

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

Lesson Overview:

In this introductory lesson on honesty, students will explore the value of telling the truth, even when no one is watching. Utilising the Chinese Folk Tale, The Emperors Seeds 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

- 🌟 **P** Readers Theatre: The Emperor's Seeds.
1x print out per student
- 🌟 Kindness word wall
- 🌟 Lesson slides

Lesson at a glance:

1. Warm up: Back Drawing
2. Discussion: around honesty and it's opposite, dishonesty
3. Whole class definition: of honesty. Add key words onto Kindness word wall
4. Readers Theatre: **P** students make groups of seven and read The Emperors Seeds
5. Recount the text & question: students on what happened in the play
6. Honesty Game: Heads or Tails
7. Freeze Frame: students go back to their groups and create freeze frame of given scene

Assessment Opportunities:

Formative:

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

Summative:

- 🌟 Freeze frame activity. Does the small groups freeze frame demonstrate their part of the play in a clear way?

National Curriculum Outcomes:

Personal, social and community health:

- 🌟 **AC9HP6P04:** describe and demonstrate how respect and empathy can be expressed to positively influence relationships
- 🌟 **AC9HP6P06:** apply strategies to manage emotions and analyse how emotional responses influence interactions
- 🌟 **AC9HP6P10:** analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities

English:

- 🌟 **AC9E6LE02:** identify similarities and differences in literary texts on similar topics, themes or plots
- 🌟 **AC9E5LY02:** use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea

NSW Syllabus Outcomes: *PDH/PE:*

- 🌟 **PD3-4:** adapts movement skills in a variety of physical activity contexts
- 🌟 **PD3-9:** practises self-management skills in familiar and unfamiliar scenario
- 🌟 **PD3-11:** incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences

English:

- 🌟 **EN3-VOCAB-01:** extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

Drama:

- 🌟 **DRAS3.3:** Devises, acts & rehearses drama for performance to an audience.

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Key Inquiry Question:

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:
Time: 5 min

Back Drawing: Students pair up with someone they do not know very well or spend much time with. Students then take it in turns to gently draw simple pictures with their finger, onto the back of their partner (for example, a moon, star, flower or tree). The student who is being drawn on then has to guess what the picture is. Each partner has a turn.



Time: 10 min

- 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?
 - ★ As students say their answers write down key words and add to Kindness Word Wall.
- Create whole class definition of Honesty.
- Introduce the readers theatre: The Emperor's Seeds
 - 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?



Time: 20 min

- **P Readers Theatre:** break students up into groups of seven. Move each group to their own part of the classroom to read out the play to one another.
- Each student receives their own sheet & chooses a part to read out in the play.
- Have students discuss what they think the text is about once finished.
- Students require 5 minutes to read text in its entirety. Have students discuss what they think the text is about once finished.
- Students discuss below questions as a group and then share their thoughts as a class:
 - What choices could Ping have made when he realised his flowers were not growing?
 - If Ping did choose to put other flower seeds into the pot, how would the story have ended differently?
 - Why was the emperor impressed with Ping?
 - How was Ping rewarded for his honesty?
 - What do you think the moral of the story is?
- **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 those around Ping he chose to be dishonest.
- **The 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.
- 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
 - Discuss that there will be different questions coming up on the board and students have to either 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.

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Time: 15 min

- Freeze Frame: Students are split back into their groups
- Each group is given a different part of the play that they turn into a freeze frame
- Once each group has their freeze frame, the class acts out their freeze frame to the class, moving through the text from beginning to end.

Reflection

Time: 5 min

- 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.

Teacher Reflection:

Teacher Registration:

Notes: