



## September's Key To Character

### *Table of Contents*

<b>Definitions of Honesty</b>	<b>2</b>
<b>Sunshine State Standards</b>	<b>2</b>
<b>Parent Corner (Handouts for Parents)</b>	<b>3</b>
<b>Tidbits for Students (Handouts for Students)</b>	<b>7</b>
<b>Teacher's Corner</b>	<b>12</b>
<b>Subject Area Teaching Activities</b>	<b>15</b>
<b>Additional Teaching Activities</b>	<b>21</b>
<b>Writing Prompts</b>	<b>24</b>
<b>Short Stories about Honesty</b>	<b>25</b>
<b>Suggested Reading List</b>	<b>34</b>
<b>Bulletin Board Ideas</b>	<b>36</b>
<b>Recommended Websites</b>	<b>39</b>
<b>Quotes about Honesty</b>	<b>42</b>

# HONESTY

## September's Key To Character

### Definitions

<b>Elementary:</b>	Truthfulness in what you do and say
<b>Secondary:</b>	Adherence to the facts; fairness and straightforwardness of conduct; morally upright

### Related Words

- ▶ truthfulness ▶ trustworthy ▶ honor ▶ integrity ▶ sincere  
▶ lying ▶ deception ▶ ethical ▶ genuine ▶ dependable

### What Honesty Looks Like!



- ◆ Being consistently truthful so others can trust you
- ◆ Caring enough about others not to mislead them for personal benefit
- ◆ Never stealing, cheating, defrauding, misleading or deceiving
- ◆ Including all the information, not just a part of it
- ◆ Honoring your commitments
- ◆ Giving praise only when it is sincere
- ◆ Telling information without distortion or exaggeration
- ◆ Declining things you do not deserve like awards, praise, money, credit of ideas, etc.
- ◆ Refusing to listen to negative talk or gossip about someone else
- ◆ Admitting our mistakes to others, even if they result in punishment
- ◆ Ensuring that what you say and what you do match
- ◆ Taking a stand for what you know is right

### Eight Great Reasons to Tell the



1. Telling the truth lets everyone know what really happened. There's less chance of misunderstanding, confusion, or conflict.
2. Telling the truth protects innocent people from being blamed or punished.
3. Telling the truth allows everyone to learn from what happened.
4. You usually get into less trouble for telling the truth than for lying (and getting caught).
5. Other people trust you more when you tell the truth.
6. You don't have to tell (and remember) more lies to keep your story straight.
7. You gain a reputation for being truthful—a trait most people value.
8. Telling the truth helps you to feel secure and peaceful inside.

### Sunshine State Standards

- HE.K.C. 1.1/HE.1.C.1.1**—Recognize healthy behavior.
- SS.K.C.2.1**—Demonstrate the characteristics of being a good citizen.
- SS.1.C.2.1**—Describe the characteristics of responsible citizenship in the school community.
- HE.3.P.1.1**—Practice responsible personal health behaviors.
- HE.4.C.1.2**—Identify examples of mental/emotional, physical and social health.
- HE.5.C.1.1**—Describe the relationship between healthy behaviors and personal health.
- HE.6.P.1.1/HE.7.P.1.1/HE.8.P.1.1**—Explain the importance of assuming responsibility for personal health decisions.
- HE.912.B.2.1**—Explain skills needed to communicate effectively with family, peers and others to enhance health.



**"If you tell the truth, you don't have to remember anything."—Mark Twain**



## September's Key to Character *Parent Corner (Handout 1)*

### Instilling Honesty in Children

**Teaching honesty, as well as other character traits, is tiring and it requires years of continuous reinforcement. To help your children acquire this trait:**

**1. Walk the Talk.** Children are imitators, and you are the one they are emulating. It's easy to be honest when it costs nothing or won't result in unpleasantness. Children need to see their parents being honest even when it is difficult or inconvenient. For example, while putting groceries into your car, you discover that an item was accidentally left in the cart and not scanned for payment. It would be easy to pack it in with the other items and head home. You may even want to justify it with thoughts like, "It's not even worth walking back in the store," or "It is the checker's fault, she should have noticed this item in the cart." Don't waste this prime teaching moment. Tell your child what happened, go back into the store and have the mistake corrected. It's important for your child to see this process, so make sure that they are with you.

**2. Don't inadvertently let children practice lying.** One mistake commonly made by parents is the "test" of honesty. When I was a very young child, my father discovered that a tube of toothpaste had been squirted all over the sliding glass door. Knowing that neither he nor my mother were responsible, he rounded up the usual suspects—my older sister and me. He asked each of us if we had squirted the tube of toothpaste onto the door. Both of us chirped innocently, "No, Daddy." Noticing that the toothpaste marks were only two feet from the ground and that my sister was five-years older than me and much taller, he focused his gaze on me. He asked me again, "Did you do this?" I replied, "No, Daddy." After several rounds of this type of questioning, he finally confronted me directly and told me that he knew it was me. At that point, I admitted that I had painted the sliding glass door with toothpaste.

In giving me the "test" of honesty, he was actually setting me up to lie. By asking the same question over and over in an attempt to get a truthful answer, he inadvertently reinforced my fibbing skills by giving me practice. If you know your child misbehaved, simply point it out. A simple, "I know you wrote on the sliding glass door with toothpaste, and now you have to clean it up by yourself," does not give the child a chance to lie.

**3. Do not explain to your children their "tells."** Usually when someone is being untruthful, he will display some sort of behavior with the lie. For example, the child may pause before answering, avoid eye contact with you, or her voice may get higher. Every child is different. Once you know your child's behavioral signs or "tells," it is easier to distinguish between truth and fiction. However, any behavior can be changed, and if a child knows his "tells," he can quickly adapt and change them. Many parents may catch themselves saying something like, "You always dart your eyes back and forth when you lie to me; that's how I know." If your child asks how you know when she lies, simply respond, "I just know."

**4. Call their bluff.** Sometimes children will embellish the truth to make themselves look important or to make a story more exciting. When you suspect this is occurring, simply ask the child, "Did that really happen, or is that something you would like to happen?" This encourages the child to reign in his/her tall tale. This is especially helpful with pre-school and younger elementary-aged children, as it helps them sort between reality and fantasy.

**5. Recognize and reward honesty.** If you see your child being honest, tell them that you are proud of them and explain why. Often we share our children's accomplishments with others—good grades, sports achievements, etc. Also share with others times when your child displays good character traits such as honesty.

**6. Punish dishonesty.** Sometimes redirection is not enough. If a child's dishonesty warrants overt punishment, it should be related to the dishonest action, and the child should do something to "fix" the situation or provide restitution. For example, if a teenager lies to you about sleeping over at a friend's house and goes to a party at another location instead, it would be appropriate to ground her from any outside activities for a period of time. In addition, she needs to do something to make up for her behavior. It can be as simple as an apology letter to you, or she might have to do something to make up for the stressful, sleepless time she caused you, such as washing your car or doing household chores. In this way, she would relieve your daily stress for a little while, since she caused you distress on the night in question.



# HONESTY



## September's Key to Character *Parent Corner (Handout 2)*

There seems to be a perception in the world today that honesty is over-rated. However, honesty affords peace of mind, strengthens relationships, and builds trust. Dishonest habits become roadblocks to success in our personal and professional /school lives. Honesty is a cornerstone of happy and healthy living. This handout is provided as a springboard for family discussion about honesty and its importance.

### Ten Tips for Being A More Truthful Kid

1. **Make a commitment to tell the truth.** Say to yourself "Starting today, I'm someone who tells the truth." Then honor your commitment.
2. **Tell someone about your commitment**—Choose a close friend, a parent, a teacher, someone else you trust. Keep that person informed of your progress.
3. **Think before you give a dishonest answer, explanation, or reason.** Consider the consequences. You'll probably decide that it's easier to tell the truth.
4. **Be careful of when and how you use exaggeration, sarcasm, or irony.** Maybe you're trying to be funny, or maybe you want to discourage further questions or conversation. Either way, you don't want to give people the wrong information. Example: You missed three problems on your math test, and you're upset because that dropped you down a grade. Your dad asks "How was your math test?" and you answer back "I blew it!" He ends up thinking you did a lot worse than you really did—and worrying as a result.
5. **Be careful not to twist the truth or leave out part of it.** Example: Gloria says to Marcus "Tell Hosea I don't know if my folks will let me go to the party with him." What Gloria means is that her parents might not let her go to the party, period. But Marcus says to Hosea "Gloria's dad probably won't let her go to the party with you." Now Hosea thinks that Gloria's dad doesn't like him or maybe Gloria doesn't want to go with him.
6. **Don't indulge in little white lies; don't get caught up in cover-ups.** Example: "My sister's not home" means she's not home. Standing outside on the porch doesn't count.
7. **Watch out for silent lies.** When you know about a lie and choose to keep quiet about it, you're allowing the lie to live on. Silence equals complicity.
8. **When you catch yourself lying, throw your mouth into reverse.** Do it then and there. Example: "What I meant to say is I missed three problems on my math test; I'm getting a B instead of an A."
9. **Talk to yourself.** Ask yourself, "How do I really feel about this? What's the best thing to do? How can I keep my commitment to myself?"
10. **Treat yourself when you tell the truth even when it's hard to do.** Pat yourself on the back.

Adapted from Momilani Elementary, Hawaii  
[www.momilani.k12.hi.us](http://www.momilani.k12.hi.us)

### Activities to Encourage Honesty

- ◇ As a family, discuss what characteristics are important to "make yourself the very best you can be." I honesty one of those characteristics? Discuss ways the family can encourage honesty.
- ◇ Institute "Family Game Night." When playing games, talk about the importance of honesty and the negative effects of cheating. By playing games, you will encourage honesty, as well as good sportsmanship.
- ◇ Share newspaper and magazine articles which encourage honesty. Sharing true stories about honest deeds helps children understand the importance of being honest in everyday life.
- ◇ Talk about examples of dishonesty in current events, television programs, and commercials. Discuss consequences of dishonesty.
- ◇ Decide what character traits you most want your child to possess as a grown up, and then work your best to show them those traits in yourself. Children imitate the behavior and attitudes of the persons closest to them. If you falter, don't be afraid to admit your failure, and try again.
- ◇ If a child is dishonest, use the event as a teaching moment. Talk with the child about what happened and how the situation could have been different if they had been honest.

**"Honesty is the first chapter  
in the book of wisdom."  
—Thomas Jefferson**





# HONESTY

## September's Key to Character *Parent Corner (Handout 3)*



***"The family plays a critical role in our society  
and in the training of the generation to come."***

— Sandra Day O'Connor

- ⇒ Show your child newspaper pictures of local people who have shown honesty (returned something they found and received an reward.) Show your child articles in the newspaper where individuals are offering rewards for animals found, etc. Talk with your child about what to do and why honesty is an important attribute.
- ⇒ Insist that your child keep his or her promises, whether to you, to friends, or to other members of the family. Make it clear that you expect honesty.
- ⇒ Demand honesty with your children at home when your child is placed in a position to "stretch" the truth about completing chores they have been assigned.
- ⇒ Some of your greatest teaching opportunities will be unplanned. Be alert for opportunities that arise in the course of everyday living to teach your children that honesty is the best policy.
- ⇒ Children are loving and want to be loved and accepted by you. Look for opportunities to reinforce the kind of loving behavior that comes naturally to children. Children want to please you and enjoy your approval; give your children an opportunity to reinforce their honesty within the family. (Check their answers on activities at school for example; ask if they have completed their homework; did they complete their homework before enjoying a movie, etc.)
- ⇒ Children tend to follow the examples set for them by adults. Even when you are unaware, you are teaching your child honesty and other character traits. Your children watch your attitude when dealing with others. Children hear what you tell other people, but they learn from what you actually do. Set a positive example for your child to, "Do as I do."
- ⇒ Explain to your child that honest people have certain things in common and these qualities are real assets for any person to have. Some of these assets are integrity, honesty, self-values, positive attitude about life and our judicial system, sense of purpose in life, responsibility, self-esteem, etc.



# HONESTY

## September's Key to Character Parent Corner (Handout 4)



### Teaching Honesty and Responsibility to Your Children

- ⇒ An important way of teaching honesty is being honest yourself. Don't lie to your children. You're setting an example. When you lie to your children, they'll think that it's okay to lie. But, on the other hand, when your children lie to you, you get mad. You can't have double standards.
- ⇒ Thinking that you'd never lie to your children is easy. However, you must be careful about unintentional lies (see the **Honest Response Table** below: "I'll be back in just a few minutes" - and you're gone for several hours. These kinds of *white lies* can teach your kids not to trust you.)

The correct ways to make the intended statements represented by the white lies in the **Honest**

White Lie	Truth
"It's just medicine. It tastes good!"	It tastes like lighter fluid.
"This won't hurt."	Gestapo-approved torture tactic.
"I just have to grab one thing from the store."	Two hours later, you own the store.
"We're going to Aunt Mildred's. We won't stay long."	Any time at Aunt Mildred's is a long time.

#### Other responses you might use:

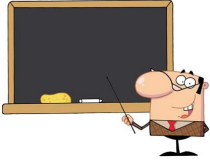
1. "The medicine helps to make you feel better."
2. Not saying anything about pain is best. When you can't get away with that strategy, say, "This may not feel so good."
3. Either grab your one thing and leave or say, "I have some shopping to do. I don't know how long it's going to take."
4. "We're going to Aunt Mildred's. We'll leave by 11:30." Show your children on the clock what 11:30 looks like when they don't know.

Kidding and teasing can be fun. Everyone does it and thinks that it's a hoot. But, be careful not to overdue the kidding with your kids. They don't have the knowledge and experience to determine what's a joke and what isn't, so they take everything you say to heart. When your kids get to the point where they follow everything that you say by asking, "Really?" then perhaps you ought to hold off on some of the joking until they start believing what you say without questioning it.



# HONESTY

## September's Key to Character *Tidbits for Students (Handout 1)*

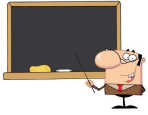


***"Ability will enable a man to go to the top, but it takes character to keep him here."***  
— Unknown

Employers today are looking for employees with good character. They can train them in the skills they need for the job; but honesty, integrity, respect, compassion and responsibility are necessary for employers to maintain employment and gain advancement. This is true no matter what the job; from the highest levels of government to babysitting jobs. If the people who put you in office or the people who trusted you to get a job done have good reason to question your integrity, it will not matter how well you do the job. You could be the best computer programmer, with a good deal of knowledge and expertise, but if you cheat the company, or cannot be counted on to make responsible choices and decisions, you are a liability rather than an asset.

***"Character is not an inheritance. Each person must build it for himself."***  
— Unknown

Life is a daily series of choices. The decision we make and the actions we take demonstrate to others our integrity. When we treat others with honesty, responsibility, courage, compassion and respect, we build a reputation that employers can depend on.



## September's Key to Character *Tidbits for Students (Handout 2)*

If **Shakespeare** hadn't chosen writing as a profession, he probably would have become one of history's greatest psychologists/philosophers. It was his keen insight into human behavior that made his writing so powerful. In the famous verse above, he's simply telling us to be authentic, to be real persons instead of the fake ones we're so often tempted to be. **Honesty is a choice.** When we make that choice, not in a particular set of circumstances, but as a way of life, we begin to understand what it means to be an authentic person. We become what we were meant to be. Something happens inside of us, but we can't explain it to anyone else. We just feel something unbelievably good, and we begin to respect ourselves more than ever before. That's what it means to be true to ourselves. And, because it feels so good to be authentic, it necessarily follows that we'll be true to others.

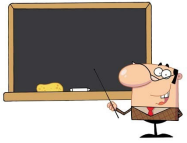
**“This above all, to thine own self be true,  
And it must follow, as the night the day, Thou  
canst not then be false to any man.”**

**Shakespeare**





# HONESTY



## September's Key to Character *Tidbits for Students (Handout 3)*

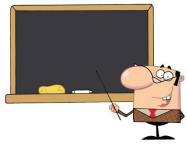
### **Action Steps**

### ***Put your commitment to be honest into action:***

- ▶ When someone wants to copy your work, politely explain that it is dishonest and to learn it they need to do their own.
- ▶ Thank a friend or family member for being honest.
- ▶ Honestly discuss your real feelings without anger, exaggeration blaming others.
- ▶ Turn in something that is lost.
- ▶ If someone is being honest with you and what they say is not what you want to hear, do not be angry.
- ▶ Admit your mistakes.
- ▶ Be careful not to twist the truth or leave out part of it.
- ▶ Watch for "silent lies" - When you know about a lie and keep silent, the lie lives on.



# HONESTY



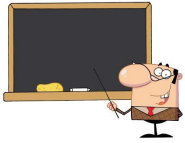
## September's Key to Character *Tidbits for Students (Handout 4)*

# 10 Tips For Being More

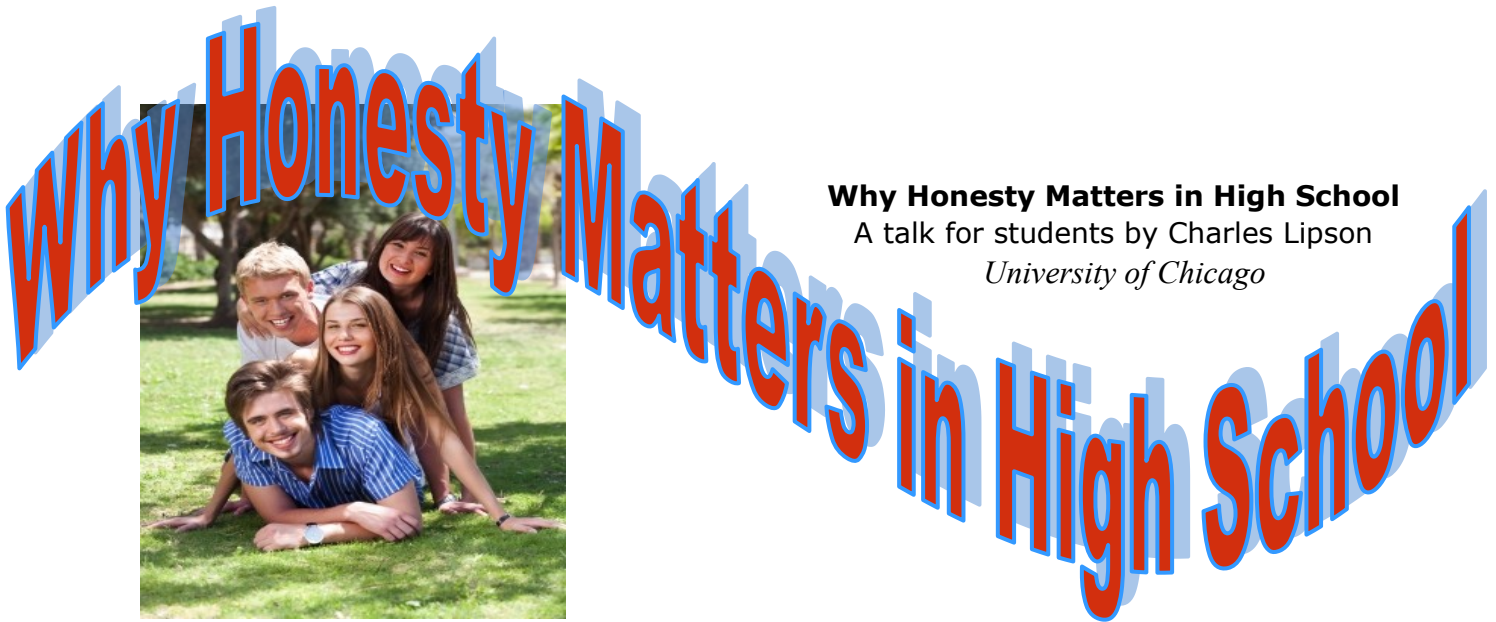
# Truthful

<b>1</b>	<b>Make a commitment to tell the truth.</b> Say to yourself, "Starting today, I'm someone who tells the truth." Then, honor your commitment.
<b>2</b>	<b>Tell someone about your commitment</b> —a close friend, a parent, a teacher, someone else you trust. Keep that person informed of your progress.
<b>3</b>	<b>Think before you give a dishonest answer,</b> explanation or reason. Consider the consequences. You'll probably decide that it's easier to tell the truth.
<b>4</b>	<b>Be careful of when and how you use exaggeration, sarcasm, or irony.</b> Maybe you're trying to be funny or maybe you want to discourage further questions or conversation. Either way, you don't want to give people the wrong information. Example: You missed three problems on your math test, and you're upset because that dropped you down a grade. Your dad asks, "How was your math test?" and you answer back, "I blew it!" He ends up thinking you did a lot worse than you really did—and worrying as a result.
<b>5</b>	<b>Be careful not to twist the truth or leave out part of it.</b> Example: Gloria says to Marcus, "Tell Hosea I don't know if my folks will let me go to the party with him." What Gloria means is that her parents might not let her go to the party, period. But, Marcus says to Hosea, "Gloria's dad probably won't let her go to the party with you." Now, Hosea thinks that Gloria's dad doesn't like him or maybe Gloria doesn't want to go with him.
<b>6</b>	<b>Don't indulge in little white lies: Don't get caught up in cover-ups.</b> Example: "My sister's not home" means she's not home. Standing outside on the porch doesn't count.
<b>7</b>	<b>Watch out for silent lies.</b> When you know about a lie and choose to keep quiet about it, you're allowing the lie to live on. Silence equals complicity.
<b>8</b>	<b>When you catch yourself lying, throw your mouth into reverse.</b> Do it then and there. Example: "What I meant to say is I missed three problems on my math test which means I'm getting a B instead of an A."
<b>9</b>	<b>Talk to yourself.</b> Ask yourself, "How do I really feel about this? What's the best thing to do? How can I keep my commitment to myself?"
<b>10</b>	<b>Treat yourself when you tell the truth, even when it's hard to do.</b> Pat yourself on the back.

Adapted from Momilani Elementary, Hawaii  
[www.momilani.k12.hi.us](http://www.momilani.k12.hi.us)



## September's Key to Character *Tidbits for Students (Handout 5)*



### Why Honest Matters in High School

A talk for students by Charles Lipson  
*University of Chicago*

**Honesty** is important for its own sake, and it's vital for your education—in high school and later in college. You can't learn how to write if you simply download your papers from the Internet. You can't learn algebra if you copy your problem sets from a friend or an answer book. You can't learn Spanish or chemistry if you don't complete the assignments yourself. You won't really know the materials in high school, and you won't be prepared for college-level work.

The only way to learn is to do your papers, readings, and problem sets yourself. Later, you'll build on what you learned as you face more advanced assignments. If you don't do the earlier work yourself, you simply won't be prepared for the later assignments, or for more advanced courses.

Even your mistakes can be valuable (and, believe me, we all make them). They'll show you and your teachers where you need more help and more practice. Correcting your missteps is a vital part of learning. That's as true in Spanish as it is in Biology. Cheating denies you all that. It denies you a chance to learn. Even if you aren't caught (and you may well be!), you'll still miss what is most valuable about high school: getting a real education. The only way to get that education is to work honestly. It's the high road to developing your own best values, too.

What does it mean to do honest work? The answer "boils" down to just three core principles:

- ◆ When you say you did the work yourself, you actually did it.
- ◆ When you rely on others' work, you cite it. When you use their words, you quote them openly and accurately, and you cite them, too.
- ◆ When you present research materials, you present them fairly and truthfully. That's true whether the research involves data, documents, or the writings of other scholars. — from Chapter 1, *Doing Honest Work in College*.

Of course, there are plenty of detailed rules about academic honesty. Textbooks are filled with them. But ultimately they "boil" down to just three core principles. These principles are easy to remember, and they apply to everybody, students or teachers alike. Follow them and you'll do fine.

**Source:** [www.charleslipson.com/speech\\_topics/Honesty—talk-for-high-school-students.htm](http://www.charleslipson.com/speech_topics/Honesty—talk-for-high-school-students.htm)



## September's Key to Character

### *Teacher's Corner (Pg. 1 of 3)*

# The

# Time Crunch



**Time!** Everyone wants it; no one has enough of it, and it seems that for many people, managing it is one of their daily goals. In the classroom, it is an hourly struggle for teachers who are continually asked to do more and more with less and less. How then can we even consider taking **time** from academics to teach values like honesty? The Character Education Movement suggest that role modeling and taking advantage of teachable moments are excellent strategies that will make it work. Dr. Bruce Weinstein, author of, *"Is it Still Cheating If I Don't Get Caught?"* and Dr. Larry Hinman, Professor of Philosophy and Director of the Values Institute at the University of San Diego, point out that all teachers are teaching ethics already through their classroom management and relationships with their students. In his book, Dr. Weinstein specifies that schools with a code of conduct already teach ethics. He has five basic principles to teach children and young adults good character and ethical behavior:

- ◆ **Do No Harm:** Say just enough to make the point clear, yet refrain from saying anything to hurt someone if it is not necessary. Be especially sensitive to those students who "do not fit the mainstream" and to whom it is important to be kind.
- ◆ **Make Things Better:** Create a classroom community of people who trust each other; make people feel good about themselves, lend a helping hand, say kind words, and assign only homework that is necessary.
- ◆ **Respect Others:** Respect is shown by telling the truth, keeping promises, and not listening to or spreading rumors.
- ◆ **Be Fair:** Make sure the punishment fits the crime, that resources are equitably distributed and that students are supported in unjust situations.
- ◆ **Be Loving:** Have compassion for others and show the students that you care about them. Such a classroom of honesty and respect will create the environment students need for success.

# Teacher's Corner (Pg. 2 of 3)



## **Cheating . . .**

is a big problem on campus. And, it comes in many forms, from peeking at the answers of a student in the next seat during a test to filching someone else's work online. Sixty-eight percent of students surveyed at schools without honor codes voluntarily admitted to serious cheating at least once during their college career; forty-five percent admitted to cheating on at least one test, according to a study conducted by Donald McCabe, president of the Center for Academic Integrity, and Gary Pavela, who oversees student ethical development at the University of Maryland. Chances are that some cheating is going on in your classroom. You might be suspicious if a student has the correct answer on a test, but the work doesn't lead to that answer; or the writing done by a few students suddenly improves dramatically. Perhaps the clincher is when some of your better students tell you that it's occurring. We've found that the following methods can help keep students honest:

### **Expectations:**

Discuss a "Code of Ethics," making clear that students and adults are expected to behave ethically. Develop a range of penalties for infractions. A single blanket penalty can't possibly cover every infraction.

### **Instill Honor:**

The study conducted by McCabe and Pavela found that the percentage of students cheating on at least one test decreased from 45 to 33 percent when there was an honor code, and serious cheating declined from 68 to 58 percent. Although any cheating is unacceptable, these are significant reductions.

### **Be Fair:**

Develop a reputation for giving fair tests and grading fairly. Some students use "unfair" tests as an excuse for cheating. "Fair" means giving enough time to take the test and a reasonable grade distribution. Always write new tests. Open-book tests where students can bring notes or equation sheets can eliminate some types of cheating.

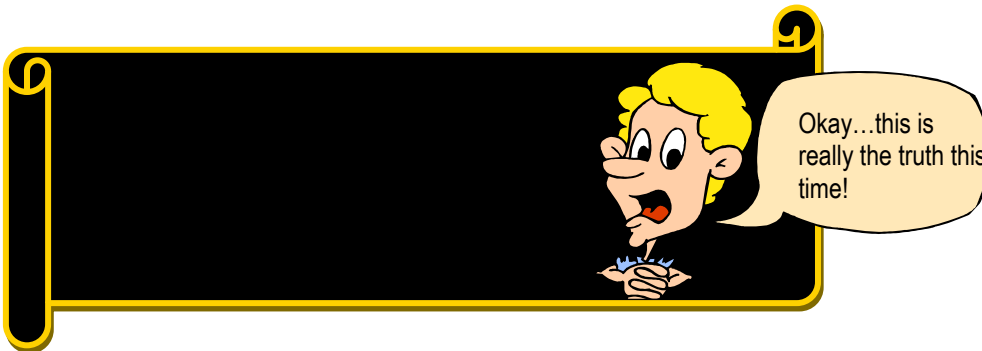
### **Control Anxiety:**

Discuss test procedures, and make clear what material will be included. A question and answer session before the test will help eliminate last-minute concerns.

### **Be There:**

Less cheating will occur if you are present during the test, particularly if you know students by name. If you're concerned about certain students collaborating with others, assign seats for the entire class.

# Teacher's Corner (Pg. 3 of 3)



Most children lie sometimes. Although an occasional lie is not a reason for serious concern, teachers/parents should be concerned about a child who lies frequently. Children who lie can become skilled at the behavior; the lying then might become habitual to the point that they lie with little concern for the consequences, which can be considerable. Frequent lying can cause classmate/sibling distrust, and lead to peer rejection, which can give rise to additional behavioral or academic problems.

**What You Can Do.** Some instances of lying are of greater concern than others. (A child who lies to avoid hurting a classmate's feelings or who occasionally embellishes a story poses little cause for concern, for example.) When determining whether lying warrants your involvement, consider how frequently the child lies, the nature and context of the lies, the reactions of classmates/siblings, and any other behaviors the child displays. Avoid disciplining a child for lying unless you are certain that he has lied.

**Respond to mistakes constructively.** If a child expects you to react to mistakes by getting angry, she will be more inclined to lie to hide those mistakes. If you react to mistakes in a calm, constructive solution-focused manner, she will be more likely to be truthful.

**Acknowledge honesty.** If a child admits a mistake, let him know you are pleased he had the courage to speak the truth. Although you might want to give the child a consequence for the misdeed, consider going easy because of his honesty. Let the child know you are lessening the consequence for the misdeed because of his truthfulness. Giving him a harsh punishment might encourage him to be dishonest about future mistakes.

**Address the lie.** If you observe a child lying, even occasionally, don't ignore the behavior. Lies that go unchallenged give children the impression that they can get away with lying and encourage them to tell bigger lies. A child whose lies go unchallenged also might become a more skilled, and even compulsive, liar.

**Intervening quickly** also is important because lying can cause social problems for the child.

**React calmly.** Although confronting lying as soon as you observe it is important, do not overreact. Let the child know that you are disappointed in her behavior, but reacting in an angry, critical manner, will only encourage her to lie more skillfully in the future. Similarly, avoid conducting an inquisition to determine conclusively whether the child has told a lie. In doing so, you give the issue more attention than it is worth, and could encourage the child to add to her lie.

**Meet with the child in private.** In responding to a lie, focus on the behavior rather than on the child. Let the child know that he has made a mistake and hopefully will act differently next time, but do not call him a liar or otherwise make him feel like a bad person for having lied. Help him understand the consequences of lying, and let him know that if he lies frequently you and his classmates won't know when he is telling the truth. Help him understand that lying does not make a problem go away and, in fact, usually makes it worse.

**Attend to what underlies the lying.** The nature of a child's lies might offer clues about an underlying emotional need, which might suggest ways of intervening. For example, if you observe a child frequently lying to classmates/siblings about her achievements, it is likely that she feels insecure and is getting attention by highlighting her actual accomplishments. If a child tells a classmate/sibling that she has a lot of friends in another class when you know that isn't true, the child might be conveying feelings of social isolation. This would suggest another avenue for teacher/parent intervention.

**Use punishment sparingly.** A gentle talk with a child can be more effective than a punitive approach; however, situations might arise in which you feel punishment is warranted. If so, accompany the punishment with an explanation of why lying is wrong and a discussion of what the consequences of lying are.

**Source:** Education World/Professional Development Center Classroom Problem Solver; [http://educationworld.com/a\\_\\_curr/shore/shore042.shtml](http://educationworld.com/a__curr/shore/shore042.shtml)



## September's Key to Character

# Subject Area Teaching Activities

### Language Arts:

- ◆ Have students keep an honesty/dishonesty journal for one week that documents examples of honesty in everyday life. They should keep track of all the times they hear or tell "white lies," pay particular attention to the media, see what role honesty plays in the stories covered in the news; and note how often dishonesty is the core of TV sitcoms and dramas. At the end of the week, ask them to write their conclusions and share them with the class including what they learned about their own behavior from doing the project.
- ◆ Write a story or draw a picture about someone who demonstrates **honesty**. Examples could include: Honest Abe, your parents, or a special family member..
- ◆ Ask students to think of a time when they may not have studied adequately for a quiz or a fellow classmate may not have studied adequately. Ask students to write about the situation in a narrative form and use fictional names for their peers. Give only one "pointer"; suggest that they think of endings to their stories first. (They will then know where they are headed, with the end in mind.) Be sure to let students know that you will not be judgmental or critical of their fictional story. Encourage students to share their work with you, particularly if they seem "stuck." Have the class share finished stories.
- ◆ As a class activity in small groups, students define honesty and list what actions reflect honesty. After charting examples, students should do a "Gallery" walk where they star the best responses. Discuss the starred items and have students persuade the remainder of the class that the one chosen is the best. Create a class definition with examples.
- ◆ In a daily journal for one week, note how many times you make a promise and keep that promise.
- ◆ Direct students to create a storyboard reflecting a situation in which they made the decision to be honest.
- ◆ In groups of four, have students brainstorm a list of words related to the theme of honesty and integrity that start with each letter of the alphabet. From their master list, they will write a story about honesty and integrity. Each student will then read a portion of the story to the class.

### Daily Oral Language:

- ◆ He didn't quite lie but he didn't really tell the truth neither.
- ◆ The cashier seen that mom left her change so he had the beggar bring it to her.
- ◆ If he really believes what he says why don' he do something about it
- ◆ Now that I know shes a gossip I don't trust her with none of my secrets.

# Subject Area Teaching Activities

## Mathematics:

- ◆ Using the following survey questions, compile results and create a bar graph to display them.
  1. If you found a wallet on the street, would you keep it?
  2. Would you give a friend an answer while taking FCAT exams if he or she asked?
  3. Would you take something from a store that you wanted for a long time if no one could see you?
  4. Would you change the hypothesis of your science project if you found it to be incorrect?
- ◆ Contact a local retail store (Wal-Mart perhaps) to solicit data reflecting lost revenue from shoplifting during the last year. Discuss the economic impact with students and create a data chart or table that shows the results.
- ◆ Discuss how numbers never lie but can be interpreted to support different points of view.
- ◆ Contact the National Crime Prevention Council and request the latest statistics for juvenile robbery, burglary or shoplifting. Then, contact your local Police department to request similar numbers from them. Are your local statistics higher or lower than the national numbers? Make a graph to show what you've learned and share it with the school and community.

## Science:

- ◆ Interview researchers at a local university in person or by mail, e-mail or phone. You may want to check the university's web site for biographies of their staff to identify those you may want to interview. Ask each person a series of questions about honesty in research. Some examples might be:
  1. Do you know examples of researchers who manipulated test results to try to prove something?
  2. What happens when researchers exaggerate or minimize test results and get caught?
  3. Is this a common practice in your area of study?
  4. What safeguards are in place to guarantee honest research and reporting?
  5. What is the most serious consequence that you are aware of resulting from manipulating test results?
- ◆ Discuss the difference in "mistakes" and dishonesty. Explain why mistakes are for learning and that no one does anything perfectly the first time. Relate the idea to inventions and the perseverance needed by those who changed the world by their inventions but failed many times before they were successful.
- ◆ Debate the question: "Is it dishonest to alter the results of your science fair project, even if it helps you win?"
- ◆ Discuss the responsibility of scientific researchers to prove their findings and the impact on our food or drug supply if they are dishonest.



# Subject Area Teaching Activities

## Social Science:

- ◆ Discuss the ways dishonesty in government affects us as citizens and taxpayers and why it is a character trait we should demand of those we elect. Examples of cheating on income taxes, larger political situations such as Watergate and honesty in election campaigning could be used.
- ◆ Interview one of your parents or family members. Ask them what characteristics they think are important to “make yourself the very best you can be.” Is **honesty** one of those characteristics? Write a report on your interview.
- ◆ Develop a checklist for evaluating the **honesty** of a person. What criteria would you use to evaluate this characteristic? (You may want to write down how a person of **honesty** would respond in a series of situations.)
- ◆ Students can describe three family members they feel are **honest** individuals.
- ◆ Have students write about three commercials that they recently viewed on television. Ask students to write about their perception of each of the commercials and tell whether or not they feel that the commercials are **honest** in their advertisements. Students can be placed in small groups to discuss each of the commercials selected by them individually and ask other students about their feelings about the commercials. Students can discuss the audience that the commercial is targeted (little kids watching cereal commercials, etc). Are the advertisements accurate in the information given to the public? Are there any hidden information that they feel the public needs to know (such as the side effects of certain foods, drugs, small parts on toys, etc. that are being advertised)? Ask students about advertisements that show certain foods; does the commercial talk about allergies that certain people have?
- ◆ Have students write letters to the newspaper editor, recognizing and celebrating examples that they have observed of honesty in the news.
- ◆ Direct student to rate candidates running for election in relation to how believable their campaign promises seem to be.
- ◆ Say to the students, “Many of your peers might say that they don’t care much for rules. They would reason that rules are too restrictive. Rules tend to limit one’s fun and freedom too much. But you know that without rules everyone could find themselves in a lot of unpleasant situations. In a civil society, rules protect everyone. They protect the smart and the not-so-smart, the speedy and the not-so-speedy, the strong and the not-so-strong. Rules help our world work effectively and efficiently. But, all situations are not defined by clear rules.” Direct students to write a (journal) response to the students that think honesty and rules aren’t important. Tell them that their writing will include an answer to the following questions: How does honesty help oneself and the common good? And, how does thinking about the common good help with decision-making when the rules aren’t clear?

**Source:** *Learning to Give—Barbara Dillbeck*

# Subject Area Teaching Activities

## **Social Science (continued):**

- ◆ Direct students to write a profile of a leader they studied who shows honesty in their public and personal lives.
- ◆ Direct students to rate candidates running for election in October related to how believable their campaign promises seem to be.
- ◆ Discuss selected historic figures and how their honesty or dishonesty changed history.
- ◆ Why is honesty important in the officials we elect? Discuss political campaign advertising on T.V., road signs, brochures, etc. Do some "slant" the truth to control voter opinion?
- ◆ Have students find examples of advertising that purposely misleads the public. Discuss how truth can be twisted to be misleading (example: products that advertise they are sugar-free but contain corn syrup or molasses).

## **Physical Education:**

This assignment could be used as a writing prompt, small group or general class discussion. Skits portraying the situation could be written and performed by small groups on a rainy day.

Think of yourself as a coach. What would be the advantages of having athletes on your team with a high level of honesty:

- ◇ For the team as a whole?
- ◇ For the team's reputation?
- ◇ For team-mate relations?
- ◇ For a winning season?
- ◇ For a possible scholarship?
- ◇ For team spirit, morale and attitude?
- ◇ Brainstorm with the class to develop a list of ways athletes can be honest or dishonest in sports. Discuss that good and bad choices made in sports reflect choices that they make in other areas of their lives. Have students make a list of the consequences of cheating in sports to the team, individuals, coaches and the league.

## **Health:**

Explore these questions: Are honest people more or less healthy than dishonest people? Are there any diseases or illnesses that seem to be linked to dishonesty and guilt? Invite a mental health expert to your class to talk on these issues.

# Subject Area Teaching Activities

## PreK-2 Activities:

- ◆ Play fact or fantasy. Give children a red paper circle and a green paper circle. The green circle signals "stop." Start telling a made-up story. Have the children hold up the green circle until you say something that couldn't really happen.; Then hold up the red circle to stop you. Continue the story using the signals for facts and fantasies. Discuss the difference in a fantasy and reality.
- ◆ After a discussion of the importance of being honest, allow younger students to draw a picture of someone or something that is either honest or dishonest, then dictate a sentence to go with the picture.
- ◆ Create a word wall of all the synonyms for honesty. Allow students to write in their journals about a person they thought was honest whom they knew personally and admired using the words.
- ◆ Make a poster using block letters for the word, honest. Direct students to write characteristics of an honest person inside the letters.
- ◆ Talk about the difference between a lie and the truth. What happens when we lie? Ask the students if they know of a time when lying created a lot of trouble for them or someone else. Read the book, ***Pinocchio*** by Lorenini. The story is about a puppet transformed into a little boy. When he does not tell the truth, his nose grows, and he gets into difficult situations. He learns a valuable lesson. Divide the class into small groups. Give each group a drawing of Pinocchio without a nose. Create a list of true and untrue statements that your group will relate to. Have the group put a round nose on him when you say something that is the truth and a longer triangular nose on him when you say something that is not true.
- ◆ For older or advanced students, create an "Honesty Portfolio" which contains stories, drawings, journal entries, and poems that discuss the importance of honesty and integrity.

# Subject Area Teaching Activities

## Reading:

The teacher chooses a story (or novel for upper grades) from the classroom or library that illustrates honesty. Students state their understanding of the word, **honesty**. Students explain how people act when they are honest. Students listen for an example of honesty while the teacher reads the story/novel. Students retell the part of the story/novel which illustrates honesty. The class discusses the story/novel using the following questions as a guide:

- ◆ Who were the main characters?
- ◆ Where did the story take place?
- ◆ What events took place at the beginning of the story/novel? (. . . In the middle? . . . At the end?)
- ◆ What lesson did the story teach?

## Art:

- ◆ Students can create their own cartoons showing a character of their creation in different situations. Cartoons could depict what would happen if the character told the truth in one cartoon and what would happen if he did now in another. Students could do this in teams. Have students design and write an advertisement that is brutally honest about a product.
- ◆ Ask students to trace their hands, draw a heart inside the palm and draw pictures of themselves inside the heart. Discuss how this depicts the three areas of character development. The head learns the principles, the heart understands why and when to use the principles and the hand puts them into action.
- ◆ Discuss the fact that honesty is the feeling of being open and genuine with others. Using that theme, or a synonym for honesty, direct students to create a work of art that visually expresses their feelings or impressions related to honesty.

## Drama:

- ◆ Divide the students into four to six small groups. Direct half of the groups to create a skit in which someone lies and the other half in which someone decides to be honest, even at a sacrifice. Discuss the skits as a class and list the benefits of telling the truth.



## September's Key to Character

# Additional Teaching Activities

### Multiple Grade Levels

#### **Rumpelstiltskin:**

- ◆ The teacher asks students what they remember/know about the story Rumpelstiltskin, before reading it aloud to students.
- ◆ The teacher reads the traditional version of the story.
- ◆ The class discusses whether or not the girl could have made a different promise. The class responds to the questions: If so, what could she have promised instead of her firstborn? Was it right for Rumpelstiltskin to force the girl to make such a sacrifice?
- ◆ The teacher discusses how everyone in the story (except for the girl/queen) was greedy and/or selfish. How was the girl a victim of many people in the story?
- ◆ The teacher discusses with students how respect, love, responsibility, cooperation, courage, and honesty were all characteristics demonstrated by the girl/queen, and ultimately helped her win her battle with Rumpelstiltskin.

#### **Reading Response Activities for Rumpelstiltskin:**

Response Journal—Students work independently to answer the questions in complete sentences:

- ◆ How would you feel . . . . ?
- ◆ What would you do if . . . . ?
- ◆ Where might . . . . ?
- ◆ Is the story better . . . . ?
- ◆ How is Rumpelstiltskin different . . . . ?
- ◆ What is a problem in the story?
- ◆ What character(s) has (have) the problem?
- ◆ Tell different ways in which the character(s) tried to solve the problem.
- ◆ How the problem was finally solved?
- ◆ What is one different way that the problem could have been solved?

***Students answer the above questions in complete sentences.***

# Additional Teaching Activities

## Rumpelstiltskin (cont.)

### Exercise on Tone of Voice:

The teacher models how emphasizing different words can sometimes change the sentence meaning. Using a dry-erase marker on laminated sentence strips, students read the sentences from the story with emphasis on the underlined words. Underline different words in the sentence to illustrate a change in emphasis.

### Examples:

- ◆ The girl was told to spin straw into gold.
- ◆ The girl was told to spin straw into gold.
- ◆ The Queen was sad and upset about her promise to Rumpelstiltskin.
- ◆ The Queen was sad and upset about her promise to Rumpelstiltskin.

### Writing:

Response Journal—Students are given a topic on which to write and respond in their response journals, based on their opinions and/or experience. The teacher or students choose one statement/questions per day:

- ◆ Was Rumpelstiltskin bad or good? Why?
- ◆ What would you have told Rumpelstiltskin if you were the queen?
- ◆ Who would you help if you could do magic?
- ◆ Do you think the girl made a good choice to promise Rumpelstiltskin her first child?
- ◆ What else could Rumpelstiltskin have asked for other than her firstborn?
- ◆ Do you think there is ever a time when a promise should not be kept? When and why?

## Pondering Honesty

**Print the following Points to Ponder about honesty on chart paper and discuss.**

- ◆ Honesty is telling the truth.
- ◆ Honesty is telling what really happened.
- ◆ When we are honest, we feel clear inside.
- ◆ When we are honest, we admit when we are wrong.
- ◆ We keep our promises.
- ◆ We can be trusted.

The class discusses good or well-intended promises and why it is important to keep them. The class responds to the question: What does it feel like when people break their promises. The teacher discusses the possibility of bad promises that should not be kept (promises where others get hurt or that make others angry). Students respond in their journals to the promise, "I kept a promise when . . ."

# Additional Teaching Activities

## THE CONSEQUENCE GAME

This game can help children understand that the long-term consequences of honesty are always better than the long-term consequences of dishonesty.

Prepare pairs of simple index cards or small sheets of paper. On one side of each of the cards in the pair describe two alternative courses of action—one honest and one dishonest along with the short-term consequences of each action. Fill out the other side of the cards so that when the two cards are flipped over, the long-term consequences are revealed. Play it as a game, letting children decide, by looking at the front sides only, which option they would take.

Index Cards <b>Front Sides of Cards</b>	Index Cards <b>Reverse Sides of Cards</b>
<p>You are at the store buying something and the clerk gives you \$10 too much change. You keep it. After all, it was his mistake and not yours. You go into the toy store next door and buy some new handle grips for your bike.</p>	<p>You know the money wasn't yours. You start to worry that the clerk will have to pay the store \$10 out of his wages. Whenever you ride your bike, the new handle grips remind you that you were dishonest.</p>
<p>When the clerk gives you the \$10 change, you tell him he has given you too much and give the \$10 back to him. He says thanks, but as you walk out, you start thinking about the new handle grips you could have bought with the \$10.</p>	<p>You feel good and strong inside because you were honest. Whenever you ride your bike, you remember that you need handle grips, but you also remember that you were honest.</p>
<p>You are sitting in class taking a really hard test that you forgot to study for. The girl across the aisle seems to know all the answers, and her paper is so easy to see. You copy a few answers and end up getting an "A" on the test.</p>	<p>Your conscience bothers you. You know that you didn't deserve the "A." You wonder if anyone saw you cheating. It's a little hard for you to get to sleep that night. On the next test, you're unprepared again.</p>
<p>You're a little mad at yourself for not studying harder, and you're really worried about your grade. Still, you keep your eyes on your paper and do your best. Unfortunately, your best that day is only a "C" on the test.</p>	<p>You resolve to study harder. Next test you do better. You like yourself because you know you are honest. Other people like you because they know you can be trusted.</p>

Develop other cards to meet your own situation. Let the short-term consequence of a dishonest act be good, the long-term consequence, bad. Develop cards on honesty with parents with siblings, with friends, with institutions, and so on.



## September's Key to Character

### *Writing Prompts*

1. **Steven R. Covey** said, "One of the most important ways to manifest integrity is to be loyal to those who are not present. In doing so, we build the trust of those who are present." Think about a time in your life when a friend talked behind your back (or friends) and how you felt when it was discovered. Write to explain the situation and how it felt.
2. When a person cheats in school, he is not mastering the content and skills he needs to know. Think about the ways that cheating actually cheats the person who is cheating. Write to convince others that cheating is a bad practice.
3. Think about honesty in commercials. Write a persuasive essay convincing a friend that a product is not as the commercial describes it.
4. Think about how you feel when someone lies to you. Do you feel betrayed? Write an essay describing your feelings.
5. Think about whom you know that you can always count on to be honest with you. Write a description of what makes a person honest.
6. Think about how it would feel to lose the trust of those you care about. Write a paragraph to persuade them to trust you again.
7. Think about the reasons people lie (getting out of trouble, increasing profit in business, avoiding an uncomfortable situation, etc.). Pretend that you are a counselor and write directions to a client to help them become an honest person.
8. The starting pitcher on your baseball team asked to copy your homework so he would be allowed to play. It is a very important game. Think of some alternatives to suggest and write a letter to convince him that honesty is more important.
9. Think about the statement, "Lying ruins relationships." Write a letter to a friend expressing your disappointment in a dishonest action or statement that was made.
10. The new student in your class exaggerates so much that you never know what is true. Write a letter to suggest that he can make more friends by being honest.
11. Think about the quote, "Honesty makes life easier." Write a paragraph to persuade a friend that it is true.
12. No one is at the school store, and you really need a pencil for the day. No one will ever know if you slip one in your pocket. Write a paragraph to defend your choice of action.
13. Think about a time when you felt proud because you told the truth. Write about the day you felt proud because you told the truth.





September's Key to Character

*Short Stories*



## The Fox and The Grapes

A hungry fox saw some fine bunches of Grapes hanging from a vine that was trained along a high trellis and did his best to reach them by jumping as high as he could into the air. It was all in vain, for they were just out of reach. So, he gave up trying, and walked away with an air of dignity and unconcern, remarking, "I thought those Grapes were ripe, but I see now they are quite sour."

## The Cat and The Mice

There was once a house that was overrun with Mice. A Cat heard of this, and said to herself, "That's the place for me," and off she went. She took up her quarters in the house and caught the Mice one by one and ate them. At last, the Mice could stand it no longer, and they determined to take to their holes and stay there. "That's awkward," said the Cat to herself, "The only thing to do is to coax them out by a trick." So, she considered a while, and then climbed up the wall and let herself hang down by her hind legs from a peg, pretending to be dead. By and by, a Mouse peeped out and saw the cat hanging there. "Aha!" it cried, "you're very clever, madam, no doubt. You may turn yourself into a bag of meal hanging there, if you like, yet you won't catch us coming anywhere near you."

If you are wise, you won't be deceived by the innocent airs of deceit.

## Short Stories (cont.)



### The Lion and The Mouse

A Lion asleep in his lair was awakened up by a Mouse running over his face. Losing his temper, he seized it with his paw and was about to kill it. The Mouse terrified, piteously entreated him to spare its life. "Please let me go," it cried, "and one day I will repay you for your kindness." The idea of so insignificant a creature ever being able to do anything for him amused the Lion so much that he laughed aloud, and good humoredly let it go. But, the Mouse's chance came, after all. One day the Lion got entangled in a net which had been spread for game by some hunters. The Mouse heard and recognized his roars of anger and ran to the spot. Without more ado, it set to work to gnaw the ropes with its teeth and succeeded before long in setting the Lion free. "There!" said the Mouse, "you laughed at me when I promised I would repay you but now you see, even a Mouse can help a Lion."

### Mercury and The Woodmen

A poor woodsman lost his rusty, old axe in the river when it glanced off a tree he was falling. Mercury (the Roman messenger god) appeared while the man was lamenting his loss, and on hearing this tale, dove into the river and recovered a silver axe. "That's not mine," said the woodsman, so Mercury returned it to the river, resurfacing this time with a golden axe. "That's not mine, either," said the woodsman, and again Mercury returned it to the river, resurfacing this time with the woodsman's own rusty, old axe. "That's mine," said the grateful woodman. Mercury promptly rewarded the man for his honesty by giving him the silver and golden axes as well. On hearing the woodsman's tale, an envious friend set out to do as the woodsman had done, visiting the same spot and deliberately losing his axe in the river. Just as before, Mercury appeared and dove in to recover the lost axe. When Mercury produced a golden axe, the man greedily stretched out for it claiming, "That's mine." Mercury, displeased with the man's dishonesty, held on to the golden axe and refused to recover the original.

The man lamented, "Honesty is the best policy."

## Short Stories (cont.)

### Fernando Sorrentino "An Enlightening Tale"

Translated by Clark M. Zlotchew



This was a very honest beggar. One day, he knocked at the door of a luxurious mansion. The butler came out and said, "Yes, sir, What do you wish, my good man?" The beggar answered, "Just a bit of charity, for the love of God." "I shall have to take this up with the lady of the house." The butler consulted with the lady of the house and she, who was very miserly, answered, "Jeremiah, give that good man a loaf of bread. One only, and, if possible, one from yesterday." Jeremiah, who was secretly in love with his employer, in order to please her sought out a stale loaf of bread, hard as a rock, and handed it to the beggar. "Here you are, my good man," he said, no longer calling him, sir. "God bless you," the beggar answered. Jeremiah closed the massive oaken door, and the beggar went off with the loaf of bread under his arm. He came to vacant lot where he spent his days and nights. He sat down in the shade of a tree and began to eat the bread. Suddenly, he bit into a hard object and felt one of his molars crumble to pieces. Great was his surprise when he picked up, together with the fragments of his molar, a fine ring of gold, pearls and diamonds. "What luck," he said to himself. "I'll sell it and I'll have money for a long time." But, his honesty immediately prevailed: "No, he added, "I'll seek out its owner and return it." Inside the ring were engraved the initials, J.X. Neither unintelligent nor lazy, the beggar went to a store and asked for the telephone book. He found that in the entire town there existed only one family whose surname began with X; the Xofaina family. Filled with joy for being able to put his honesty into practice, he set out for the home of the Xofaina family. Great was his amazement when he saw it was the very house at which he had been given the loaf of bread containing the ring. He knocked at the door. Jeremiah emerged and asked him, "What do you wish, my good man?" The beggar answered, "I've found this ring inside the loaf of bread you were good enough to give me a while ago." Jeremiah took the ring and said, "I shall have to take this up with the lady of the house." He consulted with the lady of the house, and she, happy and fairly singing, exclaimed, "Lucky me! Here we are with the ring I had lost last week, while I was kneading the dough for the bread! These are my initials, J.X., which stand for my name, Josermina Xofaina." After a moment of reflection, she added, "Jeremiah, go and give that good man whatever he wants as a reward, as long as it's not very expensive." Jeremiah returned to the door and said to the beggar, "My good man, tell me what you would like as a reward for your kind act." The beggar answered, "Just a loaf of bread to satisfy my hunger." Jeremiah, who was still in love with his employer, in order to please her sought out an old loaf of bread, hard as a rock, and handed it to the beggar. "Here you are, my good man." "God bless you." Jeremiah shut the massive oaken door, and the beggar went off with the loaf of bread under his arm. He came to the vacant lot in which he spent his days and nights. He sat down in the shade of a tree and began to eat the bread. Suddenly, he bit into a hard object and felt another of his molars crumble to pieces. Great was his surprise when he packed up, along with the fragments of this his second broken molar, another fine ring of gold, pearls and diamonds. Once more, he noticed the initials, J.X. Once more, he returned the ring to Josermina Xofaina and, as a reward, received a third loaf of hard bread in which he found a third ring that he again returned for which he obtained, as a reward, a fourth loaf of hard bread, in which . . .

From that fortunate day until the unlucky day of his death, the beggar lived happily and without financial problems. He only had to return the ring he found inside the bread every day.

## *Short Stories (cont.)*

### "What You Are Is As Important As What You Do"

It was a sunny Saturday afternoon in Oklahoma City. My friend and proud father, Bobby Lewis, was taking his two little boys to play miniature golf. He walked up to the fellow at the ticket counter and said, "How much is it to get in?" The young man replied, "\$3.00 for you and \$3.00 for any kid who is older than six. We let them in free if they are six or younger. How old are they?" Bobby replied, "The lawyer's three and the doctor is seven, so I guess I owe you \$6.00." The man at the ticket counter said, "Hey, mister, did you just win the lottery or something? You could have saved yourself three bucks. You could have told me that the older one was six; I wouldn't have known the difference." Bobby replied, "Yes, that may be true, but the kids would have known the difference."

As Ralph Waldo Emerson said, "Who you are speaks so loudly I can't hear what you're saying." In challenging times when ethics are more important than ever before, make sure you set a good example for everyone you work and live with.



## Short Stories (cont.)



### "Honest Abe"

We celebrate Abraham Lincoln's birthday (February 12), and we should. Lincoln was one of the few great men who really was great. Before he became president, Lincoln spent twenty years as an unsuccessful lawyer . . . At least he was unsuccessful in financial terms. But, when you measure the good he did, he was very rich indeed. Legends are often untrue, but Lincoln was the real thing. George Washington never chopped down a cherry tree, but Abraham Lincoln was honest. During his years as a lawyer, there were hundreds of documented examples of his honesty and decency.

For example, Lincoln didn't like to charge people much who were as poor as he was. Once a man sent him twenty-five dollars, but Lincoln sent him back ten of it, saying he was being too generous.

He was known at times to convince his clients to settle their issue out of court, saving them a lot of money, and earning himself nothing.

An old woman in dire poverty, the widow of a Revolutionary soldier, was charged \$200 for getting her \$400 pension. Lincoln sued the pension agent and won the case for the old woman. He didn't charge her for his services and, in fact, paid her hotel bill and gave her money to buy a ticket home!

He and his associate once prevented a con man from gaining possession of a tract of land owned by a mentally ill girl. The case took fifteen minutes. Lincoln's associate came to divide up their fee, but Lincoln reprimanded him. His associate argued that the girl's brother had agreed on the fee ahead of time, and he was completely satisfied.

"That may be," said Lincoln, "but I am not satisfied. That money comes out of the pocket of a poor, demented girl; and I would rather starve than swindle her in this manner. You return half the money at least, or I'll not take a cent of it as my share."

He was a fool, perhaps, by certain standards. He didn't have much, and it was his own fault. But, he was a good human being by anyone's standards, and I'm glad we celebrate his birthday.

Honesty makes you feel good about yourself and creates trust in others. It improves your relationship with yourself and with others. It's not much in fashion these days to talk about the benefits of honesty and decency, but the benefits are there and they are valuable and worth the trouble.

**Honesty.** It may be "corny," but it's the finest force for good in the world and it always will be. Do some honest good in the world.

## *Short Stories (cont.)*

### Why Lincoln Was Called, "Honest Abe"

In managing the country store, as in everything that he undertook for others, Lincoln did his very best. He was honest, civil, ready to do anything that would encourage customers to come to the place, full of pleasantries, patient and alert. One night while counting the day's money, he discovered he had taken more money from a customer than she owed. He closed the store and walked a long distance to make good the deficiency. Another time, he discovered the scales he used to weigh out tea for a lady were wrong and that he had given her too little for her money. Lincoln carried the tea to the woman's house. She was so surprised because she did not even realize that she had been shorted. There were innumerable incidents of this sort related to Lincoln. He was particularly concerned with protecting defenseless women from insult or feeble children from tyranny; for in the rude community in which he lived, the rights of the defenseless were not always respected, as they should have been.



*Lincoln*

# Short Stories (cont.)

## Stores That Encourage Trust and Honesty

After reading a story, students should answer the question: "Why is it important to be honest?"

Direct them to use details and examples from the story to support their answer.



### "The Silver on the Hearth" (Afghanistan)

There was once a poor farmer who found it a great struggle to get ahead in the world. Though he worked very hard and lived carefully, it was impossible for him to save money year after year. After an entire lifetime of labor, he was no better off, it seemed, than he had been on the day he was born.

One morning, he seized on the notion that if ever he was to own anything at all in this hard world it would have to simply appear before him. He wished and wished that one morning he would wake up and discover riches aplenty heaped upon his own hearth. The riches must appear on his own hearth, he knew, so that he would have no doubt they were intended for him. He thought of this as he went about his daily tasks in the fields. One day, while he was working, some brambles in the field caught and tore his clothes. So that this wouldn't happen again, the man dug a little around the roots and pulled the brambles out of the ground. As he did so, he uncovered the top of a large earthen jar. In great excitement, he dug a little more and then removed the lid of the jar. He found that the jar was filled to the brim with silver coins. At first, he was delighted, but after a few minutes of thought he said, "Oh, I wished for riches upon my own hearth, but instead I have found this money out here in the open fields. Therefore, I shall not take it. For if it were intended for me, it would surely have appeared on my own hearth, as I wished."

So, the man left the treasure where he had found it and went home. When he arrived, he told his wife about his discovery. The woman was angry at her husband's foolishness in leaving the riches in the field. When her husband lay down to sleep, she went out to the house of a neighbor and told him all about it, saying, "My stupid husband found a hoard of money in the field, but the blockhead refuses to bring it home. Go and get it for yourself and share with me." The neighbor was very pleased with the suggestion, and he went out to find the treasure where the woman had described it. There, where the bramble bush had been uprooted, indeed was an earthen jar. He took it from the ground and opened it. But, when he lifted the lid, he saw not silver coins but a jarful of poisonous snakes. Into the neighbor's mind rushed the thought, "Ah, that woman must be my enemy! She hoped I would put my hand in the jar to be bitten and poisoned!" So, he replaced the lid and carried the jar back home with him, just as he had found it. When night came, he went to the house of the poor farmer, climbed on the roof, and emptied the jar of poisonous snakes down the chimney.

When the poor farmer who had first discovered the jar got up to start the day, as the morning rays of the sun fell upon the hearth, his eyes opened wide. For the hearth was covered with silver coins. His heart swelled with gratitude. He said, "Oh! Finally, I can accept these riches, knowing that they are surely intended for me as they have appeared upon my own hearth, as I wished!"

Footnote: This story theme has many variations throughout Asia.

Source: [www.storiestobrowby.com/stories/silver.html](http://www.storiestobrowby.com/stories/silver.html)

Accompanying questions on Next Page ➤

# Short Stories (cont.)

## Stores That Encourage Trust and Honesty

After reading a story, students should answer the question: "Why is it important to be honest?"

Direct them to use details and examples from the story to support their answer.

### "The Silver on the Hearth" (Afghanistan)

Continued from Previous Page

#### Accompanying Questions

1. Why did the farmer need to be sure the riches were intended for him?
2. Tell about a time that you didn't take something because you weren't sure if it belonged to you.

**Source:** "The Silver on the Hearth" is based on a story of the same name from *Ride with the sun: An Anthology of Folk Tales and Stories from the United Nations*, edited by Harold Courlander (McGraw-Hill Book Company, Inc.: New York, 1955) pp. 60-62, (adopted by Elaine Lindy).



### "The Butcher Story"

A butcher who had had a particularly good day, proudly flipped his last chicken on a scale and weighed it. "That will be \$5.35," he told the customer. "That's a good price, but it really is a little too small," said the woman. "Don't you have anything larger?" Hesitating, but thinking fast, the clerk returned the chicken to the refrigerator, paused a moment, then took it out again, "This one, he said faintly, will be \$5.65." The woman paused for a moment, then made her decision . . .

"I know what," she said, I'll take both of them!"

**Source:**

("Mercury and the Woodsmen" and "the Butcher Story"  
used w/ permission c. Alan Chapman, 1995-2011: [www.businessballs.com](http://www.businessballs.com)).



### "The Honest Farmer"

There was a war in Germany long ago, and thousands of soldiers were scattered over the country. A captain of the cavalry, who had a great many men and horses to feed, was told by his colonel that he must get for some time through the lonely valley, and at last knocked at the door of a small cottage. The man who opened it looked old and lame. He leaned on a stick. "Good day, sir," said the captain. "Will you kindly show me a field where my army?" The old man led the soldiers through the valley for about a mile, and in the distance they saw a field of barley waving in the breeze. "this is just what we want. We'll stop here," exclaimed the captain. "No, not yet," said the old man. "You must follow me a little farther." After another mile or two, they came to a second field of barley. The soldiers dismounted, cut down the grain, tied it in sheaves and rode away with it. Then, the captain said to the old farmer: "Why did you make us walk so far? The first field of barley was better than this one." "That is true, sir," answered the honest old man, "but, it was not mine."



"Why did you make us walk so far? The first field of barley was better than this one." "That is true, sir," answered the honest old man, "but, it was not mine."

(used w/ permission, [www.inquest.org](http://www.inquest.org))



## Short Stories (cont.)

### "Maintain Your Integrity"

By: Author Unknown, Heart At Work

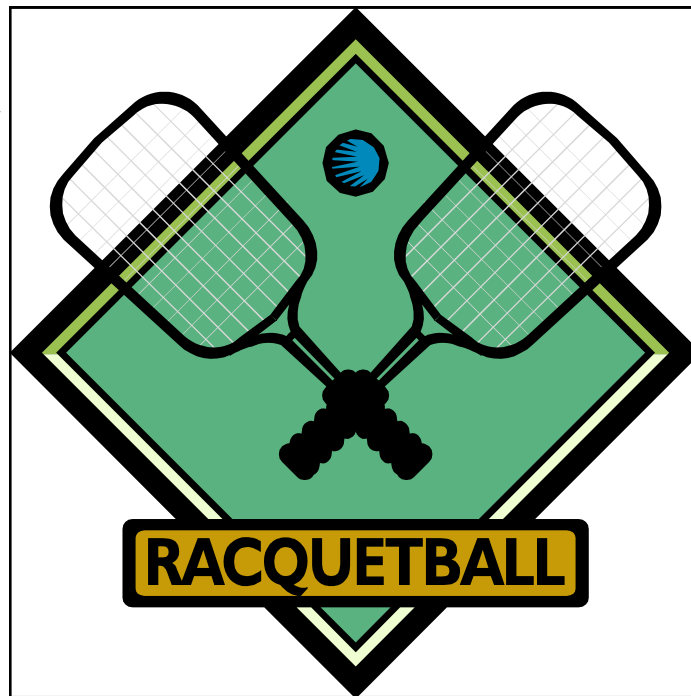
A while back, there was a story about Reuben Gonzolas, who was in the final match of his first professional racquetball tournament. He was playing the perennial champion for his first shot at a victory match point in the Gonzolas made a super front corner to win referee called it good, men confirmed the

But, after a moment's turned and declared skipped into the wall, As a result, the serve who went on to win

Reuben Gonzolas everyone was stunned.

leading racquetball magazine featured Gonzolas on its cover. The lead editorial searched and questioned for an explanation. Who could ever imagine it in any sport or endeavor? Here was a player with everything officially in his favor, with victory in his grasp, who disqualifies himself at match point and loses.

When asked why he did it, Gonzolas replied,  
"It was the only thing I could do to maintain my integrity."



on the pro circuit. At fifth and final game, "kill shot" into the the tournament. The and one of the line-shot was a winner.

hesitation, Gonzolas that his shot had hitting the floor first. went to his opponent the match.

walked off the court; The next issue of a



## September's Key to Character

### *Suggested Reading List (Pg. 1 of 2)*



TITLE	AUTHOR(S)	GRADES	PRIMARY	MIDDLE.	H.S.	INTERMEDIATE
Murfaro's Beautiful Daughters	John Steptoe	K-3	✓			
The Empty Pot	Demi	K-3	✓			
The Emperor's New Clothes	Riki Levinson	K-3	✓			
Chicken Sunday	Patricia Polacco	K-3	✓			
The Big Fat Enormous Lie	Majorie W. Sharmat	K-3	✓			
The Stories Julian Tells	Ann Cameron	K-3	✓			
A Day's Work	Eve Bunting	K-4	✓			
Grandpa's Teeth	Rod Clement	K-4	✓			
Abraham Lincoln	Christy DeVillier	K-4	✓			
One-Eyed Cat	Paula Fox	4-8		✓	✓	
Spying on Miss Muller	Eve Bunting	5-8		✓	✓	
Water Sky	Jean George	5-8		✓	✓	
Your Move	Lois Lowry	5-8		✓	✓	
Somewhere in the Darkness	Walter Myers			✓	✓	
The Moves Make the Man	Bruce Brooks			✓	✓	

## *Suggested Reading List (Pg. 2 of 2)*

TITLE	AUTHOR(S)	GRADES	PRIMARY	MIDDLE.	H.S.	INTERMEDIATE
One Tiny Turtle	Nicola Davies		✓			
Mercy Watson to the Rescue	Kate DiCamillo		✓			
Amos & Boris	William Steig		✓			
The Children's Book of Virtues	William J. Bennett					✓
Two Bad Ants	Chris Van Allsburg		✓			
Jennifer-The-Jerk is Missing	Carol Gorman					✓
The Face on the Milk Carton	Caroline Cooney			✓		
Andy and the Lion	Osmerod		✓			
The Big Lie	Lettner		✓			
Believing Sophie	Hazel Hutchins		✓			
Berenstain Bears and the Truth	Jan Barenstain		✓			
Blue Willow	Doris Gates					✓
Finders, Keepers	Elizabeth Cary					✓
The Kid in the Red Jacket	Barbara Park					✓
Babe and Me	Dan Gutman			✓	✓	
By Royal Command	Charlie Hinson			✓	✓	
Speak	Laurie Halse Anderson			✓	✓	
Just Listen	Sarah Pesson			✓	✓	
The Life of Pi	Yann Martel			✓	✓	
That Was Then, This Is Now	S.E. Hinton			✓	✓	
The Pigman	Paul Zindel			✓	✓	

“A book is the only place in which you can examine a fragile thought without breaking it, or explore an explosive idea without fear it will go off in your face. It is one of the few havens remaining where a man's mind can get both provocation and privacy.”

***Edward P. Morgan***



# HONESTY

## September's Key to Character

### *Bulletin Board Ideas*



Make a big sign on a bulletin board, "LIGHT UP HONESTY." Draw a replica of a flashlight shining; write synonyms on each of the beams of light and post on the bulletin board. Be sure to color the flashlight in bright colors with a bright yellow light beam.



Make big letters that say, "BEE HONEST." Make several large bee hives and small bees; color in yellow and black, with facial features of eyes, and smiling face. On the bee hives, list synonyms on the bee hives with the bees swarming around the hives. Draw a big tree with branches and a bee hive.



Make big letters that say, "WE ARE THANKFUL FOR HONEST PEOPLE." Ask students to look in the newspaper (old or recent) and old magazines, and cut out persons who are demonstrating honesty. Make a collage on the bulletin board showing all of the individuals.



Make big letters that say, "I AM ON THE RIGHT FOOT." Hand students a piece of construction paper in a bright color and have them cut out a large star and write their names in big letters (have students decorate their stars with paint and glitter). Place all of the stars under your caption.



During a special celebrated season, such as Halloween, Christmas, Easter, summer, spring, fall, winter, Thanksgiving, end of school or beginning of school, make big letters that say, "TIS THE SEASON TO BE HONEST." Give each student a bright color of construction or other decorated paper and have them add their own special touch to it and sign their art work. Students can paint or draw on their masterpieces. Place the signed pieces of art under your labeled bulletin board.



Make big letters that say, "HONESTY IS A TRAIT OF THE PRESENT AND FUTURE—THIS WE BELIEVE." Give students large circles and have them make smiling faces on them with decorations. Have each student sign his/her circles and place around the words (like stars orbiting the earth).

**Bulletin Board Ideas**

## Bulletin Board Ideas (cont.)



Make big letters that say, "PLANT THE SEEDS OF HONESTY." On the bulletin board, place the words each on an individual line on the bulletin board, making five lines. Make the words, "HONESTY" larger than the other words. Give each student five shapes of paper (your choice, such as apple shapes, animal shapes, star shapes, etc.) and have students write one synonym for each shape given them and sign their names.



Make big letters that say, "WHOOO KNOWS HOW TO BE HONEST." Draw a big replica of a tree with an owl sitting on one of the branches. Draw big leaves of varying shades of brown/yellow and have students decorate their leaf. Place each leaf all around the tree branches. Have students sign their leaves.



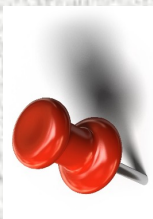
Create a checklist of the characteristics your students used to describe a person with honest traits. Make these words "large" using either a computer or Elison machine. Add the header, "Choose friends that are honest."



Students write letters to "Dear Abby" concerning issues of honesty/lack of honesty, they have observed in their school. Other students answer the letters suggesting what can be done to correct the problem. Make a bulletin board of the most unusual and appropriate letters and answers. Title the bulletin board, "Honesty at Its Finest!"



Use a picture of Uncle Sam holding a sign. Use the header, "I want You" and on the sign write, "To Be Honest."



Place a picture of a stone on the bulletin board. Title the board, "Honesty is the Cornerstone of Good Character."



Make big letters that say, "HONESTY IS HERE AND NOW"; have students cut pictures from magazines or draw individuals representing "honesty."

## Bulletin Board Ideas (cont.)



Draw pictures of popular-style hats (or use cut-out pictures) flying through the air. Label the hats with actions that demonstrate honesty such as , "return money you find, " tell the truth," "don't steal," and other examples that fit your student. Use the header, "Hats off to honest people."



Display a picture of a student looking confused or uncertain. Use the header, "Are you honest enough to say, "I don't know?"



Divide the class into seven groups and give each a cut-out letter of the word, "HONESTY." Direct each group to draw or describe in writing on the letter what an honest person is like. Use the letters to create a bulletin board.



Under the title, "Be Honest: Be A Person of Character" place a picture of each student or a cut-out picture they choose.



Collage: Ask each student to draw a picture or cut some from a magazine that represents honesty and create a bulletin board collage from the pictures.



Use a bulletin board as a teaching tool. Scatter the synonyms for honesty around the word, HONESTY in the center. Discuss one word each day. Constant reminders of what good character is provide important lessons for students.



Make big letters that say, "HONESTY IS HERE AND NOW"; have students cut pictures from magazines or draw individuals representing "honesty."



## September's Key to Character

### *Recommended Websites*

- ◆ **[www.charactercounts.org/howto/teaching-tools.htm](http://www.charactercounts.org/howto/teaching-tools.htm)**—This link has a special project for a fee, “Honor Above All”, and a free article, “What Parents Can Do To Teach Integrity.”
- ◆ **[www.parenting.org](http://www.parenting.org)**—This site is a service of Girls and Boys Town and has wonderful back-to-school tips. They also have a national 24-hour hotline for counseling individual and family problems.
- ◆ **[www.goodcharacter.com](http://www.goodcharacter.com)**—This site has great resources to teach trustworthiness and honesty for elementary, middle and high school.
- ◆ **[www.education-world.com/a-curr/curr295.shtml](http://www.education-world.com/a-curr/curr295.shtml)**—This site has an interesting article focused on using fairy tales to teach ethics. It has a link to pull up a copy of Puss In Boots as an example. Type **honesty** in the search box for a list of interesting articles.
- ◆ **[www.learnnc.org/lb/pages/33251](http://www.learnnc.org/lb/pages/33251)**—This site has a great Grade 2 Language Arts lesson.
- ◆ **[www.charactereducation.info/resources/illustrations\\_stories\\_activities\\_ideas.htm#sample](http://www.charactereducation.info/resources/illustrations_stories_activities_ideas.htm#sample)**—This site has a great skit on peer pressure with a focus on “posers” who act or “pose” as others rather than themselves.

**“CHILDREN CANNOT HEED A MESSAGE THEY HAVE NOT HEARD.”**

*George Nicholaw*



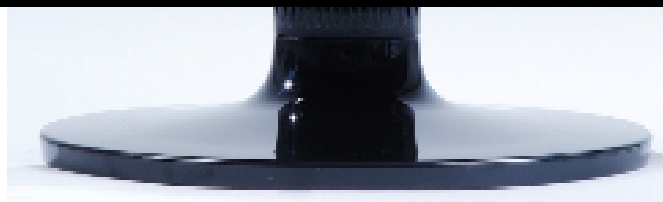
## *Recommended Websites (cont.)*

# *Recommended Websites*

- ◆ **[www.sitesforteachers.com](http://www.sitesforteachers.com)**—This site links to other websites that give teachers free clipart, worksheets, K-12 lesson plans, songs and crafts, etc.
- ◆ **[www.bblocks.samhsa.gov/educators/lesson\\_plans/telltruth.aspx](http://www.bblocks.samhsa.gov/educators/lesson_plans/telltruth.aspx)**— This site has an honesty lesson plan with printable character cards for non-readers and beginning readers (K-1).
- ◆ **[www.pbs.org](http://www.pbs.org)**—This site has interactive activities for kids and resources for teachers (video clips).
- ◆ **[www.valuesparenting.com/familynight/sample4.php](http://www.valuesparenting.com/familynight/sample4.php)**—Family-oriented lessons and games.
- ◆ **[www.goodcharacter.com/pb/trustworthiness.html](http://www.goodcharacter.com/pb/trustworthiness.html)**—Activities, writing prompts and parenting ideas.
- ◆ **[www.es.printables.com/printable.asp?id=807](http://www.es.printables.com/printable.asp?id=807)**—A great collection of Printables including a worksheet on honesty can be found here.
- ◆ **[www.pbs.org/Clifford/activities](http://www.pbs.org/Clifford/activities)**—Six detailed activities that teach honesty to preschool and primary students can be found here.
- ◆ **[www.giraffe.org](http://www.giraffe.org)**—Inspiring stories showing students and young adults exemplifying good character can be found here.
- ◆ **[www.educationworld.com/a\\_tsl/archives/05-1lesson006.shtml](http://www.educationworld.com/a_tsl/archives/05-1lesson006.shtml)**— A detailed lesson plan to celebrate the honesty of Abe Lincoln can be found here.

**"CHILDREN CANNOT HEED A MESSAGE THEY HAVE NOT HEARD."**

***George Nicholaw***







# HONESTY

September's Key to Character

*Quotes Section (Pg. 1 of 11)*

## Quotes For Honesty

*"If you add to the truth, you subtract from it."*  
**The Talmud**

*"An overdose of praise is like 10 lumps of sugar in coffee,  
only a very few people can swallow it."*  
**Emily Post, American Etiquette Authority and Author**

*"The truth is not always the same as the majority decision."*  
**Pope John Paul II**

*"As scarce as truth is, the supply has always been in excess  
of the demand."*  
**John Billings, American Humorist**

*"When in doubt, tell the truth."*  
**Mark Twain**

*"Level with your child by being honest. Nobody spots a  
phony quicker than a child."*  
**Mary MacCracken**

## *Quotes Section (Pg. 2 of 11)*

### **Quotes For Honesty**

*"No man, for any considerable period, can wear one face to himself and another to the multitude without finally getting bewildered as to which may be true."*

**Nathaniel Hawthorne, Author**

*"Do not do what you would undo if caught."*

**Leah Arendt, Author**

*"Be true to your work, your word, and your friend."*

**Henry David Thoreau, Author**

*"An honest answer is the sign of true friendship."*

**Author Unknown**

*"A lie can travel half way around the world while the truth is putting on its shoes."*

**Mark Twain**

*"Respect for the truth is an acquired taste."*

**Mark Van Doren, Liberal Education, 1943**

*"A lie may take care of the present, but it has no future."*

**Author Unknown**

*"If you tell the truth, you don't have to remember anything."*

**Mark Twain**

## *Quotes Section (Pg. 3 of 11)*

### **Quotes For Honesty**

*"We tell lies when we are afraid . . . Afraid of what, we don't know; Afraid of what others may think; afraid of what will be found out about us. But, every time we tell a lie, the thing that we fear grows stronger."*

**Tad Williams**

*"Pretty much all the honest truth telling in the world is done by children."*

**R.D. Laing**

*"There is no right way to do the wrong thing."*

**Unknown**

*"He who does not speak truth to me does not believe me when I speak truth."*

**Thomas Fuller**

*"No legacy is so rich as honesty."*

**William Shakespeare**

*"The truth is always the strongest argument."*

**Sophocles**

*"Rather than love, than money, than fame, give me truth."*

**Henry David Thoreau**

*"There is no well-defined boundary between honesty and dishonesty. The frontiers of one blend with the outside limits of the other, and he who attempts to tread this dangerous ground may be sometimes in one domain and sometimes in the other."*

**O'Henry**

## *Quotes Section (Pg. 4 of 11)*

### **Quotes For Honesty**

*"What you don't see with your eyes,  
Don't witness with your mouth."*

**Jewish Proverb**

*"Honesty pays, but it doesn't seem to pay  
enough to suit some people."*

**Kim Hubbard**

*"You must speak straight so that your words may go  
like sunlight to our hearts."*

**Cochise of the Apaches**

*"Where is there dignity unless there is honesty?"*

**Cicero**

*"Truth fears no questions."*

**Unknown**

*"A lie has speed but truth has endurance."*

**Edgar Mohn**

*"To be honest is to confront the truth, however  
unpleasant and inconvenient the truth may be."*

**Dr. Martin Luther King, Jr.**

## *Quotes Section (Pg. 5 of 11)*

### **Quotes For Honesty**

*"The truth is mightier than the sword."*

**Unknown**

*"Those who think it is permissible to tell white lies soon grow color blind."*

**Austin O'Malley**

*"Honest hearts produce honest actions."*

**Brigham Young**

*"Honest is the cornerstone of all success, without which confidence and ability to perform shall cease to exist."*

**Mary Kay Ash**

*"Who lies for you will lie against you."*

**Bosnian Proverb**

*"Never lie, cheat or steal, always strike a fair deal."*

**Wanda Hope Carter**

*"A half truth is a whole lie."*

**Yiddish Proverb**

*"Slander cannot destroy an honest man."*

**Chinese Proverb**

*"When truth is divided, errors multiply."*

**Eli Siegel**

## *Quotes Section (Pg. 6 of 11)*

### **Quotes For Honesty**

*"Cherish the friend who tells you a harsh truth wanting ten times more to tell you a loving lie."*

**Robert Brault**

*"Beware of the half truth. You may have gotten hold of the wrong half."*

**Unknown**

*"I am different from Washington; I have a higher, grander standard of principle. Washington could not lie. I can lie but I won't."*

**Mark Twain**

*"This above all, to thine own self be true, and it must follow, as the night, the day, thou canst not be false to any man."*

**Shakespeare**

*"It takes two to speak the truth—one to speak and another to hear."*

**Henry David Thoreau**

*"Every violation of truth is a stab at the health of human society."*

**Ralph W. Emerson**

## *Quotes Section (Pg. 7 of 11)*

### **Quotes For Honesty**

*"Honesty is something you can't wear out."*  
**Waylon Jennings**

*"There is no twilight zone of honesty in business. A thing is right or it is wrong. It's black or it's white."*  
**John F. Dodge**

*"Don't worry so much about your self esteem; worry more about your character. Integrity is its own reward."*  
**Laura Schlessinger**

*"Your honesty influences others to be honest."*  
**George Washington**

*"An excuse is worse and more terrible than a lie; for an excuse is a lie guarded."*  
**Alexander Pope**

*"Truth fears no questions."*  
**Unknown**

*"Honesty is the best policy."*  
**Aesop (originally)**

*"Dishonesty is like a boomerang. About the time you think all is well, it hits you in the back of the head."*  
**Anonymous**

## *Quotes Section (Pg. 8 of 11)*

### **Quotes For Honesty**

*"Honesty is the first chapter in the book of wisdom."*  
**Thomas Jefferson**

*"To be trusted is a greater compliment than to be loved."*  
**J. MacDonald**

*"Sincerity is the highest compliment you can pay."*  
**Ralph W. Emerson**

*"Better are the blows of a friend than the false kisses of an enemy."*  
**Thomas Becket**

*"A man's character is like a fence; it cannot be strengthened by whitewash."*  
**Anonymous**

*"The truth, the whole truth, and nothing but the truth."*  
**Legal Oath**



## *Quotes Section (Pg. 9 of 11)*

### **Quotes For Honesty**

*"If he does really think that there is no distinction between virtue and vice, when he leaves our homes let us count our spoons.".*

**Samuel Johnson**

*"Truth is like the sun. You can shut it out for a time, but it ain't goin' away."*

**Elvis Presley**

*"Truth is not a matter of personal viewpoint."*

**Vernon Howard**

*"No legacy is so rich as honesty."*

**Shakespeare**

*"A liar will not be believed, even when he speaks the truth."*

**Aesop**

*"To rise from error to truth is rare and beautiful."*

**Victor Hugo**

*"Truth is confirmed by inspection and delay, falsehood by haste and uncertainty."*

**Tacitus**

## *Quotes Section (Pg. 10 of 11)*

### **Quotes For Honesty**

*"Half a truth is often a great lie."*

**Benjamin Franklin**

*"Lands mortgaged may return, but honesty once pawned is never redeemed."*

**Middleton**

*"A promise made is a debt unpaid."*

**Robert W. Servire**

*"Our own heart, and not other men's opinion, forms our true honor."*

**Samuel Coleridge**

*"If you have integrity, nothing else matters. If you don't have integrity, nothing else matters."*

**Alan Simpson**

*"Unless a man is honest, we have no right to keep him in public life; it matters not how brilliant his capacity."*

**Theodore Roosevelt**

*"Honesty is the rarest wealth anyone can possess."*

**Josh Billings**

## *Quotes Section (Pg. 11 of 11)*

### **Quotes For Honesty**

*"Integrity is the essence of everything successful."*

**R. Buckminster Fuller**

*"We must not promise what we ought not, lest we be called on to perform what we cannot."*

**Abraham Lincoln**

*"I have not observed men's honesty to increase with their riches."*

**Thomas Jefferson**

*"There is always room for those who can be relied upon to deliver the goods when they say they will.?"*

**Napoleon Hill**

*"Every lie you tell litters your life with land mines that could explode at any time."*

**Michael Josephson**

*"Keep true, never be ashamed of doing right; decide on what you think is right and stick to it."*

**George Eliot**

*"Once you tell one lie, you need to create a whole bodyguard of lies to protect it."*

**Winston Churchill**