Honor

Segment Summary:

Olympic weightlifter Cheryl Haworth honors herself by making her 300-pound body work for her.

Cheryl Haworth certainly stands out among her peers. She weighs 300 pounds. While it makes her feel uncomfortable when people stare at her, Cheryl isn't concerned about shedding the weight. In fact, she uses those extra pounds to her advantage as a weightlifter. Cheryl honors her body by training every day in the gym in order to condition her muscles and improve her flexibility. Her hard work and dedication earned her a bronze medal at the 2000 Olympics and the title of America's strongest woman. Although her body type doesn't match the "ideal" images plastered on magazine covers, she remains confident and self-assured because she knows she respects her body on a daily basis. Cheryl advises others to be true to themselves and not to let media stereotypes force them to alter their appearances in dangerous ways.

Discussion Questions:

1. If you saw Cheryl in the mall or at school, what would be your first impression of her? Would you ever suspect that she is an Olympic medallist? Why or why not?
2. Do you feel as though our culture has a tendency to judge people based on how they look? Why do you suppose people make such judgments? Do you feel as though some credence to these stereotypes exists? Explain.
3. In your opinion, why do people assume that thin people are healthier than larger people? Are they always correct to make such assumptions? What are some examples of times when they would not be correct in their assumptions?
4. Cheryl honors her body in many ways. What are some examples presented in the video?
5. What are some ways you honor your body? What are some behaviors or actions you should do differently to respect for your body?
6. Cheryl felt honored to be asked to represent the United States at the 2000 Olympic Games. Have you ever been asked to do something for someone that made you feel proud? What were the circumstances?
7. Why do you think so many American women find it difficult to honor their bodies? What effects do media portrayals of “ideal” bodies have on boys? How do these portrayals affect girls?
8. What are some tasks your body could not perform if it were heavier, thinner, shorter, taller, etc.?
9. What are some attributes you do not like about your body? How can you make these attributes work in your favor?
10. Why is it important for teens to resist trying to have the “ideal” body?
Vocabulary Words and Definitions:

**Accolade (n.)**
Definition: a prize given to a person for his or her work, or praise for someone who is greatly admired
Context: U2 received the highest accolade in the music industry: a Grammy for Record of the Year.

**Attribute (n.)**
Definition: a quality or feature, especially one that is considered to be good or useful
Context: Monique’s key attribute is her willingness to always lend a hand to those in need.

**Credence (n.)**
Definition: the acceptance of something as true
Context: Some people give no credence to the dangers of smoking.

**Deference (n.)**
Definition: polite behavior that shows that a person respects someone and is willing to accept his or her opinions, judgment, beliefs, etc.
Context: In deference to our Japanese hosts, we removed our shoes when we entered their home.

**Disreputable (adj.)**
Definition: not respected and often thought to be involved in dishonest or illegal activities
Context: The newspaper adviser censored Isabel’s article because she quoted disreputable sources in her story.

**Homage (n.)**
Definition: something that a person says or does to show respect for another person, action, etc., that he or she thinks is important
Context: On Memorial Day, Americans pay homage to the soldiers who sacrificed their lives to protect and defend U.S. citizens’ freedom.

**Honor (n.)**
Definition: the respect that someone or something receives from other people
Context: Ramona received an honor recognizing her outstanding contributions to her community.

**Mutual (adj.)**
Definition: being felt or done by two or more people toward each other
Context: My friends and I have a mutual respect for each other’s feelings concerning what actions constitute academic cheating.

**Plagiarize (v.)**
Definition: to steal words, ideas, etc., from someone and then present them as one’s own without crediting the original source
Context: The principal expelled Nicky from school for plagiarizing a term paper she downloaded from the Internet.

**Self-assured (adj.)**
Definition: feeling calm and confident
Context: After years of preparation, Yuri appeared self-assured and fearless as he performed his trumpet solo in Carnegie Hall.

Activity: Taking a Chance with Honor

Objectives:

Students should be able to

- Define vocabulary words
- Identify synonyms
- Use vocabulary words in context
- Review spelling strategies

Materials:

- Pens, pencils, chalk
- Paper
- Chalkboard or overhead projector
- Honor Vocabulary Words and Definitions handout
- Taking a Chance with Honor Scoring worksheet
- Taking a Chance with Honor Questions handout

Procedure:

Most students are familiar with the television game show Jeopardy! In this activity, they will have a chance to play an old favorite while reviewing the meanings of their vocabulary words.

1. Review the vocabulary words and meanings on the Honor Vocabulary Words and Definitions handout.

2. Separate the chalkboard or overhead projector into four columns. Designate a column for spelling, definitions, synonyms and context. List point values for each category.
   
   Example: Spelling – 100  200  300  400  500  600  700  800  900  1,000

3. Divide the class into two teams and assign a student from each team to keep score using the Taking a Chance with Honor Scoring worksheet.

4. Ask the first three students from each team to stand or come to the front of the room. Give each student a turn to choose a category and answer the vocabulary question. Each student will have 15 seconds in which to answer the question. Use the Taking a Chance with Honor Questions handout to guide your questioning.

   Note: If the first student misses the question, the student from the opposing team has a chance to answer it. The second student then chooses the next category.

5. Students earn points for each correct answer they give. Points are NOT subtracted for incorrect answers.

   Note: If a student chooses a daily double question, the point value of that question is doubled if answered correctly.

6. Continue playing until all students take a turn or time runs out. Allow each team time to tally its points at the end of play.
Taking a Chance with Honor Scoring

**Directions:** Circle the number of points for each correct answer your team gives. Add up the total number of points at the end of the game.

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**Final Score:** ________________
Spelling: What is the correct spelling of _________?

100: honor
200: attribute
300: mutual
400: homage
500: credence
600: self-assured (daily double)
700: accolade
800: deference
900: disreputable
1,000: plagiarize

Definitions: What is the definition of _________?

100: self-assured
200: honor
300: mutual
400: attribute
500: disreputable
600: credence
700: accolade
800: deference
900: homage
1,000: deference

Synonyms: Name a synonym for _________.

100: attribute
200: disreputable
300: honor
400: deference
500: self-assured
600: mutual
700: accolade
800: plagiarize
900: credence (daily double)
1,000: homage

Context: Use the word _________ in a sentence.

100: mutual
200: honor
300: self-assured
400: attribute
500: disreputable
600: accolade
700: credence
800: plagiarize
900: homage
1,000: deference