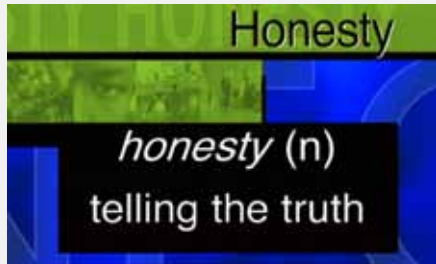


Character and Life Skills: **Honesty**

Lesson Title: **Honest vs. Dishonest: Which Will You Choose?**

Grade Level: **3-5**



Project and Purpose

Students will role play scenarios to represent why it is better to choose honesty over dishonesty.

Essential Question

Why is it important to be honest?

Materials

- Chart Paper
- Marker
- Ball of yarn
- Slips of paper with scenarios
- Paper for skit writing
- Pencils

Procedure

Introduction

1. Write the word "honesty" in the middle of a piece of chart paper
2. Ask students:
 - What does honesty mean?
 - Why is honesty important?
 - What are the qualities of an honest person?
 - Who do you know that is honest?
3. Record answers around the word "honesty" on the chart paper to create a word web. Have students define the term "web" and as a group determine why the chart is called a "word web."
4. Display the word web in the classroom to use as a reference.

Direct Instruction (I do)

1. Choose a few students to stand in a line, shoulder to shoulder, at the front of the room facing the class.
2. Whisper to the students that you chose to stand at the front of the room that you want them to answer with a lie to every question you ask.

3. Ask the standing students the following questions:
 - Why didn't you do your homework last night?
 - Did you eat the cookie I was saving for later?
 - I heard you told Sarah I don't like her. Is that true?
 - Did you clean your room like you were asked to?
 - Have you studied for the test?
4. As each student responds with a lie, wrap the ball of yarn around them, continuing to entangle each child in the yarn.
5. Keep asking questions and wrapping the yarn around them until they are stuck together.
6. Reveal to the everyone that you told the volunteers to lie to every question you asked.
7. Ask the students: What did the yarn represent? What happens when we tell lies?
8. Ask students to explain the phrase "Oh, what a tangled web we weave when first we practice to deceive."

Guided Exploration (We do)

1. Split students into small groups and have each group sit together in a circle.
2. Explain that each group will receive a slip of paper with a scenario on it. (NOTE: A scenario is a short description of a skit or a very short play.)

Example Scenarios might include:

- Your friend forgets to do their homework and asks to copy yours
 - You buy three candy bars but the cashier only charges you for two
 - You promise to clean your room but you watch TV instead
 - You find a \$20 bill in the hallway at school
3. Each group must create a skit to show how the characters choose to be honest over dishonest in the given situation. Every person in the group must play a role in the skit.
 4. Pass out the slips of paper to each group.
 5. Teacher should float around to each group to monitor skit development.

Independent Practice (You do)

1. Towards the end of class, or on the next day, have each group present its skit to the class.
2. After each group performs, ask audience students:
 - How would the outcome change if the character chose to be dishonest?
 - Are there other ways to solve the conflict in the scenario? Explain.
 - What do you think will happen AFTER this scene?
3. Discuss responses with the full group.

Conclusion

Use student responses about how each group could have chosen to be dishonest to gauge understanding of "honesty." Review the word web that was created at the beginning of the lesson. Ask students if there is anything else we could add to the word web about honesty.

