

Activities With the value of **H O N E S T Y**

Values Based Education

A Course for Secondary School Students

Spiritual **A**pplication and **R**esearch
Centre:

Education group

**Brahma Kumaris World Spiritual University
Poland - 1997/98**

ACTIVITIES WITH THE VALUE OF HONESTY

Honesty in the Contemporary World I

These activities took place with twenty young people aged 16 in the secondary school in Leszno, in Poland

Activity The quality of the contemporary world in the different aspects of life

Aim

- To find out what the manifestations of honesty and dishonesty are in the different aspects of life of the contemporary world
- To make the students realise their connections with the world around them
- To make the students aware of the condition of the world around them with reference to honesty

Method

- Finding newspaper cuttings on honesty and dishonesty
- Chart filling in small groups
- Sharing the conclusions on honesty and dishonesty described in the selected articles

Result

- The students realised that they participate in every aspect of life, to whatever degree
- The students changed their attitude towards life in general; they felt that they were a part of the world around them
- They became aware that dishonesty was in every aspect of life and they observed that people were often influenced by other peoples' dishonesty and by wrong systems of the present world
- Now they can identify more easily any manifestations of honesty or dishonesty in their personal lives

Detailed description of the method used

The activities began with a short conversation whose aim was to show different aspects of life that we participate in be it in an active or passive way. The aspects of life are the following:

- Politics
- Economy

- Culture
- Science
- Society (a family life)
- Music
- Sport

Materials needed:

- The students are asked to bring with them for the session different magazines, newspapers, periodicals, etc.
- Everyone receives a chart, which is prepared by the coordinator before the activities

A model of the chart

Aspect of life	Dishonesty	Honesty
Economy		
Politics		
Culture		
Science		
Society		
Music		
Sport		

The participants either individually or collectively choose such examples of honesty and dishonesty that they represent every aspect of life. Then the groups are formed and students within the groups fill in the chart. At the end, each group presents their chart to the whole class. Everyone can share their conclusions or observations. The activity is ended with a small talk on honesty and dishonesty in the present world. As a frequent observation made by the students is that dishonesty is omnipresent, so they can spend some time finding out the solutions to the current situation and that leads them to their personal lives and how they perceive honesty and dishonesty in themselves.

ACTIVITIES WITH THE VALUE OF HONESTY

Honesty in the Contemporary World II

Activity : Honesty as an act of courage

Aim

- To teach the students honest reacting and responding in various aspects of life.

- To integrate the students within the class and improve their mutual interactions
- To enjoy/play with the value of honesty
- to identify one's degree of honesty
- To show that honesty can be applied in every situation and that it truly brings success and is a moral victory
- To inspire the students to express themselves with courage and to show what is the best in them.

Method

An interpersonal game.

Result

- There was a noticeable improvement in the students' well-being and mood
their self-confidence and trust in the self was strengthened considerably
- They realised that the true power of one's character meant to apply an honest and positive attitude in every life situation

Detailed description of the method used

Materials used:

■ props symbolising different professions i.e. an office worker's briefcase, a tie, a hat, a cap, a stick, glasses, a guitar, an apron, a book etc.

For this interpersonal game *Honesty as an act of Courage*, the whole class is divided into two groups - one group of 75% of the class and the other group of 25% of the class. The bigger group is further divided into pairs. The students in pairs would enact a scene according to the profession chosen by them representing different aspects of life:

politics - a politician (or a senator, president, etc.)

economy - an office worker (or a farmer, salesman, businessman, etc) culture - a teacher (or an artist, museum attendant, etc)

science - a scientist (or a pilot, dentist, surgeon, etc.) society - a housewife (or a pensioner, child, etc.) music - a soloist (or a musician, rockstar, etc.)

sport - a footballer (or a coach, sports fan, etc.)

The students in pairs enact situational scenes in which dishonest demeanour is demonstrated, i. e. a customer doing some shopping in a supermarket receives too much change and hides it in his pocket.

The smaller group now enacts a counterpart scene in order to show how the customer should act in an honest way. The activity continues with each pair in the larger group enacting their scenes on dishonesty representing every profession and aspect of life. The smaller group immediately responds to each scene by replaying it, but this time replacing dishonesty with honesty.

This activity particularly allows the students to develop their imaginative and expressive skills.

ACTIVITIES WITH THE VALUE OF HONESTY

The Influence of Fashion Upon My Personality

Activity Recognising the influences of fashion upon our life and personality, i.e. our true /

Aim

- To become familiar with the living (universal) values
to identify and feel my true self whose foundation is based on the inner qualities
- To find out and examine real dangers of the influences of fashion upon a true identity of an individual

Method

A (see detailed description of the method used below) on the influence of fashion upon individuals

- A game: my hidden values

Results

- The students reached a conclusion that they were truly influenced by fashion and it happened so because they wanted to be accepted and appreciated by others; when they were going under the influence of fashion they were deceiving themselves and so they could

not explore nor develop their inner nature, capabilities, skills, etc.

■ the students discovered their own values and qualities thanks to a game *My hidden values*

Detailed description of the method used

Metaplan is a method through which a problem can be solved, doubts clarified, questions explained. All the participants are asked to answer three questions:

1. What are the positive and negative aspects of a given situation/problem chosen for the consideration?

2. What are the reasons of the negative effects/aspects of that situation/problem?

3. What should it look like? What is a positive solution to that given situation/problem?

Once the class considers the three questions, the conclusions and solutions are formulated.

Materials needed:

- sheets of paper, colour markers
- a list of the living values and *My Hidden Values* form to be distributed

amongst the participants (photocopied earlier by the co-ordinator)

- a living values packet for everyone
- small slips of blank paper

During the first part of the activity the students fill in the chart drawn on a big sheet of paper (the students can do it on their own whilst at the session or it can be prepared beforehand by the co-ordinator).

A model of the chart

	In what way does fashion influence our lives?	What are the reasons of negative influences of fashion upon us?	How can we cope with fashion's influence upon our life?
Our observations and conclusions			

In the second part of the meeting the participants

receive a list of the living values (see Appendix 1 down below). Then everyone draws one value (from a living values pack) and writes it down on a slip of paper together with his or her name. The slips of paper are then passed on to everyone sitting in the gathering (in a circle). Now each and everyone is to add/write on others' slips of paper examples from a real life showing that the owner of the slip of paper truly is an embodiment of the value he or she has noted down in the beginning.

Whilst doing so, the students can use other values from the living values list.

Finally, each student basing on the outcome of the above activity (filled in slips of paper return to their owners) completes his or her own card *My hidden values*.

A model of a card

MY HIDDEN VALUES

1. I have always known that I am...
2. Others appreciate that I am...
3. I was surprised to find out that I am...

lost. When wealth is lost, nothing is lost.
When health is lost, something is lost.
When character is lost, everything is

Appendix 1

THE LIVING VALUES

1. Resourcefulness
2. Patience
3. Dignity
4. Creativity
5. Easy nature
6. Determination
7. Peace
8. Stability
9. Confidence
10. Freedom
11. Respect
12. Courage
13. Gentleness
14. Wisdom
15. Happiness
16. Simplicity
17. Contentment
18. Honesty
19. Joy
20. Tolerance
21. Humour
22. Trust
23. Flexibility

24. Humanity
25. Generosity
26. Responsibility
27. Compassion
28. Cooperation
29. Lightness
30. Strength
31. Love

ACTIVITIES WITH THE VALUE OF HONESTY

**The Influence of Advertising Upon My
(un)conscious: the Right to Choose 1**

**Activity An evaluation of the influence of
advertising upon an individual**

Aim

- to understand the role and main objective of advertising and how it relates to life of an individual
- to evaluate the influence of advertising on an honest attitude, proper way of thinking (thought patterns) and effective decision

making

- to learn / improve an ability of distinguishing good influences of advertising from the bad ones

Method

- A debate (the class is divided into three groups)

Results

- the students learned to see the positive side of advertising and distinguish its good effects from bad ones
- they realised that almost every advert played with weaknesses and deficiencies of our subconscious

Detailed description of the method used

Materials needed:

- big sheets of paper (or three flipcharts if available), colour markers

The debate is under the following heading,
Does advertising have a good or had influence upon a life of an individual? (or Mat are the

advantages and disadvantages of advertising in a life of an individual'?). The participants are divided into three groups. All groups are given 10 minutes to prepare themselves before an actual debate starts.

Group 1 writes down on a big sheet of paper the arguments stating that advertising does have a good influence upon a life of an individual

Group 2 writes down the arguments showing that advertising does have a bad influence upon a life of an individual

Group 3 on the basis of the arguments put forward by the first two groups decides finally whether advertising has a good or bad impact on our lives and writes down the conclusions

The key and inspiring statements and conclusions produced at the end of the debate can be noted down on the flipchart and used for further activities.

ACTIVITIES WITH THE VALUE OF HONESTY

**The Influence of Advertising Upon My (un)conscious:
the Right to Choose II**

Activity : Learning to see and discern the foreground and background of an advert and acquiring an ability to see those human qualities and values that fulfil our desires and needs

Aim

- to get to know a mechanism of adverts making and adverts functioning
- to apply an ability of replacing commonly advertised gross articles with the human values; applying a right to choose freely and independently

Method

- a detailed description of a few selected adverts (currently popular and shown in magazines, newspapers, on TV, etc.)
- a quiz

Results

- the participants learned to identify a false message (frequently hidden in the background) carried with adverts, e.g. *Cigarettes make you more attractive and appealing*
- they appreciated the inner qualities that every one of them possessed that successfully satisfied such needs as impressing other people or being attractive in a superficial way
- the activity strengthened the students' healthy resistance to advertising in general and increased an ability to make a free choice no matter a situation or circumstances they found themselves in

Detailed description of the method used

Materials needed

- selected advertising posters or pictures (currently published in media)
- a list of the living values (for this see Appendix 1 on page 7)

The participants together with the co-ordinator examine and analyse the adverts. With the help of the co-ordinator, they differentiate the visible,

apparent plan of the given advert from the hidden one. For example, a cigarette advert shows a happy young couple and their friend driving a fast car with a breathtaking range of mountains in the background. Being intoxicated with the speed of the car and the scenes around them, they are smoking cigarettes. This is seen in the apparent plan of that advert. However, what attracts a watcher's attention most is its hidden plan, e.g. an affair between the woman and the friend; their life satisfaction reaches here the extreme; they are extremely happy and thrilled because they have relinquished once and for all the grey dull life they used to lead.

The ability to recognise and apply those values that are indispensable in one's life can be further strengthened by a quiz. The volunteers form two competing teams (of 3 - 5 people in each team). The co-ordinator evaluates both teams and grants points. A task that each team receives is to identify accurately values and qualities (that reflect human desires and needs) hidden in selected adverts being shown on a video or posters. The teams replace those desires and needs from the adverts with the

values mentioned in a list of the living values (see Appendix 1 on page 7). For example,

<i>External Values - Desires and Needs</i>	Inner Values
love affair	spiritual love
an escape from an everyday life	Happiness and lightness
a fast car	freedom and courage
impressing others	self-confidence
cigarette smoking	dignity
beautiful nature	peace

ACTIVITIES WITH THE VALUE OF HONESTY

The Influence of Advertising Upon My (un)conscious: the Right to Choose III

Activity Portraying a given living value as an advertising poster.

Aim

- to create an advert - poster of a selected value as the only true commodity which is ever invaluable
- to deepen an understanding of a given value / values

Methods

- designing an advertising poster
- drawing, making a collage painting

Results

- the participants experienced the value they were presenting in a form of an advert - both whilst designing it and making it
- they were enthusiastic, joyful and creative since they could feel the value in a worthwhile acting

Detailed description of the method used

Material needed:

- big sheets of Bristol paper or cardboard (size A2 or A3), crayons, water-colours, markers, pieces of colourful cloth, newspapers, glue and scissors

All the participants are divided into small groups of 2 or 3 and choose a value from the list of the Living Values. As a warm-up they discuss the chosen value, how it is manifested in the life of an individual and what its importance is. Then, collectively, they make an initial design of the advert and finally they make the advertising poster.

ACTIVITIES WITH THE VALUE OF HONESTY

Honesty in My Interactions with the Others

Activity **How to be honest in different interactions and relations with the others**

Aim

- to realise how important it is for a human being to be with the others and have close relationships based on the values
- to clarify a secret of misunderstanding of the people and know how to have good

relationships with them

- good and wrong enacting one's life roles

Method

- drawing a chain of the relations that the participants have between themselves and their relatives, friends, other people
- drawing a record of roles that each of us plays in everyday life and in different relations
- enacting scenes that exemplify honest and dishonest role playing in our relationships with the selected people

Results

- the students understood that they lived in the world of mutual connections and relationships with other human beings; they themselves, consciously or unconsciously, created those relations and these very relations created their lives
- they could experience their personality traits and found out what their reactions were whilst enacting the relations scenes
- they developed an ability of identifying one's life roles and playing them in a proper and natural way

Detailed description of the method used

Step One:

Every participant draws his or her relationships and connections with other people in a form of a chain. The drawing should present a degree of the closeness or distance of these relations.

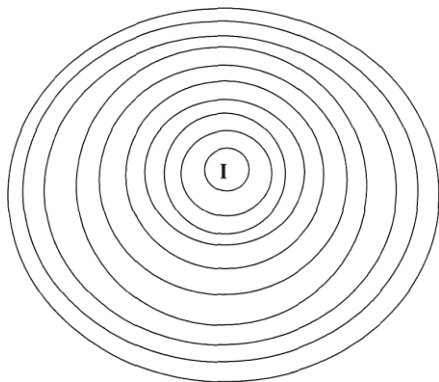
Step Two:

The participants draw and fill in their own record of the roles that they play in everyday life. This record is constructed on the basis of the former relations chain. The record of roles is presented in a form of a number of circles (of different size) with / in the middle. Each circle represents each role / play in my life: a role of the daughter, sister, student, friend, young girl, part time worker, citizen, etc. A role enacting is like making the record play a sound, because one is playing his or her role accurately and hence there is no other sound interference. If I misunderstand the role I have to play at a given moment, then the record's needle slips away from its groove and the record is being scratched giving a squeaking noise, which in practice means conflicts, clashes and problems with other individuals. Then either others or I

suffer.

The reason for this is that we try to play our roles either at the wrong time or at the wrong place which is dishonesty towards others and ourselves. E.g. *my younger sister is under my care for an hour or so and instead of playing a role of a loving and caring sister, I start being a bossy and strict mother.*

A model of a roles record



Step Three

All the participants are divided into pairs and enact two scenes - the proper one and the wrong one - portraying a chosen role they play in life. Each pair enacts a different

role.

The activity can be summed up with students' sharing their conclusions and experiences. *What is a foundation of an honest and genuine relationship with the other individual How can it be achieved? What do I give, share and distribute to others? And what do I expect, want, demand from others?*