

Attribute: Honesty 🌟 Focus: Truth 🌟 Term One 🌟 Lesson One 🌟 Years One and Two 🌟 Duration: 60 min

Lesson Overview:

In this introductory lesson on honesty, students will explore the value of telling the truth. Utilising the text, The Boy Who Cried BigFoot as a springboard, students will engage in a whole class discussion on the definition of honesty and examine the positive consequences of truth telling.

Lesson Resources: **P** = print materials

- 🌟 Text: The Boy Who Cried BigFoot
- 🌟 Kindness word wall
- 🌟 Lesson slides
- 🌟 **P** Honesty/Dishonesty Scenario Sort

Lesson at a glance:

1. Warm up: sit in a circle and complete The Mexican Wave.
2. Whole class discussion: TPS honesty and it's opposite, dishonesty
3. Definition: Establish definition of honesty. Add key words onto Kindness word wall
4. Read text: The Boy Who Cried BigFoot
5. Recount & question: the text & question students on what happened in the book
6. Honesty Game: Heads or Tails
7. Worksheet: **P** Honesty/Dishonesty Scenario Sort

Assessment Opportunities:

Formative:

- 🌟 Discussion contributions from:
 - Truth definition discussion
 - Text recount and questions
 - Honesty Game Heads & Tails

Summative:

- 🌟 Could students complete the honesty foot worksheet displaying and understanding of the content?

National Curriculum Outcomes:

Personal, social and community health:

- 🌟 AC9HP2P02: identify and explore skills and strategies to develop respectful relationships
- 🌟 AC9HP2P03: identify how different situations influence emotional responses
- 🌟 AC9HP2P04: practise strategies they can use when they need to seek, give or deny permission respectfully

English:

- 🌟 AC9E1LE01: discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators
- 🌟 AC9E1LE02: Engaging with and responding to literature. discuss literary texts and share responses by making connections with students' own experiences

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NSW Syllabus Outcomes:

PDH/PE:

- 🤍 PD1-3: recognises and describes the qualities that enhance inclusive and respectful relationships
- 🤍 PD1-4: performs movement skills in a variety of sequences and situations
- 🤍 PD1-9: demonstrates self management skills to promote inclusion to make themselves and others feel they belong

English:

- 🤍 ENE1-OLC-01: communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social learning and interaction
- 🤍 ENE1-VOCAB-01: understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas

Key Inquiry Question: How can I be responsible for my own, and others' health, safety and wellbeing?
How can we be inclusive and respectful?

- What does it mean to be honest and to tell the truth?

Learning Intention: I am learning about honesty and why it is important

Success Criteria: I can give examples of what honesty is
I can discuss how telling the truth is important, even when no one is watching
I can explain how honesty is a form of kindness

This Is Because: When we are honest, our friends and families trust and respect us. Honesty helps our minds and bodies feel happier too!

WARM UP: Mexican Wave: Students sit in circle. Starting with the teacher, teacher puts their hands up straight in the sky. Going around the circle, one by one, students copy and do the same. Complete three rounds, with teacher doing a new move each round. For example, feet out straight in front of you, hands on knees, hands on feet, hands on shoulders. Challenge: for students to complete as silently and calmly as possible.
Time: 5 min



Time: 20 min

- Students return to their floor spots in front of whiteboard & follow lesson slides. Discuss the following:
 - Today we are exploring the attribute, honesty. What does honesty mean to you?
 - Why is honesty important? - Discuss how being honest allows others to trust you.
 - How does it feel inside of your body to be honest?
 - What is the opposite of honesty?
 - When you are dishonest how does it feel in your body?
 - How do you feel when you are being lied to?
 - ★ As students say their answers write down key words and add to Kindness Word Wall.
- Create whole class definition of Honesty.
- Introduce text: The Boy Who Cried BigFoot
 - What do you predict this text is going to be about?
 - Who do you think the main characters in the story will be?
 - What do you think the character will learn?
- Read or watch text: The Boy Who Cried BigFoot
- Discuss the text:
 - What choices did Ben make? Explain.
 - Why do you think he made those choices?
 - When people lie, is it always just to trick people? Discuss.
 - What were the consequences for Ben fibbing?
 - How did that effect Ben, that no one believed him anymore?
 - Do you think Ben would tell stories again? Explain.
- The Ripple Effect: discuss what is happening in the picture. Note that when we tell a lie, it is not just us who is effected, those around us are effected by our fib too. Discuss the impact of the story telling on Ben, his family & friends.
- Lie Chain Reaction: discuss what is happening in the picture. Note that when you tell one story, you have to tell a bunch of other stories, so that the first story makes sense. Have students reflect on a time where they may have told a lie and there was a chain of other fibs that popped up because of it.
- Discuss the picture: Dishonesty Face (worried) to the Truth Face (happy/relieved). Discuss the difference between the two faces and what is happening in the picture.

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Time: 10 min

- Note that we are now going to practice honesty by playing a game called, Honesty Heads or Tails. How to play:
 - Have all students stand up on their floor spot
 - Discuss that there will be different questions coming up on the board and students have to either pick whether the statement is honest or dishonest
 - If the statement is honest - students put their hands on their heads
 - If the statement is dishonest - students put their hands on their tails - model and discuss what this looks like, prior to game initiating.
 - After each question, discuss why it is honest or dishonest.



Time: 20 min

- Students are to complete the scenario sort worksheet.
 - Cut out all the feet with the differing scenarios on it.
 - Glue the right scenario under the right heading: honest or dishonest
 - Draw and write down one honest and dishonest scenario of their own choosing
 - Early finishes can draw the scenario under the glued in scenario on the sheet

Reflection

Time: 5 min

- Students share their honest/dishonest scenario with their floor partner.
- Think pair share:
 - What did you discover about honesty today?
 - Share three students ideas around what they discovered about honesty
- Review LI/LC/TIB - and discuss if we have ticked off all the facets of the learning intention and criteria throughout our lesson together.

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Teacher Reflection:

Teacher Registration:

Notes: