



# PROGRAMME 13: LIAR LIAR

## 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.

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## 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
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## SKILLS

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

- Consideration
  - Reliability
  - Courtesy
  - Honesty
  - Respect
  - Caring
  - Self-Discipline
  - Forgiveness
  - Justice
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## LESSON (*Adapt for Juniors*)

View the DVD *Liar Liar* before the lesson.

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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.

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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.

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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.

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## To Lie or not to Lie - that is the question. What's the best choice?

Name: ..... Date: .....

(circle the best answer)

- You are told a secret that could embarrass a friend, but make yourself seem popular for a while. Do you:
  - Keep the secret safe by not telling anyone?
  - Tell your best friend and ask them not to tell?
  - Tell someone you know because you like to see someone get embarrassed?
- You see someone drop a \$20 note. Do you:
  - Pick up the note and think, "Finders keepers"?
  - Pick up the note and give it to the person who dropped it?
  - Pick up the note and spend it on some food and drinks for you and your friends?
- You write on a school desk in pen with doodles. Your teacher notices. Do you:
  - Blame it on someone else who was sitting there before you?
  - Own up and offer to sandpaper it off and apologise?
  - Pretend that you never noticed the doodles before?
- You find that your pencil has been taken out of your desk. Do you:
  - Ask the teacher nicely for a new one?
  - Take someone else's pencil when they aren't looking?
  - Use a coloured pencil instead because something is better than nothing?
- What is one time and place where 'finders, keepers' is appropriate?

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### Telling the truth (*Junior*)

Fill in the sentence with the best word.

I always tell the ..... (lie, truth).

I am always ..... (fib, honest).

A lie can make me ..... (sad, happy).

If I lie, I am ..... (honest, not honest).

Write about a time when you were honest.

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## 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?

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### 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 Liar'. Draw the main scenes and include a caption underneath.

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### 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.

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### 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.

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### Oral Language

Have children discuss 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?

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### 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.

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## HONESTY

