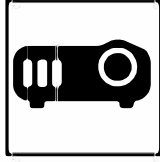


Code of Honor

Suggested Grades: K-12. / **Subject:** Interdisciplinary. / **Time:** One hour up to a weeklong activity.

Suggested Materials



White Board
or Projector



Worksheets



Internet



Pencils

Lesson Overview: Students are told to follow rules all the time. This lesson allows the students to be in charge of creating rules. Guided by the 7 Elements of Honor and other examples, students will learn from existing codes of honor to write their own code of honor.

- K-4 grade students will learn about the 7 Elements of Honor and share examples of each.
- 5-6 grade students will compare and contrast existing codes of honor and what they mean.
- 7-12 grade students will create a totem that represents their personal code of honor.



Goals and Objectives

Students will be able to explain how they measure good character by reflecting on the process of identifying their core beliefs. Students will write his or her own code of honor.



Anticipatory Set

At the beginning of the lesson, introduce the *because I said I would* 7 Elements of Honor and the concept of the promise card to students. You can discuss various examples of codes of honor. Perhaps your school has a code of honor. For advanced students, introduce a short video that explains the history of “Horizontal vs Vertical Honor (Manly Honor).”

The Process



The Task

After introducing the concept of honor:

K-4 students give examples of all 7 Elements of Honor in their lives. As a Class discuss their own ideas of what their code of honor may include. If students can write, have them write a personal reflection of which element means the most to them and why. Finally, they write a promise card guided by that element of honor..

5-6 grade students examine existing codes of honor in small groups. Students write their own code of honor and present it to the Class. Students individually complete a reflection activity at the conclusion of this discussion.

7-12 grade students are tasked with creating a totem, or an artifact, that represents their personal code of honor. They have to prepare an artifact, explain its significance to them, and explain how it guides their behavior.



Process

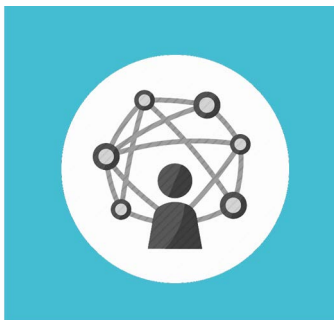
Student tasks and evaluations are based on developmental level. Each level has a recommended set of documents that need to be supplemented with this lesson plan.



Evaluation

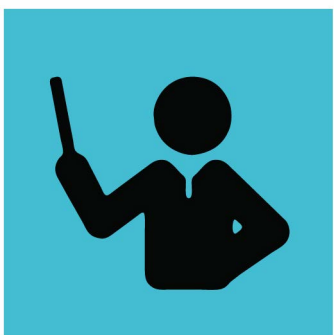
Teachers will review students task and reflection sheets.

The Process (continued)



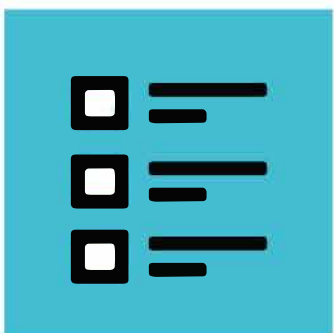
Impact

Across cultures and time, honor and masculinity have been closely related. Through promises and the 7 Elements of Honor, students will recognize what role honor plays in their daily lives and how to create a personal code to live by.



Conclusion

Students are encouraged to take charge of their own destiny. They determine the kind of person they want to be, guided by the 7 Elements of Honor.



Appendix

Links

- The Life of a Promise (suggested video)
- Manly Honor
- Scout Oath
- Army Enlistment Oath
- What is your personal code of honor?





Worksheet 1

Values that a Code of Honor should promote



Background

A Code of Honor should reflect the most important values that you want to promote.

The core values that you identify should influence the way in which your Code of Honor is written. They should also be reflected in the kinds of behaviors that you wish to encourage.



Activities

Brainstorm

What are the most important values that your Code of Honor should promote?

Review

Select 3-4 values that you want to mention in the wording of your Code of Honor

Worksheet 2

Desirable Behaviors



Background

Your Code of Honor should include a list of the forms of behavior that you should be encouraged to display. One of the principles of writing your Code of Honor is that it focuses on positive behaviors, before identifying the kinds of behaviors that should be discouraged.

By stating the behaviors you wish to display, you communicate to others high behavioral expectations.



Activities

Brainstorm

- List the positive behaviors that you wish to display
- Write POSITIVE examples
- Avoid using words like NOT, SHOULDN'T, MUSTN'T as much as possible.
- Be specific. Base statements on behaviors that can be seen or observed.
- Link the behaviors to the values you wish to encourage.

Review

Check that you have behaviors that reflect the values that you identified in Worksheet 1.

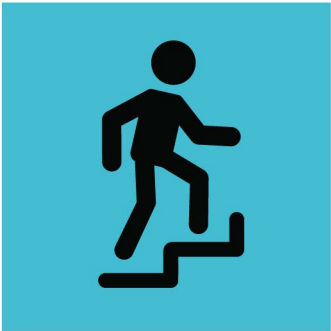
Worksheet 3

Reviewing the Draft Documents



Background

This worksheet is included to aid teachers in reviewing student Code of Honor documents. Teachers can use this evaluation to guide discussion about common themes among student drafts.



Activities

Document Review

- What are the overall strengths of the student Code of Honor document?
- Identify any areas of the draft that are not clear or need further clarification.
(note: this may be due to poor layout or improper wording)
- Are there any outstanding issues or feedback from class discussion that have not been considered or included in the draft of this document?
- What is needed to make the final draft of the Code event stronger?

Acknowledgements

Because I said I would's Character Education Lessons were created by a dedicated committee of educators and counselors in addition to the staff at *because I said I would*. We would like to acknowledge and thank the committee who volunteered their time and expertise to help create the *because I said I would* Character Education Lessons.

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