

## Lesson 12: Final Quiz

### PURPOSE

To review the content of the whole curriculum with students and evaluate their learning.

### LEARNING OBJECTIVES

By the end of the lesson, students will be able to:

1. Identify and further refine their knowledge of the core contents of the curriculum.

### MATERIALS & RESOURCES

- Final Quiz Game
- Final Evaluation

### VOCABULARY

- No new vocabulary.

### PROCEDURE

**Step 1:** Review the previous lesson. Recall that in the last lesson the class learned about the importance of understanding and reflecting on why we do certain things. Remembering the purpose helps us avoid falling back into old, non-excellent habits. It is necessary to remind ourselves of the purpose of making excellent choices, as it helps us stay committed as we fall and get back up in trying to become excellent as a person.

**Step 2:** Announce to the students that the main focus of the class is to play the [Final Quiz Game!](#) Divide students into a maximum of four groups to play the game. Have students name their groups after a hero or something related to the HDC and explain their choice to the rest of the class. The groups will compete against one another to answer the questions correctly. The objective of the quiz is to review the main ideas from all of the lessons.

**NOTE:** Copies of the Final Quiz Game will need to be printed for each group in advance of the class. A timer is also needed for the Game.

**FINAL QUIZ GAME INSTRUCTIONS:**

Round 1 (True or False): Give printed questions to each group, face-down. Instruct the groups not to turn the page over until the timer has started. Groups get five minutes to answer the questions. After the timer goes off, collect the sheets and with the help of a volunteer, read the correct answers aloud, calculating the number of points for each group. Write the number of points on the board, tallying the leading points per round.

Round 2 (Written Response): Give printed questions to each group, face-down. Groups get 10 minutes to answer all questions. After the groups finish, pick up the sheets with students' answers. Read aloud the answers of each group and tally the points according to following scale:

6 - the answer is comprehensive

4 - the answer is correct but it is missing some important elements, or it is partly true and partly false.

2 - the answer provides very limited accurate explanation

0 - no answer is provided or it is incorrect.

Round 3 (Pairing Game): Give each group the sheet with twelve pairs of definitions. Groups get 4 minutes. Groups should accurately pair up the cards as fast as possible. The group which finishes first gets 3 points, the second group gets 2 points, and the third group gets 1 point. Each group also gets 1 point for each correct pair and loses 1 point if the cards are incorrectly paired.

**Step 3:** Ask students to fill out the [Final Evaluation](#). Offer closing remarks and thank students for participating in the Human Dignity Curriculum.

**FINAL QUIZ GAME**

Round 1: True or False (5 minutes)

Mark each sentence as **T** for True or **F** for false. **Each correct answer earns 1 point.**

1. T / F Not all people have human dignity.
2. T / F The power to choose is shared by all living beings.
3. T / F Catastrophizing is the situation in which we are expecting only the worst outcome from any given situation. It is a non-excellent thinking habit.
4. T / F It is OK to use somebody as an object if they give us something for free.
5. T / F Mental filter is the situation in which we imagine we know what another person thinks.
6. T / F Going to bed on time and exercising are excellent habits.
7. T / F With great power comes great responsibility.
8. T / F Art can help us see things from a different perspective.
9. T / F Habits of excellence can be developed.
10. T / F Excellence can be pursued on a group level and it is called solidarity.
11. T / F Some people are born to be heroes, others are not.
12. T / F The Greensboro Four pursued excellence by fighting racial injustice.
13. T / F Bullying can be both respectful and disrespectful of human dignity.
14. T / F Heroism is enhanced by excellent friendships.
15. T / F The powers to think and choose are unique to humans.

**WRITTEN RESPONSE**

Write the response to the following questions. Each correct answer earns 6 points. (10 minutes)

16. What is the difference between freedom to do whatever I want and freedom for excellence?

17. What are habits and how are excellent and non-excellent habits developed?

**PAIRING GAME CARDS**

A person who develops excellent habits	Dignity is within us, we have it just by being humans	Treating persons as objects	Respecting persons and their dignity
A group of people pursuing excellence together	Treating persons as objects	Fairness	Using one's imagination and ideas to shape the world
Power	using persons for one's pleasure or benefit	The special value of every human person	Freedom to do whatever I want
Using one's freedom to make excellent choices	The human ability to understand and connect ideas	Hero	Something that we regularly do so it becomes easier for us
Giving each person their share	Power to think	Excellence	Not respecting a person's dignity
Solidarity	Intrinsic	Creativity	Treating persons as subjects
Choosing carelessly by failing to consider whether one's actions are excellent or non-excellent	Human dignity	The ability of a living being to do something on its own	Freedom for excellence

**Final Quiz – Answer Key for the Teacher**

1. F – all people have human dignity.
2. F – only humans have the power to choose.
3. T – Catastrophizing is a “thinking trap” and an excellent of non-excellent thinking habits from Lesson 5
4. F – Every human person should always be treated as a subject and never used as an object
5. F – The situation in which we imagine we know what another person thinks is “mind reading”
6. T
7. T
8. T
9. T
10. T
11. F – heroes are not born, heroism is developed through choices and habits of excellence
12. T – The Greensboro four are an example of heroic choices in pursuit of excellence
13. F – bullying always disrespects human dignity
14. T – heroes don’t become heroes by themselves; we need others.
15. T
16. Freedom to do whatever I want says that we are free simply if we can do what we want and nothing or no one can prevent us from doing that. This type of freedom fails to consider whether our actions are good or bad, excellent or non-excellent, whether they will do harm to others or ourselves. It is an irresponsible type of freedom. Freedom for excellence says that we are free only if we make excellent choices. Conversely, bad or non-excellent choices in fact make us less free over time. This freedom also implies that we should consider whether our choices respect human dignity in ourselves and others and make only the choices that respect human dignity.
17. Habits are behaviors that we repeatedly do, especially the ones that are hard to give up. They are developed through repeated practice of certain actions. For example, if one wants to become healthy, he needs to regularly exercise, eat healthy food and sleep enough hours each day. Habits can be both excellent and non-excellent. When we make excellent choices, we develop excellent habits. By making non-excellent choices, we develop non-excellent habits. Excellent habits are usually harder to follow than non-excellent ones. The good news is that with time, practicing excellent habits becomes easier. The beginning is the hardest and it gradually becomes easier.

**PAIRING GAME:**

Hero: a person who develops excellent habits	Intrinsic: Dignity is within us, we have it just by being humans	Treating persons as objects: not respecting a person's dignity	Treating persons as subjects: respecting persons and their dignity
Solidarity: unity between people pursuing excellence together	Habits: something that we regularly do so it becomes easier for us	Fairness: giving each person what is due to him or her	Creativity: using one's imagination and ideas to shape the world
Power: the ability of a living being to do something on its own	Treating persons as objects: using persons for one's pleasure or benefit	Human dignity: the special value of every human person	Freedom to do whatever I want: choosing carelessly; not considering if one's actions are excellent or non-excellent
Freedom for excellence: using one's freedom to make excellent choices	Power to think: the human ability to understand and connect ideas		

**FINAL EVALUATION****A. Curriculum**

1. What did you like most about the curriculum? Were the examples and materials (videos, readings, discussion guides) interesting and illustrative of the content?

2. What do you think you have learned from the curriculum? Do you think you gained any new skills? Which ones?

3. Did you change any opinions you held before? If so, which ones?

4. Is there anything you disliked?



5. Did the curriculum meet your expectations? How? Would you recommend it to a friend?

**B. Competencies**

Do you agree with the following statements? Circle the number from 0 (strongly disagree) to 10 (strongly agree), depending on how much you agree with the statements.

Opinions and values

6. Freedom is connected to responsibility.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

7. Human dignity is different in each one of us.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

8. Humans have a special place among all living beings.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

9. We always have the choice to live excellently or non-excellently.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

10. Humans are so creative that they can solve difficult problems.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

11. I have value no matter what happens.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

Behavior

12. I try to get enough sleep each day.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

13. I try to treat others fairly.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

14. When bullying happens, I try to discourage it.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

15. I try to make excellent choices and avoid non-excellent ones.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

16. Bad habits are hard to avoid, but I do not care.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

17. When I witness bullying, I usually stand and watch.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

18. I often blame others for my problems.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

Teacher

19. Did the teacher explain the content in a clear and effective way?

20. Did the teacher give examples that made the content more interesting and relevant to your life?