

INTEGRITY + HONESTY = BEST POLICY



**COMPETENCY
CATEGORY:** Work Place

**COMPETENCY
NUMBER:** H.68

COMPETENCY: Demonstrate integrity and honesty in dealing with internal and external customers.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate integrity and honesty in dealing with internal and external customers.



Copyright © 2001

by

JOBS FOR AMERICA'S GRADUATES, INC.

All rights reserved under International and Pan-American Copyrights Conventions. No portion of this publication may be reproduced in any form without permission in writing from JOBS FOR AMERICA'S GRADUATES, INC. except by a local or state affiliate of the JAG NATIONAL NETWORK.

JAG



Published by JOBS FOR AMERICA'S GRADUATES, INC.

1729 King St., Suite 100

Alexandria, VA 22314

703.684.9479

703.684.9489 - Fax

Printed in the United States of America

Copies of this publication are available by contacting JOBS FOR AMERICA'S GRADUATES
or the JAG FIELD SERVICES OFFICE, 6021 Morriss Rd., Suite 111, Flower Mound, TX 75028.

972.691..486 • 972.874.0063 Fax

INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity H.68-1			10
Learning Activity H.68-2 <ul style="list-style-type: none"> • Situation from the local newspaper or one proposed by the Specialist that involves the ethics of honesty 			11
Learning Activity H.68-3 <ul style="list-style-type: none"> • Work Sheet- “What Is Peer Pressure?” • One copy of the Pressure Cards and Resistance Cards • Masking tape • About 30’ of strong rope 			12 14
Learning Activity H.68-4 <ul style="list-style-type: none"> • Work Sheet-“The Balloon Race” • Balloons • Copy of the Balloon Race game cards 			15 17
Learning Activity H.68-5 <ul style="list-style-type: none"> • Newspapers, magazine - i.e. <i>Time</i>, <i>Newsweek</i> • Computers with Internet access 			18
Learning Activity H.68-6			19
Learning Activity H.68-7 <ul style="list-style-type: none"> • 50-100 “Integrity” buttons (these will need to be ordered in advance) 			20
Learning Activity H.68-8 <ul style="list-style-type: none"> • A copy of a corporate handbook(s) 			21
Learning Activity H.68-9 <ul style="list-style-type: none"> • Work Sheet—“Journal Writing” 			22 23
Learning Activity H.68-10 <ul style="list-style-type: none"> • Types of Support Linkages • Community Resources • Service Activity Action Plan 			24 25 26 27
Reading Activity H.68 <ul style="list-style-type: none"> • “Take It-You Work Here!” 			29 30

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Math Activity H.68			35
• Work Sheet— “Miller Building Supply”			36
Pre-Assessment/Post-Assessment			39
Answer Key—Pre-Assessment/Post-Assessment			41
Answer Key—Reading Activity			42
Answer Key—Math Activity			44

INTRODUCTION

- Read the following to your class:
 1. “Honesty is something that never wears out.” – Waylon Jennings
 2. “Honesty is the best policy-when there is money in it.” – Mark Twain
 3. “Make yourself an honest man, and then you may be sure there is one less rascal in the world.” -Thomas Carlyle
 4. “We must make the world honest before we can honestly say to our children that honesty is the best policy.” – George Bernard Shaw
 5. “Honesty pays, but it don’t seem to pay enough to suit some people.” – Kin Hubbard
 6. “I would give no thought of what the world might say of men, if I could only transmit to posterity the reputation of an honest man.” – Sam Houston
 7. “An honest man’s the noblest work of God.” – Alexander Pope
 8. “Some persons are likeable in spite of their unswerving integrity.” – Don Marquis
- Honesty can be simply defined as doing the right thing.
- Integrity can be simply defined as doing something because it is the right thing to do.
- The focus of this module, entitled “Integrity + Honesty = Best Policy” will address the topics of integrity and honesty in dealing with internal and external customers.

Note to Specialist: It might be necessary to define the terms internal (inside organization) and external (outside organization) customers.

Administer Pre-Assessment

OUTLINE

A. Ethics and values

Note to Specialist: Refer to other modules in the JAG curriculum that are related to this module. For example, F.33-Base Decisions on Values and Goals, F.36-Demonstrate a Positive Attitude, C.19-Practice for Effective Human Relations, E.30-Demonstrate Commitment to an Organization, G.51-Demonstrate Politeness and Civility, as well as others.

1. Ethics includes respecting your peers and doing what is right (what is ethical).
2. Values include your beliefs, making your own choices; not just going along with the crowd.
3. Your values are your personal inventory of what you consider most important in life.
4. Values are established as we mature.
5. Values are learned and developed over time.
6. Discuss the following questions:
 - a. Is it always easy to be yourself or is it sometimes difficult?
 - b. What does it mean to “fit in”?
 - c. Is there a lot of pressure to fit in?
 - d. What if you don’t fit in?

- e. Is it okay not to fit in?
- f. Do you think that sometimes people make choices that conflict with their values?
- g. In a hypothetical situation, if your peer group pressured you to steal a DVD, what values are in conflict?
- h. Is it sometimes hard to live by your values?

B. Honesty

1. "Half the truth is often a great lie." – Ben Franklin
2. Honesty is simply being truthful, not lying, cheating, or stealing.
3. Honesty is being truthful and trustworthy in speech and action.
4. Why do people lie?
5. How many lies do people get to tell before they are considered to be a liar?
6. Do you consider yourself to be an honest person?
7. What would you do if you found a CD case filled with 100 CDs?
8. Have the class discuss all sides of this problem.
9. Would your position change if they were your CDs?
10. When people are honest with you, how does it make you feel?
11. Why do people cheat?
12. If you find out your classmates are cheating on an exam, does that make it okay for you to cheat?
13. What are the risks involved in being dishonest?

14. What does honesty have to do with your character?

COMPLETE LEARNING ACTIVITY H.68-1
“SOMEONE I KNOW”

COMPLETE LEARNING ACTIVITY H.68-2
“THE GREAT DEBATE”

COMPLETE LEARNING ACTIVITY H.68-3
“WHAT IS PEER PRESSURE?”

C. Integrity

1. “The measure of a person’s character is what he would do if he were never found out.” – Thomas Macaulay
2. Integrity is always doing what is right, even when it’s costly or difficult.
3. Integrity is not compromising your values by giving in to temptation.
4. Integrity starts with being honest about what we believe about ourselves and it is revealed through our agreements and commitment to others.
5. Leadership theorists have found that integrity is a central trait of effective business leaders.
6. Integrity means that a person’s behavior is consistent with their values and that the person is honest and trustworthy.
7. Can you identify someone who displays integrity?
8. Can identify someone who does not display integrity?
9. How can you be a person of integrity?
10. When someone has integrity, what does that say about his or her character?

**COMPLETE LEARNING ACTIVITY H.68-4
“THE BALLOON RACE”**

**COMPLETE LEARNING ACTIVITY H.68-5
“THE EULOGY”**

**COMPLETE LEARNING ACTIVITY H.68-6
“INTEGRITY ROLE-PLAYS”**

**COMPLETE LEARNING ACTIVITY H.68-7
“SCHOOL-WIDE CAMPAIGN”**

**COMPLETE LEARNING ACTIVITY H.68-8
“INTEGRITY AND HONESTY”**

**COMPLETE LEARNING ACTIVITY H.68-9
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY H.68-10
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY H.68
“TAKE IT – YOU WORK HERE”**

**COMPLETE MATH ACTIVITY H.68
“MILLER BUILDING SUPPLY”**

Administer Post-Assessment

LEARNING ACTIVITY H.68-1
“SOMEONE I KNOW”

OBJECTIVE: To review the value of honesty

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students write a brief story about someone they know who was dishonest.
2. Describe the situation.
3. How were the person’s actions justified?
4. What were the consequences of their actions?
5. Did it affect your relationship with this person?
6. Did it cause you any problems?
7. What was the final outcome?
8. What lessons were learned?

LEARNING ACTIVITY H.68-2
“THE GREAT DEBATE”

OBJECTIVE: To debate the ethics of honesty

RESOURCES: A situation from the local newspaper or one proposed by the Specialist that involves the ethics of honesty

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Assign the class to teams of 2.
2. Have the teams identify the two sides of the issue.
3. Have one team research one side of the issue.
4. Have the second team research the opposing side of the issue.
5. Have each team present their side of the issue.
6. Engage the class in a discussion on the ethics of honesty.

LEARNING ACTIVITY H.68-3
“WHAT IS PEER PRESSURE?”

OBJECTIVE: To demonstrate the ability to deal with peer pressure

RESOURCES:

- Work Sheet–Learning Activity H.68-3
- One copy of the pressure cards and resistance cards
- Masking tape
- About 30’ of strong rope

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Cut out the Pressure Cards (P-1 through P-5) and the Resistance Cards (R-1 through R-5) included with this work sheet.
2. Prepare an area in the front of your classroom for a tug of war. This area should be large enough for eight to ten people, to be divided by a four-foot space in the middle.
3. Place a strip of masking tape on the floor in the middle of the four-foot space between the two groups. Lay the rope out across the tug of war area.
4. Distribute the cards one at a time to volunteers in your class. Follow the order P-1, R-1, P-2, R-2, P-3, R-3, etc.
5. Select a student for Pressure Card 1 (P-1) and have him/her read the card, then come to the tug of war area and take his/her position.
6. Follow the same procedure for the rest of the cards. Make certain all the “pressure volunteers” are on one side and all the “resistance volunteers” are on the other.
7. When you give the signal, the tug of war begins. Each side attempts to pull the other across the masking tape marker. While pulling, each

student involved in the tug of war must speak out the statements on his/her card, following the same order of P-1, R-1, P-2, R-2, etc.

8. The winning team will be selected on the basis of:
 - a. Which side pulls the other side over the line.
 - b. How well they pulled.
 - c. How well each side said their “Pressure/Resistance” statements as they were pulling.
9. Determine a winning team.
10. Have the class brainstorm to determine in what ways peer pressure is like the tug of war. Some suggestions the class might be directed toward are as follows:
 - a. Peer pressure is like an invisible force that moves us to a place in life that we really don’t want to be in.
 - b. Strong personalities usually win.
 - c. It’s OK to stand up against peer pressure.
 - d. There are probably other people who feel like you do.
 - e. We only get pulled over the line if we hold onto the rope. Sometimes we have to “cut the ties” (let go of the rope) of our relationships with others.
 - f. Peer pressure is often stronger than we expect (example: three against four in the tug of war activity, etc.).

LEARNING ACTIVITY H.68-3
“WHAT IS PEER PRESSURE?”
WORK SHEET

Pressure Cards

Resistance Cards

<p>P-1 “Everyone is doing it.”</p>	<p>R-1 “Everyone is <i>not</i> doing it’. I’m not doing it!”</p>
<p>P-2 “it’ll be fun.”</p>	<p>R-2 “Hurting someone isn’t fun, it’s...sad.”</p>
<p>P-3 “What’s the matter? Are you scared?”</p>	<p>R-3 (Sarcastically) “Oh yeah, I’m shakin in my boots! No, I’m not scared, and I’m not stupid either!”</p>
<p>P-4 “Try it, you’ll like it!”</p>	<p>R-4 “If I try it, I’ll throw up!”</p>
<p>P-5 “Come on, this is cool!”</p>	<p>R-5 “That’s not cool, it’s stupid!”</p>

LEARNING ACTIVITY H.68-4
“THE BALLOON RACE”

OBJECTIVE: To demonstrate the ability to deal with peer pressure

RESOURCES:

- Work Sheet – Learning Activity H.68-4
- Balloons
- Copy of the Balloon Race game cards

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Divide the class into two groups, team A and team B. An option is to let each team select their own name.
2. Each group should select a captain and a “break-person.”
3. Play will begin as you use the question cards to ask rapid-fire questions to team A. (You could also flip a coin to see which team goes first.)
4. Any person on the team may answer the true or false questions. If the members shout out conflicting answers, you should look to the team captain to make a decision.
5. If the answer is correct, lay the question card in a place on a table designated for team A. If the answer is incorrect, place the card at the back of the stack and let it come to the top for use again.
6. At the instant you begin to ask team A rapid-fire questions, the break-person for team B begins to blow up the balloon. The break-person should attempt to blow up the balloon as fast as he or she can until it pops. The instant the balloon pops; you are to stop asking questions. Then, roles are reversed.

7. You should now ask questions of team B and place correctly answered question cards in a place on the table designated for team B, while the break-person for team A begins to blow up a balloon.
8. Again, continue asking questions until the balloon breaks.
9. Reverse the roles and ask questions until you run out of cards. When you no longer have any cards left, the game stops.
10. To determine the winner, count up the number of cards each group has in their stack. The group with the most cards wins.

LEARNING ACTIVITY H.68-4
“THE BALLOON RACE”
WORK SHEET

BALLOON RACE GAME CARDS

Peer pressure can get you into the wrong crowd. (T)	A wrong crowd may pressure you to do things you really want to do. (F)
Things you know are wrong go against your integrity. (T)	Some people join the wrong crowd for recognition. (T)
Drugs or easy money is an example of what most students desire to be identified with. (F)	Many times, a gang is the only group that will have a person as a friend. (T)
A promise of easy money or drugs is an example of intimidation. (F)	How a group dresses may indicate what kind of crowd they are. (T)
A particular jacket or T-shirt may indicate a gang or particular group. (T)	A hairstyle may indicate the group is a gang. (T)
The wrong crowd will usually hang out where there are adults present. (F)	Vandalism and drugs indicate that a group is a wrong crowd. (T)
The right crowd may be involved in intimidation or a certain style of dress. (F)	You can tell what kind of crowd a group is by their topic of conversation. (T)
Crowds that talk about criminal activity are usually the wrong crowd. (T)	Crowds that talk about vandalism are usually bluffing and are probably OK. (F)
People often join gangs for protection. (T)	The wrong crowd will often threaten you if you don't join with them. (T)
A group will often call you names to increase your self-esteem. (F)	The wrong crowd often applies peer pressure techniques. (T)
“It's OK, everybody does it” is an example of a peer pressure technique. (T)	Peer pressure is easy to resist. (F)
You can determine what kind of crowd a group is by where they hang out. (T)	The wrong crowd is often involved in charity activities. (F)
Most members of a gang would not do as individuals the things gangs do. (T)	A career association is an example of a gang. (F)

LEARNING ACTIVITY H.68-5
“THE EULOGY”

OBJECTIVE: To examine the ethical issue of integrity

RESOURCES:

- Newspapers, magazine, i.e., *Time, Newsweek*
- Computers with Internet access

SUGGESTED TIME: 3 hours

DIRECTIONS:

1. Assign class to teams of 2.
2. Have students select a popular, well-know national, state or local official or personality.
3. Have students write a eulogy about the person they have selected, stressing their integrity.

Note to Specialist: You may need to give an example of a eulogy.

4. Have students read their eulogies.
5. Were some eulogies harder to write because of the person’s lack of integrity?
6. Discuss the eulogies with the class.

LEARNING ACTIVITY H.68-6
“INTEGRITY ROLE-PLAYS”

OBJECTIVE: To role-play various ethical situations involving integrity

RESOURCES: None

SUGGESTED TIME: 1 1/2 hours

DIRECTIONS:

1. Assign the class to teams of 3-5.
2. Ask students to develop a 3-15 minute skit involving peer pressure to do something that is against their principles of integrity.
3. Have students act out their skits.
4. Discuss each skit and the situation presented.

LEARNING ACTIVITY H.68-7
“SCHOOL- WIDE CAMPAIGN”

OBJECTIVE: To reward others for demonstrating integrity

RESOURCES: 50-100 “Integrity” buttons (these will need to be ordered in advance)

SUGGESTED TIME: 1 week

DIRECTIONS:

Note to Specialist: Have students select a slogan for their integrity buttons, i.e. “I Got Integrity!”

1. Distribute an equal number of buttons to each class member.
2. Have students award an integrity button each time a student, faculty member, administrator, employer, or employee demonstrates integrity.
3. Each day have students share their experiences with the class.

LEARNING ACTIVITY H.68-8
“INTEGRITY AND HONESTY”

OBJECTIVE: To examine a corporation’s employee handbook for policies related to integrity and honesty

RESOURCES: Copy of corporate handbook(s)

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the handbooks to students.
2. Ask students to read and identify corporate policies related to integrity and honesty.
3. Engage students in a discussion of the policies.

LEARNING ACTIVITY H.68-9
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. The Specialist can individualize this assignment by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.68-9
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.68-10
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.68-10

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY H.68
“TAKE IT – YOU WORK HERE!”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.68

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.68 and distribute to each student.
2. Have students read “Take It-You Work Here!”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“TAKE IT-YOU WORK HERE!”

It all started with rabbits. It was a Friday afternoon, and I was telling Ben and Victor about my weekend plans. “I’ll be out at my parents’ house most of the day tomorrow,” I said. “I promised my mother I would build a rabbit pen for my sister’s birthday. Mom and Dad are going to give her a pet rabbit, and they want some place to keep it.”

The three of us were unloading heavy crates filled with cans of paint. We worked for Miller’s Building Supply Company. We did all the jobs that required lots of muscle. Most of the time we worked in the warehouse loading and unloading all the building supplies that Miller’s bought and sold.

We stopped to rest for minute. “I hope Dad has the materials to make the pen,” I said. “If he doesn’t I’ll have to drive all the way back into town to get some.”

Ben sat down on a crate and wiped his forehead with a cloth. “What sort of materials do you need, Jim?”

“Oh, you know, the usual-wood, some wire, maybe some shingles or tar paper for the roof,” I said.

Victor got up and walked over to a corner of the warehouse. When he came back he was pushing a load of 2X4’s, tar paper, and a roll of wire. “Here you go, kid,” he said, setting everything down at my feet.

I just looked at him stupidly for a minute. “I can’t take this,” I said.

“Why not?”, Victor asked. “You work here!”

“Yeah,” I said. “But that doesn’t mean I can just take things!”

Victor shrugged. “Listen, you work hard enough. And old man Miller is pretty tight with the pay. You deserve a few extras now and then.”

I didn’t say anything. Ben just laughed. “Everybody does it, Jimmy. The employers even expect you to take stuff.”

“Maybe they expect people to,” I said. “But that doesn’t mean they *want* you to.”

Ben shook his head. “How much do you figure that stuff costs?” he asked. “Maybe fifty bucks, total. Do you really think the store is going to miss fifty bucks worth of material?”

Victor got up and started to work again. Ben and I joined in. I thought about what they had said. We worked fast and had the whole job done by quitting time. Then I drove my car up to the back door, and they loaded the stuff for the rabbit pen in the trunk.

I was almost home before I pulled off the road and stopped the car. I sat there for a moment thinking about what Ben and Victor had said. “You deserve it...fifty bucks worth of stuff...they’ll never miss it...fifty bucks worth...” That’s when I turned the car around and drove all the way back to Miller’s.

There was just one car left in the parking lot. A dim light was on out in the store, but the warehouse was dark. I drove around to the back door, hoping it wasn’t locked. To my surprise it opened when I tried it. I really felt like a thief. I hurried in and turned on a low light. Then, as quickly as I could, I carried the stuff from my trunk and put it back where it belonged. It took me two trips, and I was just finishing up when I heard a voice say, “What are you doing?”

I nearly jumped out of my skin. The voice came from the stairs that go up into the store. I turned and looked. Standing there, with his arms folded, was Mr. Miller. I must have stood there for at least 30 seconds, frozen, my mouth hanging open. Then he said, “I said, what are you doing?”

I was too scared to think of any store but the truth. “I was returning some materials that I took when I left this afternoon. I needed some things to build a rabbit pen. They, I mean I, thought you’d never miss it and it couldn’t be more than about fifty dollars’ worth. But then, after I left, I knew it was just as bad as stealing fifty dollars out of the cash register. So I brought it back. I’m awfully sorry. I guess I’m fired, aren’t I?”

Mr. Miller didn't say anything. He walked down the stairs and across the floor to where I stood, shaking in my shoes. "What is your name, young man?" he asked.

"Jim Carey," I gulped.

He held out his hand. "I'm very pleased to meet you, Mr. Carey. No, you are not fired. I need all of the honest employees I can get. Now, if you want to load those things back into your car, I'll be glad to sell them to you at our employee's discount."

"Yes, sir!", I said.

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. Ben and Victor said Jim should take the supplies because
 - a. ___ Mr. Miller wouldn't mind.
 - b. ___ he deserved it.
 - c. ___ it would make Mr. Miller angry.

2. Jim returned the supplies because
 - a. ___ he knew it was just like stealing.
 - b. ___ his father already had enough supplies for the rabbit pen.
 - c. ___ Ben told him to.

3. Mr. Miller didn't fire Jim because he
 - a. ___ needed all his workers.
 - b. ___ had been honest.
 - c. ___ offered to pay for the supplies he had taken.

PART II

DIRECTIONS: Fill in the blanks to complete the paragraphs below.

Jim worked for Miller's _____ Supply Company. He told _____ and Victor that he _____ to build a rabbit _____. Victor walked over to _____ corner of the warehouse. _____ came back pushing a load of _____, tar paper, and a roll _____ wire. He set them _____ at Jim's feet. Jim _____ not think he should _____ the stuff. Ben and _____ said that he deserved _____. They said he worked _____ and should be able to _____ a few things now _____ then. Ben said the _____ only cost about fifty _____. He said no one _____ miss it.

Jim took _____ supplies. But on his _____ home, he changed his _____. He knew it was _____ stealing fifty dollars out _____ the store's cash register.

_____ turned around and went _____ to Miller's. He opened _____ back door and put _____ things back where they _____.

Mr. Miller was watching _____. He asked Jim what _____ was doing. Jim told _____ the truth and asked _____ he was fired. Mr. _____ said no. He said _____ needed all the honest _____ he could get.

PART III

DIRECTIONS: Answer the following questions.

1. Do you think Jim had a right to take some supplies?

2. What would you have done in this situation?

MATH ACTIVITY H.68
“MILLER BUILDING SUPPLY”

OBJECTIVE: To demonstrate the ability to read a bar graph

RESOURCES: Work Sheet—Math Activity H.68

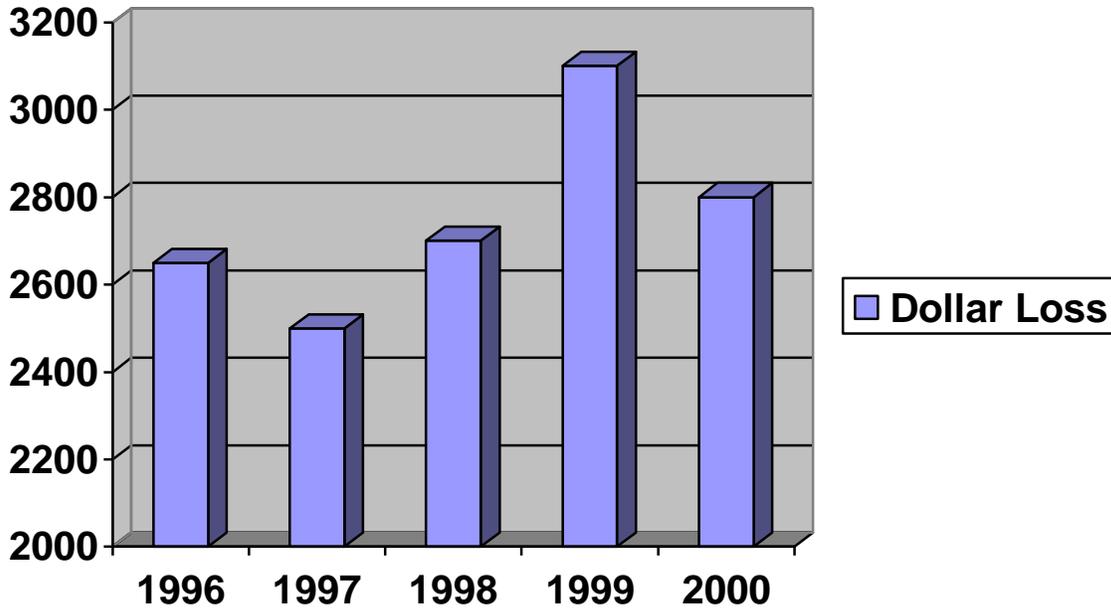
SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity H.68 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the math activity with your students.

MATH ACTIVITY H.68
“MILLER BUILDING SUPPLY”
WORK SHEET

DIRECTIONS: Below is a graph made by Miller’s Building Supply Company. Use it to help answer the questions.



1. What does this graph show?

2. What was the cost of materials lost in 1997?

3. The biggest difference in loss from 1 year to the next was between which 2 years? How much was the difference?

4. From 1996 to 2000, what was the total amount in dollars that Miller's Building Supply lost to employee theft?

5. How much more was lost through employee theft in 1999 than in 1997?

6. One-third of the cost of materials lost in 2000 was in lumber. About how much money would this be?

7. Find the average amount lost per year for the 5 years shown on the chart.

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. Define the term ethics.

2. Define the term values.

3. Define the term honesty.

4. Define the term integrity

ANSWER KEY

PRE-ASSESSMENT **POST-ASSESSMENT**

1. Define the term ethics.
 - Respecting your peers, doing what is right, adapting to the situation
2. Define the term values.
 - Your beliefs, making your own choices
3. Define the term honesty.
 - Being truthful, not lying, cheating or stealing
4. Define the term integrity.
 - It's always doing what is right, not compromising your values

ANSWER KEY
READING ACTIVITY

PART I

1. Ben and Victor said Jim should take the supplies because
 - a. Mr. Miller wouldn't mind.
 - b. he deserved it.
 - c. it would make Mr. Miller angry.

2. Jim returned the supplies because
 - a. he knew it was just like stealing.
 - b. his father already had enough for the rabbit pen.
 - c. Ben told him to.

3. Mr. Miller didn't fire Jim because he
 - a. needed all his workers.
 - b. had been honest.
 - c. offered to pay for the supplies he had taken.

PART II

Jim worked for Miller's Building Supply Company. He told Ben and Victor that he promised to build a rabbit pen. Victor walked over to the corner of the warehouse. He came back pushing a load of 2X4's, tar paper, and a roll of wire. He set them down at Jim's feet. Jim did not think he should take the stuff. Ben and Victor said that he deserved extras. They said he worked hard and should be able to take a few things now and then. Ben said the stuff only cost about fifty dollars. He said no one would miss it.

Jim took the supplies. But on his way home, he changed his mind. He knew it was like stealing fifty dollars out of the store's cash register. He turned around and went back to Miller's. He opened the back door and put the things back where they were.

Mr. Miller was watching him. He asked Jim what he was doing. Jim told him the truth and asked if he was fired. Mr. Miller said no. He said he needed all the honest employees he could get.

PART III

1. Do you think Jim had a right to take some supplies?
 - Open-ended

2. What would you have done in this situation?
 - Open-ended

ANSWER KEY
MATH ACTIVITY

1. Yearly cost due to theft by employees at Miller's Building Supply Company.
2. \$2500
3. 1998-99, \$400
4. \$13,750
5. \$600
6. \$933.33
7. \$2750