

## Lesson 10: 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.

### VOCABULARY

- No new vocabulary.

### MATERIALS & RESOURCES

- Final Quiz
- Final Evaluation

### PROCEDURE

**Step 1:** Ask the students if they have completed the [Interim Quiz 2](#). Ask them if some of the questions were difficult and help clarify the answers.

**Step 2:** Announce to the students that the main part of the class will be the [Final Quiz](#) and give instructions for the quiz. Have a volunteer assist in handing out the questions and help calculate the points of all groups.

Divide the rest of the students into a maximum of four groups and have them play the quiz. Students should name their groups. The groups will compete against one another to answer the questions correctly. Lead the quiz by using the Final Quiz worksheet. The objective of the quiz is to review the main ideas from previous lessons.

After all four rounds of the quiz are completed, calculate the points of each group and announce the winners.

**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****A. Mark sentences as true or false. Each correct answer gives 1 point.**

Instructions: Give printed questions to each group. The groups get 3 minutes to answer all questions. After all groups finish, pick up the sheets with answered questions. With the help of the volunteer, read aloud the correct answers and calculate the number of points for each group. Write the points of each group on the board.

1. T/F True freedom means being able to do what you want.
2. T/F There is a common mission all humans have.
3. T/F Habits of excellence are inherited.
4. T/F Animals and humans do not differ in any significant way.
5. T/F "Intrinsic" means that human dignity is within us and it is with us our entire life.
6. T/F Creativity is the power to use imagination and ideas to shape the world, shared by both animals and humans.
7. T/F True friendship aims at enjoyment.
8. T/F To become a hero, it is not a problem to fall occasionally if we get up afterwards.
9. T/F Socrates developed a five filter test.
10. T/F The Clapham Circle supported slavery.
11. T/F If we spend time with someone because I can get something from that person, that's a friendship of utility.
12. T/F Harriet Tubman was fighting for the rights of indigenous people in Latin America.

**B. Write the answer to the essay questions. Each correct answer gives 3 points.**

Instructions: Give printed questions to each group. Groups get 7 minutes to answer all three questions. After all groups finish, pick up the sheets with answered questions. Read aloud the answers of each group on the following scale: 3 - the answer is comprehensive enough and explains the main point, 2 - the answer is correct but it is missing some important elements, or it is partially true and partially false, 1- the answer provides very limited accurate explanation, 0 - no answer is provided or it is completely false. Calculate the number of points for each group and write them on the board.

13. What is the difference between friendship of utility and friendship of excellence?

14. What is the difference between freedom for excellence and freedom of indifference?

15. What is satyagraha?

**C. For each answer, make a correct question. Each correct answer gives 1 point, each wrong answer gives -2 points.**

Instructions: After hearing the question, the groups get 20 seconds to react by raising their hand. The group which reacts the fastest gets to answer the question. If they answer wrong, the next group gets to answer.

16. The human ability to knowingly select between options.
17. Behaviors acquired through regular practice which help us achieve excellence as persons.
18. Being consistent in your positions, being curious, open-minded, accepting valid criticism or listening to different points of view.
19. A means to communicate what would otherwise remain hidden; to reach beyond ourselves towards the transcendent.
20. A network of secret routes and safe houses established in the United States during the early to mid-19th century, and used by enslaved African-Americans to escape into free states and Canada.
21. The Stanford University test which shows that delaying gratification in children leads to greater success in their adult life.
22. The characteristic of human dignity that it cannot be given to us or taken away from us.
23. An Indian lawyer, anti-colonialist, and political ethicist, who led a nonviolent civil resistance movement to lead the campaign for India's independence from British Rule.

**D. The Chase: Choose the correct answer. There can be more than one correct answer.**

Instructions: There will be two games: A and B. In each game there will be a Chaser from one group and the Contestant from the other group.

If there are 4 groups, write on two papers "Chaser" and on two other "Contestant" without students seeing it. Have each group choose one paper. In both games one group will chase and one will be chased.

There are 7 questions for each round. The Contestant starts with +1 point from the Chaser. Each correct answer brings +1 points. Both the Chaser and the Contestant are answering simultaneously. After the question is shown on the screen and read out loud by the teacher, both the Contestant and the Chaser have 15 seconds to write the answer on a sheet of paper. After the time is up, they hand out the answers to the teacher who gives points for correct answers and writes the points on the board. After all seven questions are answered, the total number of points is calculated for both the Chaser and the Contestant.

If the Contestant wins, the winning group gets +2 points. If it ends up tied, Chaser's group gets +2 points and the Contestant's group gets -1 point. If the Chaser wins, his group gets +5 points and the losing group -2 points.

## GAME A:

24. Something we use to achieve an end is called:
- a) Achievers
  - b) Means
  - c) Subjects
  - d) Non-ends
25. If I grow in courage, my wisdom will have the tendency to:
- a) Grow
  - b) Stay the same
  - c) Shrink
  - d) There is no correlation between them
26. Which of the following is among Aristotle's three types of friendship:
- a) Friendship of greatness
  - b) Friendship of heroism
  - c) Friendship of excellence
  - d) Friendship of respecting human dignity
27. Satyagraha is not:
- a) Passive resistance
  - b) Pure soul-force
  - c) Conquering the adversary with love
  - d) Inflicting violence on others
28. Transcendent dimensions of reality are:
- a) Intangible
  - b) Beyond physical level
  - c) No easily visible
  - d) Not accessible at all
29. I have a dream speech was said by:
- a) Mahatma Gandhi
  - b) Stephen Covey
  - c) John Lennon
  - d) Martin Luther King, Jr.
30. Which of the following is not a habit of excellence:
- a) Wisdom
  - b) Humility
  - c) Knowing all the latest gossip
  - d) Watching fun TV shows a lot

## GAME B:

31. To take charge of our emotions and behaviors, in order to strive for human excellence is called:
- a) Self-denial
  - b) Self-determination
  - c) Self-insistence
  - d) Self-empowerment
32. We violate human dignity, when:
- a) We use a person merely as an object.
  - b) When we don't sacrifice an older person in order to save a younger one.
  - c) When we treat a person as means.
  - d) When we refuse giving money to a beggar.
33. Which of the following are habits of excellent thinking:
- a) Rushing to conclusion
  - b) Seeking advice from wise people
  - c) Considering other viewpoints
  - d) Gathering enough evidence
34. Universal means that:
- a) All persons have dignity.
  - b) No one can take dignity away from us.
  - c) Dignity is with us our entire life.
  - d) Dignity is not earned.
35. Art and creativity have the power to:
- a) Help us go beyond our present situation.
  - b) Communicate intangible dimensions of reality.
  - c) Stir up our emotions.
  - d) Convey some deeper meaning.
36. Which of the following questions is not a part of Socrates triple filter test:
- a) Is this good what I want to say?
  - b) Is there financial interest in it?
  - c) Is it helpful?
  - d) Is it true?
37. Heroes are:
- a) Born as exceptional
  - b) Not easily found
  - c) Persistent in what they do
  - d) Oriented towards self-fulfillment

**Final Quiz - Answer Key**

1. F – true freedom means doing what is excellent.
2. T
3. F – they are acquired through practice and learning.
4. F – humans differ from animals in having the powers to think and choose.
5. T
6. F – creativity is specifically human power.
7. F – true friendship aims at excellence.
8. T
9. F – he developed a three filters test
10. F – it was opposed to slavery.
11. T
12. F - Harriet Tubman fought for the rights of slaves in the USA.
13. Friendship of utility happens when we are being friends with someone to gain some advantage from them. This is the lowest type of friendship, where disagreements happen very easily and it is very unstable. Friendship of excellence happens when friends are pursuing excellence for themselves and the other. In it we always respect the dignity of the other, and don't merely use him or her for our advantage or for our pleasure. It is more lasting than other types of friendship. Friends' authentic wellbeing is our primary concern. It is what we call a true friendship.
14. Freedom for indifference says that to be free means simply that we can choose whatever we want. Which choice we make does not really make any difference. We are truly indifferent to which choice we will make as long as we can make the choice. Freedom is equated with the mere capacity to choose. Choice can be anything, good or bad, excellent or non-excellent. While freedom of indifference claims that we are free if we can choose whichever option, freedom for excellence says that we will be truly free only if we always choose what is excellent. Freedom for excellence is the capacity to choose wisely and to act well as a matter of habit. Freedom is the means by which, exercising both our reason and our will, we act on the natural longing for truth, for goodness, and for happiness that is built into us as human beings. This means that we can be truly free only when we constantly choose that which is true and good.



15. Satyagraha is not a physical force. A satyagrahi does not inflict pain on the adversary; he does not seek his destruction. A satyagrahi never resorts to firearms. In the use of satyagraha, there is no ill will whatever. Satyagraha is pure soul-force...The soul is informed with knowledge. In it burns the flame of love. If someone gives us pain through ignorance, we shall win him through love. 'Non-violence is the supreme dharma' is the proof of this power of love. Non-violence is a dormant state. In the waking state, it is love. Ruled by love, the world goes on... We are alive solely because of love. Satyagraha brings good both to the satyagrahi and his adversary.
16. What is the power to choose?
17. What are habits of excellence?
18. What are habits of excellent thinking?
19. What is art?
20. What is the Underground Railroad?
21. What is the Marshmallow test?
22. What is inviolable?
23. Who is Mohandas (Mahatma) Gandhi?
24. b
25. a
26. c
27. a and d
28. d they are accessible, and one means to access them is art.
29. d
30. c and d
31. b
32. a and c
33. b, c, d
34. a
35. a, b, c and d
36. b
37. b and c – Heroes are not born but made. They are oriented towards helping others, not primarily their own self-fulfillment

**Final Evaluation**

## A. Curriculum

1. After finishing the curriculum, how would you describe its purpose?

2. Which topics did you like the most among the ones listed: human dignity, treating persons as subjects and objects, power of excellent thinking (Socrates' three filters), freedom for excellence and freedom of indifference, art and creativity, three types of friendship, habits of excellence (self-determination), heroism, the mission statement. Pick your top three.

1.  
2.  
3.

3. Rate the quality of each lesson on a scale of 1 to 10:

- Hierarchy of being and human dignity: \_\_
- Treating persons as subjects and objects: \_\_
- Power of excellent thinking (Socrates' three filters): \_\_
- Freedom for excellence and freedom of indifference: \_\_
- Art and creativity: \_\_
- Three types of friendship: \_\_
- Habits of excellence (self-determination): \_\_
- Heroism: \_\_
- The mission: \_\_

4. What, generally, did you like the most about the curriculum?

5. What do you think you learned from the curriculum?

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

7. Did you think you gained any new skills? Which ones?

8. Were the examples and materials (videos, readings, discussion guides) interesting and illustrative of the content? Explain.

9. What did you find most useful about the curriculum? Do you find it relevant for your life?

10. Is there anything you disliked?

11. Did the curriculum meet your expectations? How?

12. Would you recommend it to a friend? Why?

**B. Competencies**

Do you agree with the following statements? Circle the number from -5 (strongly disagree) to 5 (strongly agree), depending on how much you agree with the statements.

**B.1. Opinions and values**

13. Freedom means being able to do what I want without others interfering.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

14. All people have human dignity.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

15. Humans and animals do not differ in any significant way.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

16. Heroes exist in real life

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

17. I think art is important.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

18. No one should tell others what to do.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

19. Humans have a special place in the world compared to non-living beings, plants and animals.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

20. I believe that life has meaning,

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

21. I think I have the potential to become excellent.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

## B.2. Behaviors

22. I chose friends because I enjoy spending time with them or because I can get something from them.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

23. When I make decisions, I consider how they will affect my well-being and the well-being of others in the long-term.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

24. I sometimes use others to gain something from them.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

25. When I make a mistake about things that are important to me, I tend to despair.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

26. When I share something that I have heard, I tend to consider whether it is true.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

27. I act as if I have a significant purpose in life.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

28. I treat people with disabilities or those who are poor as though they have less dignity than those who do not have disabilities and are not poor.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

C. Teacher

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

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

31. Did the teacher summarize the previous lesson at the start of each new lesson to help you recall the main ideas?

D. Final considerations

32. Do you have anything else you would like to share regarding the curriculum, the classes, etc.?