

# Doing the Right Thing

## Focus area 4

Years 7-8

This section contains one of the following Focus areas from **Doing the Right Thing** for students at years 7–8 (ages 11–12):

1. Respect
2. Right and wrong
3. Rules, laws, and consequences
4. **Honesty**
5. Role models

## Focus area 4: Honesty

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## Focus area 4: Honesty

### Definitions

**Honesty:** The quality of being truthful, trustworthy and law-abiding.

**Cheating:** To trick someone in order to get something; to try to do well in a test or game by breaking the rules.

**Lying:** Saying something that you know isn't true.

**Stealing:** Taking something that you know doesn't belong to you.

**Consequences:** Something that happens because of something we have said or done. Consequences can be positive or negative.

**Proverb:** A short, well known saying that gives advice.

### Key messages

I can decide what is right and wrong.

I feel good when I do the right thing.

Honesty is the best way.

I can help others make good choices.

### Values

The focus area will clarify students' understanding of the values:

- integrity
- honesty
- truthfulness
- duty.

### Curriculum links

**Key competencies:** Managing self; Participating and contributing; Relating to others.

**Learning areas:**

Level 3 and level 4 Health and Physical Education – Strand A: Personal identity; Strand C: Identity, sensitivity, and respect; Strand D: Rights, responsibilities, and laws; Societal attitudes and values

Level 3 and level 4 Social Sciences – Make and implement laws.

### Resources

Story: *The Boy Who Cried Wolf*

Copysheet: **Little White Lies**

Copysheet: **Proverbs** (copy these on to A3 paper and cut each proverb up into individual words)

8 sheets of A3 paper and felt pens

Art materials

## **Success criteria**

Students will be able to:

- suggest honest ways of handling situations where they might be tempted to tell a white lie
- interpret and rewrite proverbs about honesty
- create messages about honesty to share with others
- complete the sentence: People tell lies because ...

## Learning experience 1: The little white lie

### Learning intentions

Students will be able to:

- explain that lying is wrong
- use strategies to prevent telling little white lies.

### Notes for the teacher

Expect there to be a great difference of opinion in the class. There is no right or wrong answer.

### Activities

#### 1. *The Boy who Cried Wolf*

Read the story *The Boy who Cried Wolf* to the class.

Ask     What learning experience did the boy learn?  
          Is it ever okay to tell a lie?

#### 2. Scenario

Give the following scenario to the students.

Kylie has had her hair cut. She asks her friend, Hine, what she thinks of it. Hine thinks it looks awful, but she doesn't want to hurt Kylie's feelings. Instead she says, "I think it really suits you."

Ask:    Was Hine telling the truth?  
          What do we call this sort of lie?  
          Do you think it was okay for Hine to tell this lie?

For this last question, ask students to place themselves along a continuum line, one end of which is **Okay** and the other end is **Not Okay**. Ask students from different places on the line their point of view. Ask students to form groups of five, with people from different places on the line, that is, with different views to their own.

#### 3. Little white lies

Give each group Copysheet: **Little White Lies**. Ask them to discuss each situation, and decide if it was okay to tell this lie. They then write down why they thought the person told this lie.

When the groups have finished, ask:

Was it easy to decide if it was okay to tell each of these white lies? Why, or why not?

Which situation was the easiest to decide? Why was this?

Which situation was the hardest to decide? Why was this?

Go over each situation and ask for suggestions from the class as to a more honest way to handle this situation. For example, in Situation 1 it would be more honest for the family to speak confidentially with the principal about why the child couldn't go on the school trip. Sometimes a principal has discretionary funds to use in situations like this. For Situation 8, stress to students that if their **safety is at risk** it is okay to tell a white lie.

## The Boy Who Cried Wolf

### *Traditional tale*

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf' when there's no wolf, shepherd boy!" said the villagers. They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf, they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is **no** wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a **real** wolf prowling about his flock. Alarmed, he leapt to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

"There really was a wolf here! The flock has scattered! I cried out, 'Wolf!' Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth. "Nobody believes a liar ... even when he is telling the truth!"

## Copysheet: Little White Lies

Situation	Okay to tell this white lie	Not okay to tell this white lie	Reason why the person told the white lie
1 You say you can't go on a school trip because your family will be away, but the real reason is that your family can't afford it.			
2 You tell someone they have done really well just to make them feel better.			
3 Your parents tell you that the presents have been brought by Father Christmas.			
4 Your father tells you that the trip to the dental clinic won't hurt at all.			
5 Adults tell children to put their tooth under the pillow so the Tooth Fairy will leave them money.			
6 Adults tell children that babies are delivered by the stork.			
7 You tell someone you don't like that your family has said you can't go to play.			
8 You answer the door when you are home alone. You are asked if you are alone and you say "No".			

## Learning experience 2: Proverbs

### Learning intentions

Students can:

- interpret proverbs about honesty
- share messages about honesty.

### Activities

#### 1. What is a proverb?

Explain to the class what a proverb is. Give them some examples of common proverbs, for example:

A stitch in time saves nine.

A watched pot never boils.

#### 2. Putting proverbs together

Divide the class into eight groups. Give each group one of the proverbs from Copysheet: **Proverbs** cut up into individual words, two sheets of A3 paper, and felt pens.

Each group:

- arranges the words to form a proverb (some groups may need assistance with this)
- pastes their proverb onto one A3 sheet
- discusses the meaning of the proverb
- rewrites it, using modern language that others in the school would understand
- writes their version onto the second piece of A3 paper in large writing.

#### 3. Matching proverbs

Arrange the proverbs in a line on the floor, where all students can see them.

Randomly arrange the students' versions of the proverbs in a parallel line.

Work with the class to match each proverb with its modern-day version. Move the sheets of paper so that the proverb and modern-day version are side by side.

Ask: Has reading these proverbs made you think about how honest you are? Why, or why not?

Is there anything you might like to change in the future? (Just ask students to think about this. There is no need to take oral responses)

#### 4. Different formats

Individually, in pairs, or in small groups, students choose one of the modern-day proverbs that have been written. They work on one of the following for their proverb:



- Make a banner or poster to display around the school.
- Design a slogan that could appear in the school newsletter (one could be included in each newsletter).
- Write an article, with visuals, for the local paper.
- Design a bumper sticker.

## **Copysheet: Proverbs**

An honest answer is the sign of true friendship.

To make children capable of honesty is the beginning of education.

Be true to your work, your word, your friend.

Integrity is telling myself the truth. And honesty is telling the truth to other people.

Do not do what you would undo if you got caught.

Don't measure your neighbour's honesty by your own.

Honest hearts produce honest actions.

Look a man in the eye and say what you really think, don't just smile at him and say what you're supposed to think.