

Review the definition of **HONESTY**. Read: ***I will read a story about Annie, and I would like for all students to write down the math problem as I read. Annie went to the mall for her mother. She bought three items that totaled \$45.00. Annie gave the cashier a \$50.00 bill. The cashier gave Annie a \$10.00 and a \$5.00 bill back. Annie counted her change and walked out of the store. Was Annie HONEST?*** First, ask a volunteer to write the math problem on the board. Correct if needed. Then discuss whether or not Annie was honest. Discuss with the students the importance of being honest with other people, as well as being honest with themselves.

***School/Home Link** Tell the students to ask a family member about a time when it was difficult to be honest.*

## LESSON 3

Review the meaning of **HONESTY**. Explain that honesty is a very important quality to possess when seeking a job. Have students list jobs or careers where honesty would be extremely important. Ask students to pretend that they are a CEO of a major corporation. They are looking for a new Chief Financial Officer. What question might they ask a potential candidate who applied for the position? As time allows, invite one student to be the CEO and ask job application questions to determine the applicant's honesty.

***School/Home Link** Tell the students to ask a family member what questions they would ask someone applying for a job to determine if they are honest.*

## LESSON 4

Review the meaning of **HONESTY**. Read: ***Bonnie has a decision to make and needs your advice. Choose A, B, C or D to decide what she should do. Bonnie had practiced for two weeks to prepare for the Presidential Fitness Challenge at her school. She had done 45 curl-ups (sit-ups) in one minute, two separate times while practicing at home, and was confident she would be able to do that same amount during the Challenge. Unfortunately, the day she was tested at her school, she only completed 40 curl-ups in the one-minute time limit. Her best friend, who was holding her feet and counting for her, knew how important it was to Bonnie, so she told the teacher that Bonnie had completed 45. What should Bonnie do?*** A) Not say anything because it might get her friend in trouble; B) Not say anything because she had done 45 curl-ups at home; C) Not say anything, because it was really important to her to get the Champion's Award; D) Tell the teacher her friend must have miscounted, she had only completed 40 curl-ups. Discuss the positive and negative consequences of each choice with your students.

***School/Home Link** Have students tell this scenario to a family member. Ask them what they would do in a similar situation.*

## LESSON 5

Review the meaning of **HONESTY**. Help your students to identify the four types of sentences, their meanings, and correct end-punctuation. Write them on the board as follows:

**Declarative-makes a statement (.)**; **Imperative-gives a command (.)**; **Interrogative-asks a question (?)**; and **Exclamatory-shows strong feeling (!)**. Ask your students to write four sentences, one of each type described above, about an **HONEST** person they know.

***School/Home Link** Tell students to share their sentences with the honest person they described.*