

AIMS

The aim of this topic is for children to have a sound awareness of the consequences that lies have on themselves and on others.

LEARNING OBJECTIVES

Children will be able to:

- Identify situations where telling the truth is the best choice
- Demonstrate how dishonesty can affect people in negative ways
- Demonstrate personal responsibility in a variety of situations

SKILLS

- Communication
- Sociability and co-operation
- Problem solving
- Work and study
- Self-management

VIRTUES

- Consideration Caring
- Reliability Self-Discipline
- Courtesy Forgiveness
- Honesty Justice
- Respect

LESSON (Adapt for Juniors)

View the DVD Liar Liar before the lesson.

- 1. Start with a warmer called 'One Lie, Two Truths'. Children are arranged into groups of 3. Two children are to tell a truthful situation about themselves, such as: "I have one dog and two cats at home". One of the three has to tell a complete lie. The rest of the class has to try to guess who is telling the truth and who is not. Discuss who was lying and who was not. Ask the children why they thought that person was lying etc. Look at body language, and how convincing lies can be.
- 2. Discuss with the children the meaning of 'Cry Wolf' and equate it with Bobby telling lies to get what he wants and having them escalate into larger lies until they are simply unbelievable.

Talk about the consequences that Bobby had to face such as not being believed when the real thing happened.

3. Consequences. Role play with children various scenarios that they may face in and outside of class:

Your best friend takes another child's pencil...what are the consequences if he:

- lies about taking the pencil?
- tells the truth about taking the pencil?
- puts the pencil back without telling the original child?

Explain to the children that there are always hidden consequences to any untruthful action even if they are unaware of them at the time. The class may be known as thieves.

- 4. Have Senior children fill out the 'What is the best choice?" copy sheet.
 - Discuss children's answers as a class or in small groups.

Junior Children can fill out the 'sentence' copy sheet.

To Lie or n	ot to Lie - that is the question. What's the best choice?	
Name:	Date:	
(circle the be		
 You are to a while. D 	old a secret that could embarrass a friend, but make yourself seem popular to you:	tor
	he secret safe by not telling anyone?	
-	ur best friend and ask them not to tell? neone you know because you like to see someone get embarrassed?	
	someone drop a \$20 note. Do you:	
	o the note and think, "Finders keepers"? o the note and give it to the person who dropped it?	
	the note and spend it on some food and drinks for you and your friends?	
	on a school desk in pen with doodles. Your teacher notices. Do you:	
	it on someone else who was sitting there before you? and offer to sandpaper it off and apologise?	
c . Pretend	d that you never noticed the doodles before?	
	hat your pencil has been taken out of your desk. Do you: e teacher nicely for a new one?	
	omeone else's pencil when they aren't looking?	
	coloured pencil instead because something is better than nothing?	
5. What is o	ne time and place where 'finders, keepers' is appropriate?	
Telling the	truth (Junior)	
Fill in the sen	tence with the best word.	
l always tell t	he(lie, truth).	
·		
l am always	(fib, honest).	
A lie can mak	ke me(sad, happy).	
lf I lie, I am .	(honest, not honest).	
Write about a	ı time when you were honest.	

Supplementary Activities

Written Language

Children can write a play on telling lies and secrets and have them find a happy solution.

Children can write about a time when they had told a lie and the consequences that resulted. They can also write about a time when someone else told a lie and the consequences of that.

Describe what the consequences would be if everyone lied. How would you feel living in a community like this?

Visual Language

Make up a story-board about Bobby telling the lies about the burglar(s) coming to burgle his house from the programme 'Liar'. Draw the main scenes and include a caption underneath.

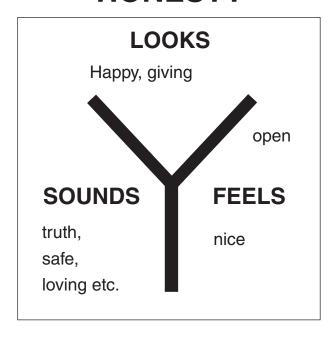
Virtue Day

Have a Virtue day on Honesty, Truth or Consideration. Draw a Y diagram on large sheet of paper and include the titles Looks, Feels, Sounds. Have children give ideas as to what Honesty looks, feels and sounds like as a whole class discussion. Display for children to read.

Postbox

Have a cardboard box painted in postbox colours in the class. Children write about instances where they noticed someone was being honest in the class and post them in the postbox. At the end of the week the teacher reads out the name and the action. Follow up with positive reinforcement such as points etc.

HONESTY



Oral Language

Have children discus a time when a personal item was stolen and how it made them feel when nobody owned up. Discuss a time when telling the truth resulted in positive consequences.

What would the consequences be if everyone told lies? How would you feel about living in a community like this?

Topic/Health

What's something that you can do to prevent you telling lies (e.g. pretend that my mum/grandpa is behind me when I make decisions) Have children think of someone they admire, such as a parent, grandparent or religious figure pretend to stand over them, to help prevent them telling lies.