

## Honesty scenarios - Honesty

### EXPLANATION:

There are many ways to define and conceptualise honesty, but everyone agrees that honesty is an important trait to cultivate. Being honest with others is essential for creating and maintaining healthy relationships and safe environments. This activity encourages the class to discuss honesty and dishonesty scenarios, their expectations for honesty and how it could influence their learning space.

**YEAR LEVELS:** Years 4–6

**STUDENT GROUPING:** Whole group discussion and small group activity

**ACTIVITY LENGTH:** 30–40 mins

### LINK TO CURRICULUM:

**Personal and Social Capability learning continuum: Sequence of content F–6**

#### **Self-awareness element - Recognise emotions:**

- Describe the influence that people, situations and events have on their emotions
- Explain how the appropriateness of emotional responses influences behaviour

#### **Self-awareness element - Develop reflective practice:**

- Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
- Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential

#### **Self-management element - Express emotions appropriately:**

- Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
- Explain the influence of emotions on behaviour, learning and relationships

## SCOPE OF TASK:

There are many definitions describing honesty and dishonesty. For young people a major component of honesty is not telling lies. But honesty means more than not lying. It includes refraining from doing things that are morally wrong, acting with integrity and building respectful relationships. Creating scenarios that connect students to their daily activity and communities provides opportunities for them to explore concepts of honesty and dishonesty. Scenario-based learning creates an authentic real-life experience for student engagement.

1. Gather the students together in a group. Activate students' prior knowledge about honesty and dishonesty. If students need to expand their understandings, an internet search can occur (remind students of safe internet use practices). Questions to prompt students' responses could include:
  - What is honesty?
  - What is dishonesty?
  - What are 'white lies' or fibs? Are they OK?
  - Are there times when it is OK to not tell the truth? Any examples?
  - How do you feel after you have been dishonest?
2. Inform the students that in the activity they are going to explore honesty and dishonesty and how different people understand these concepts through investigating some real-world scenarios. Before beginning the activity remind students about safe sharing behaviours and respecting other opinions. Some ways that they can value others include listening and encouraging others; engaging in authentic conversations: be positive and empathetic to other experiences, cultures and understandings.
3. To engage in the activity:
  - Break students into small groups of 4 – 6 people
  - Cut up the scenario cards and provide to each group
  - Ask students to put the cards in a pile in the middle of the desk/table – writing side down
  - Taking turns students pick up a card and read it to their group – after reading the scenario they provide their ideas and thoughts about whether the persons actions were honesty or dishonest. Students can be undecided about the scenario and can ask their group their perceptions
  - Every person gets to pick up at least one scenario card and have their opinions heard
4. Allow 20 – 25mins for group discussions
5. At the completion of the activity reflect with the whole group about both honesty and dishonesty. In particular, discuss the tension between honesty and dishonesty. Some questions could include:
  - Do people have different opinions about honesty and dishonesty? Why do you think that happens?
  - Why do people lie sometimes (e.g. to fit in, not to upset others)? Is that OK?
  - How do you feel when someone has lied to you in a hurtful manner?
  - Is it important that we share understandings about honesty and dishonesty? Why/why not?



## RESOURCES:

- Question cards (example created below)
- Template for students to write their own scenarios

Mohammed told the teacher that he kicked the ball that broke the library window. How do you think he might feel?

Karen told the teacher she was going to the bathroom but walked around the school. Is this honest?

Carlos told his mother that he had done his homework so that he could get on PlayStation. How might his mother and teacher react?

Rose told stories about John to her friends that were confidential. Is this dishonest?

Chen found some money on his way to school. What is the right thing to do? Why?

Andy called Archie an awful name. He told his teacher that he did. Does that make him honest?

Imogen told her teacher that they had got a new puppy - but she didn't. Is this lie OK?

All of the students in the class tell the teacher they are working independently but they are not. Is this just a 'white lie'?

Annie always tells the truth and she makes a point of letting everyone know. Does that make her more honest?

John told his friends he likes skateboarding because they do. But he doesn't like skateboarding. Is that dishonest?
