

Attribute: Honesty 🤍 Focus: Truth 🤍 Term One 🤍 Lesson One 🤍 Foundation 🤍 Duration: 60 min

Lesson Overview:

In this introductory lesson on honesty, students will explore the value of telling the truth. Utilising the text, Finn's Little Fibs as a springboard, students will engage in a whole class discussion on the definition of honesty and examine the positive consequences of telling the truth.

Lesson Resources: 📄 = print materials

- 🤍 Text: Finn's Little Fibs
- 🤍 Kindness word wall
- 🤍 Lesson slides
- 🤍 Worksheet: Honesty & Dishonesty Blob 📄

Lesson at a glance:

1. Warm up: sit in a circle. Students pass a smile from one to another around the circle.
2. Whole class discussion: around honesty and it's opposite, dishonesty
3. Whole class definition: of honesty. Add key words onto Kindness word wall
4. Read text: Finn's Little Fibs
5. Recount the text & question: students on what happened in the book
6. Honesty Game - Heads or Tails
7. Worksheet: Honesty and Dishonesty Emoji's 📄

Assessment Opportunities:

Formative:

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

Summative:

- 🤍 Worksheet: Inclusion of appropriate emoji expressions and colours reflecting feelings and emotions felt when telling the truth or lying.

National Curriculum Outcomes:

Personal, social and community health:

- 🤍 AC9HPFP02: practise personal & social skills to interact respectfully
- 🤍 AC9HPFP04: explore how to seek, give or deny permission respectfully when sharing possessions or personal space
- 🤍 AC9HPFP03: express and describe emotions they experience

English:

- 🤍 AC9EFLE02: respond to stories and share feelings and thoughts about their events and characters

NSW Syllabus Outcomes:

PDH/PE:

- 🤍 PDe-2: communicates ways to be caring, inclusive and respectful
- 🤍 PDe-9: Practices self management skills in familiar and unfamiliar scenarios
- 🤍 PDe-10: Uses interpersonal skills to effectively interact with others

English:

- 🤍 ENE-UARL-01: Understands and responds to literature
- 🤍 ENE-OLC-01: Communicates effectively by using interpersonal conventions and language with familiar peers and adults

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Key Inquiry Question: How can we care for and include each other? • 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:
Time: 5 min

- **Smiling Circle:** students sit in a circle. Starting with the teacher, students pass a calm and sensible smile around the circle. Complete three rounds. Start with different students and change directions for the second and third round.



Time: 15 min

- Students return to their floor spots in front of whiteboard & follow lesson slides. Discuss the following:
 - Today we are exploring 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: Finn's Little Fibs
 - 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: Finn's Little Fibs
- Discuss the text:
 - Why do you think Finn told a fib about who broke his grandma's clock?
 - What happened after Finn told a fib?
 - How does Finn feel after he told a fib?
 - Why did lots of other blobs start popping up?
 - What happens to the blobs when Finn starts to tell the truth?
 - How does Finn feel when he starts to tell the truth?
- 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 fib on Finn, his sister & Finn's Grandmother.
- Fib Chain Reaction: discuss what is happening in the picture. Note that when you tell one fib, you have to tell a bunch of other fibs, so that the first fib makes sense. Have students reflect on a time where they may have told a fib and there was a chain of other fibs that popped up because of it.
- Discuss the picture: Fib Face [worried] to the Truth Face [happy/relieved]. Discuss the difference between the two faces and what is happening in the picture.



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 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: 25 min

- **P** Each student receives their own “Honesty Dishonesty Emoji” worksheet.
 - Reflecting on the lesson, students draw an emoji to depict how it feels in their body when they are honest or dishonest
 - ★ When discussing the creation of the emoji’s, talk about facial expressions and how our face changes when we are feeling differing emotions in our body. Compare worry, anger and sadness to happiness, relief and joy. Note, that like a book - we can READ people’s facial expressions, and understand how others are feeling just by looking at their face!
 - ★ Discuss the use of different colours, shapes and patterns to help depict their emotions in their emoji’s.

Reflection

Time: 5 min

- Students share their truth and fib blob with their floor partner. Discussing what they drew and why.
- 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: