

# Honesty

<http://www.teacherplanet.com/resource/honesty.php>

## Talk About It

What does the word honesty mean ?

- To be truthful.
- To not lie, cheat or steal.

Why is honesty important ?

- Honest people are trustworthy, dependable and respected by others.
- It is the right thing to do. It feels good.
- Telling the truth lets everyone know what happened and keeps the wrong person from being blamed for something they did not do.

## Think About It

- What are the consequences of dishonesty?
- What are the qualities of an honest person?
- How can you demonstrate the trait of honesty in the following situations?
  - The cashier only charges you for two candy bars when you really bought three.
  - You find a \$10 bill in the hallway at school, or in the sofa seat cushion at home.
  - You promised your mom and dad you would clean your room but watched TV instead.

### Kindergarten

Franklin Finders Keepers, Paulette Bourgeois  
Berenstain Bears and the Truth, Jan Berenstain  
Jamaica's Find, Juanita Havill

### First Grade

Arthur' Computer Disaster, Marc Brown  
To Tell Truth, Patti Farmer  
Sly Fox and the Chicks, Carl Sommer

### Second Grade

The Big Fat Enormous Lie, Margorie Weinman  
Sharmat  
Tyrone, The Double, Dirty Rotten Cheater, Hans  
Wilhelm  
Too Many Tamales, Gary Soto

### Third Grade

Liar, Liar Pants on Fire, Diane DeGroat  
Honest Abe, Edith Kunhardt  
Summer Wheels, Eve Bunting

### Fourth Grade

Liar, Liar Pants on Fire, Gordon Korman  
The Summer When I Was Ten, Pat Brisson  
The Honest to Goodness Truth, Patricia C. McKissack

### Fifth Grade

If You Had To Choose, What Would You Do?, Sandra  
McLeod  
The Talking Eggs, Robert D. San Souci  
The Empty Pot, Demi

# Honesty

August

- **Definition:** truthfulness, sincerity, or fairness
- **Ways to show HONESTY:**
  - Sometimes it can be hard to tell friends how you really feel, especially if a friend hurt your feelings on accident. Talk to that person privately about how you feel. It may make things better.
  - Spreading rumors is another way of lying and can hurt others. Stop rumors by refusing to spread them. You have the power to help others!
  - Tell the truth, even if that means you will get in trouble. Take responsibility for your actions. The consequences you receive for lying are worse.
  - Tell the truth. Others will trust you more.
  - To keep friends, you must be honest. Without that trust, a friend will not feel safe talking to you.
  - Set a good example. Tell the truth and expect the same in return.
  - Honesty builds trust. If you always tell the truth, others will count on you when they need a friend. You will be the one your friends want to talk to.
  - Honesty will help you at school. If you nicely explain your thoughts and feelings to your teacher, school counselor, principal, or another adult, he or she can help you.
  - If you are honest with your friends, they are more likely to be honest with you. That makes your friendships stronger.
  - If you are nervous about telling someone how you feel, try writing them a nice letter. That way, you can say everything you want to say without being too nervous.
  - "If you tell the truth you don't have to remember anything." -Mark Twain
  - "A half truth is a whole lie." -Yiddish Proverb

# Dilworth Elementary Character Education

## Honesty (November)

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**Pre-teach:** Reacquaint yourself with the students and briefly review the traits you have discussed on your previous visits. Tell the students that today you will be discussing the trait *honesty*. Ask the following questions and call on different students for answers. Below each question are examples of the type of responses you are looking for. You may need to rephrase the student's answers or guide them along.

**(Ask) What does *honesty* mean?**

1. To be truthful
2. To not lie, cheat, or steal.

**(Ask) Why is *honesty* important?**

1. Honest people are trustworthy, dependable, and respected by others.
2. It is the right thing to do. It feels good.
3. Telling the truth lets everyone know what happened and keeps the wrong person from being blamed for something they didn't do.

**(Ask) What are the consequences of dishonesty?**

1. Losing the trust and respect of others.
2. The need to tell more lies in order to cover up.
3. You may face punishment and embarrassment.

**(Ask) What are the qualities of an honest person?**

1. Tells the truth, regardless of the consequence.
2. Admits when he or she is wrong.
3. Does not cheat or steal.
4. Does not exaggerate to make things seem different than they are.
5. Keeps promises and encourages others to be truthful.

**Book:** Read and discuss a book that teaches a lesson about honesty. (*Refer to book suggestion list.*)

**(Ask) How can you demonstrate the trait *honesty* in the following situations?**

1. The cashier only charges you for two candy bars when you really bought three.
2. You find a \$10 bill in the hallway at school or in the sofa seat cushion at home.
3. A friend asks if he can copy your answers during a test.
4. You promised your mom or dad you would clean your room, but you watched TV instead.
5. You borrowed your friend's skateboard and lost it.
6. At the store, you see one of your friends put something in her pocket without paying for it.
7. You think no one will notice if you take two cookies from the tray when the sign says "One cookie per person."
8. The rule states that you must be 8 years old to play. Who will know that you're only 7 years old?

**Activity:** Complete an activity to go along with your lesson. (*Activity suggestions attached*)

**Concluding comment:** Always tell the truth - it's the right thing to do. Your family and friends will respect you for it.

**"Honesty is always the best policy" ~George Washington**

## Honesty Activities – one per grade level

### Oh, What A Tangled Web We Weave! (Suggested for grades 2 -5) – All Dilworth 2<sup>nd</sup> Grade Classes

**Materials:** Ball of yarn

Arrange ahead of time to have your child or another student help you with this demonstration. Secretly ask the child to give false answers to each question that you ask. This will begin after he/she has taken a seat in a chair front of the class. Have your child come up and take a seat in a chair in front of the class. Next, ask your seated child a simple question such as, "Why didn't you get your homework done for today?" As she answers with a lie, such as the dog ate my homework, wrap a long string of yarn around her once. Then ask a follow-up question based on her reply, such as "How did the dog get your homework?" As she makes up another answer, wrap the yarn around her again. Continue to ask follow-up questions until she is entangled in a web of yarn. After the class has observed the situation, explain that you asked this person to make up answers to all your questions (to lie). Discuss the following with the class:

1. Ask them if they can see what telling lies can do to someone. Emphasize how one lie usually leads to another and how quickly we can become trapped and embarrassed by lies.
2. Ask them what will be experienced by the person who always tells the truth (*not having to remember what your last lie was or how to cover it up, peace of mind, and feeling good about oneself.*)
3. Ask the students to tell about a time when they were caught in a lie and had to tell another lie in order to cover it up.
4. Ask why it is important for us to always tell the truth (*trust, respect, because it's the right thing to do.*) (*10-Minute Life Lesson , by Jaime Miller*)

### The Honest Mouth (Suggested for all grades) – All Dilworth 1st Grade Classes

**Materials:** Black licorice

Ask the students if anyone knows what happens when you eat black licorice? (*Put a piece in your mouth. You may want to put extra black food coloring on your piece before visiting the classroom; this will enhance the effect.*) A mouth that has eaten black licorice turns black. (*After chewing, open your mouth to show the result.*) Yuck! Not only does your tongue look horrible, but soon your teeth and even your lips get black. It takes a long time before your mouth returns to its normal color. Dishonesty has a lasting effect on you, just like the black licorice. Like the licorice leaves our mouths black for a long time, we can see the results of telling lies long after we've told them. Others will lose their trust in us, privileges will be taken away, and friendships will be lost. Telling lies will leave a black ugly mark on you—just like the black licorice. Remember: It's always best to be honest and true, don't let the stain of dishonesty leave its mark on you. (*Object Talks For Any Day , V. Kokmeyer*)

### The Tower of Flour (Suggested for all grades) – All Dilworth 4th Grade Classes

**Materials:** Flour, dime, hard plastic cup, newspaper, butter knife, paper plate

Begin by spreading newspaper on a table. Place the dime in the center of the bottom of the plastic cup. Scoop flour into the glass. Pile it to the brim and press down firmly to make it compact. Place the paper plate on top of the glass and turn them over together on the newspaper. Tap the glass gently, and carefully lift it off. The flour will remain standing in the shape of the glass with the dime on top. Explain that the dime represents the trait *honesty*. Next, take the knife and carefully slice off the edge of the "flour tower" being careful not to cut too deeply. This represents what happened when we tell lies. Our reputation is weakened. Others will not trust or respect us, and eventually the tower of trust falls. Notice how each time more flour is removed the dime's position becomes more precarious. Continue until the dime drops in. (*10-Minute Life Lessons, by Jaime Miller*)

## **Honesty Activities (*continued*)**

### **Role Play** (Suggested for grades 3-5)

**Materials:** None

Divide the students into small groups. Ask each group to write a short skit to present to the rest of the class in which a person has a choice to be either honest or dishonest. Be sure the students include consequences of the choice in their skit. \*If you can locate an Abraham Lincoln's hat you can put skit ideas on strips of paper and have each group select one and act it out.

### **The Honesty Song** (Suggested for grades K-3) – **All Dilworth Kindergarten Classes**

**Materials:** None

Teach students to sing a song about honesty. They can help them write their own or you can teach them one like this:

*(Sing to the tune of Yankee Doodle)*

Honest, honest I will be; truthful and sincere.

I'll tell the truth and never lie; and will not cheat or steal.

Honest, honest, I will be; you can count on me.

I pledge to always tell the truth and answer honestly!

### **The Honesty Pledge** (Suggested for all grades) – **All Dilworth 3rd Grade Classes**

**Materials:** None

Ask the students to write their own honesty pledge. This is the student's promise to always be truthful in their words and actions. After they have finished writing, students can decorate and sign their pledge.

### **The Cover Up** (Suggested for grades 2 – 5) – **All Dilworth 5th Grade Classes**

**Materials:** Bucket or large cooking pot (about 8 inches across), one quarter, and enough pennies for each student to have one.

Fill the bucket with 6 – 8 inches of water and put the quarter at the bottom in the center. Begin by saying that telling a lie may seem like a simple way out of a problem. However, usually when we tell a lie we end up telling even more lies in order to cover up the first lie. *(Give an example, either made up or from your own personal experience.)* Explain to the students that their challenge is to cover up the quarter by using a penny. Have students come up one at a time and try to drop their penny **(from at least 2 inches above the water)** into the bucket and try to cover up the quarter. After everyone has had a turn to drop a penny in the bucket discuss the following questions:

1. How well did the penny cover the quarter?
  2. How many actually landed on the quarter?
  3. How does this activity compare to trying to cover up a lie that we told?
  4. Does someone have to tell more lies to cover up the first lie?
  5. What happens when you are caught lying?
  6. How easy is it for others to trust you again?
  7. Why is telling the truth easier than lying even if the truth may get you in trouble?
- (Activities That Teach Family Values, by Tom Jackson)*

**Lessons copied from *The Parent/Community Connection in the Classroom:*  
*Connecting your classroom to parents, community, and character education***

**Julie L. Gaines, 2005 (Reproduction is permissible for school use only.)**

**CHARACTERCOUNTS!** > Character Education Lesson Plan Bank[Donate](#)**The Boy Who Cried "Wolf!"**

## Overview

**This lesson plan:**

- trustworthiness
- 4-6 yrs.
- Language arts

**More lesson plans:**

This popular fable introduces children to the notion that trustworthiness must be earned and will be lost if one lies repeatedly.

**Materials**

None

**Procedure**

1. Tell the children the story about the boy who cried, "Wolf!" A young shepherd boy, for his own entertainment, makes believe and screams that a big wolf has come. The people in the village run out to help him. After he pulls this prank several times, the villagers realize he's just pretending. One day a wolf really comes, but this time when the boy cries out, everyone ignores him. The wolf eats the flock.

Discuss the importance of telling the truth all the time. Use the following questions in your discussion:

- What happens if someone lies a lot? (Others stop believing you.)
- Why didn't the people believe the boy when there really was a wolf? (Because his repeated lying made him untrustworthy.)
- What is the best way to make sure people believe us all the time? (Always be honest.)
- Has this ever happened to someone you know?

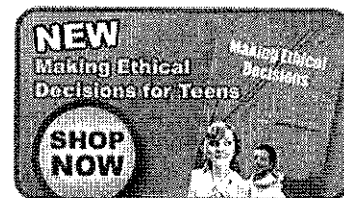
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**Standard 8.** Uses listening and speaking strategies for different purposes.

**Level 1, Benchmark 2.** Asks and responds to questions.

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## Be a Good Egg

### Overview

Students watch an eggshell decay over time to understand what happens when a person loses someone's trust.

### Materials

One jar or container, eggshell, and cup of vinegar (for each child)  
Graph paper, pencils, and markers (for each child)

### Procedure

1. As a class, discuss what decay means. List examples (tooth decay, potholes, crumbling buildings, rotten food, etc.). Introduce the activity, saying: We're going to take an eggshell and show over the course of the next week what happens when something decays. Distribute a jar labeled with the student's name, an eggshell, and a cup of vinegar to each student.
2. Instruct them to place their eggshell in the jar, pour the vinegar on it, and cap the jar. Tell them they will monitor their eggshells for one week. Pass out the graph paper. Have them draw the shape of the eggshell on the paper. Instruct them to blacken the graph blocks on the paper with a marker in the same areas where their eggshell decays.
3. After several days when their eggshells have noticeable holes, ask them to think about how their graphed pictures of decay might represent lying. Field answers. Explain: Think of the black spots as lies. When we tell a lie, we aren't taking care of ourselves or others. Our character is decaying. Just as the eggshells or our teeth decay, the amount of trust people have in us also decays. What happens to the eggshell as it decays over time? Less of it is there. Have them explain why less of it is there. Mention that the eggshell also weakens as it decays. If we don't brush our teeth regularly, they can become like the eggshell. Similarly, the trust people have in us can disappear if we tell lies. Why is it important to tell the truth? Field answers.
4. Sum up the lesson: If we tell the truth, people will trust us more. They won't see our honesty decaying and disappearing like the eggshell. Truth keeps us strong.

This lesson is from Josephson Institute's Foundations for Life essay-writing program. For more details, visit our website:

<http://www.fjl-essays.org/>

Credit: The lesson was inspired by an activity about tooth decay posted on the Organization for Community Networks Academy Curricular Exchange website by Melodie Hill, a staff member at Lewis Arriola Elementary School in Cortez, Colorado.

**This lesson plan:**

- trustworthiness
- 4-6 yrs.
- Health and science

**More lesson plans:**



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**McREL standards****Health**

**Standard 7.** Knows how to maintain and promote personal health.



**Benchmark 1.** Knows basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nose, skin, hair, nails).

<http://www.mcrel.org/Standards-benchmarks/>



## **“Honesty is the Best Policy” – George Washington**

**John A. Carusi Middle School**

**Grade Level:**

Middle

**Estimated Time:**

Two 30-minute advisory periods

**Connections to CEP's Eleven Principles:**

Promotes core values (Principles 1,2,3)

Helps create a caring school community (Principle 4)

Challenges and respects all learners (Principle 6)

**Connections to Core Values:**

respect, responsibility, citizenship, caring

### **Overview**

Students will be required to brainstorm the meaning of the word “lying” and will discuss situational problem associated with lying. The students will survey themselves and determine if they feel as though they are honest people. Students will respond to honesty questions as a whole group and work in small groups to examine scenarios in order to explain the main conflict and how honesty can be used to solve problems. The goal of this lesson is to have the students reflect upon the importance of honesty and the consequences of lying. The students should be encouraged to speak freely to promote social interactions within the classroom.



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### **Lesson Objectives**

Students will recognize the importance of honesty in their daily interactions with peers, parents, and teachers.

Students will identify how honesty cultivates trusting relationships and the consequences of lying.

Students will have the opportunity to examine their sincerity, loyalty, and integrity within themselves and evaluate if they are honest people.

Students will interact in a socially productive environment.

### **Materials Needed**

Chart paper

Popsicle sticks

Tape

Index cards

## Procedures

**Before:** Begin by asking the students to identify the meaning of the word lying. (Brainstorming can be done as a whole class or in small groups). Work should be recorded on chart paper to record shifts in understanding or “aha” moments. Ask the students if they have ever been lied to (by someone they care about) and how it made them feel. Ask the students if they have ever told a lie (big or small) and how they dealt with the situation. Did the lie have a “snowball” effect?

Explain to the students that they are going to take a short survey. Explain that this survey is designed to get them thinking about how honest they are in school, home, with friends, playing games, etc. (To ease any anxiety, tell the students they are not required to put their name on the survey).

Take survey.

**During:** Using popsicle sticks attached to index cards, have the students respond yes or no to the questions by holding up the popsicle stick and attached card. After the students respond, discuss each question as a whole group class discussion.

- Are you honest?
- Would you ever lie? Is lying an honest action?
- Is it ever acceptable to lie?
- Honesty means never bending the truth.
- It is okay to lie sometimes.
- I would lie if it meant I would get out of being in trouble.
- Lying and “white lies” are not the same thing.
- It is acceptable to tell small lies.
- I lie to prevent people from getting hurt.
- Not all lies are bad.
- If a lie is told, the truth eventually comes out.
- All people lie sometimes.

**Group work:** Break students into five small groups. Assign one of the following questions to each of the groups. Group members will work together to answer the assigned question. On the chart paper have the students explain the main conflict and how honesty can be used to solve the problem.

•You walked into your science classroom and realized that you had not studied for a big test. If you fail this test, your grade will be significantly impacted. Your best friend is sitting in the desk next to you. He tells you that you can look off his paper during the test so you don’t fail. Would you cheat off your friend or risk failing the test? Explain your thinking.

•A student in the hallway has just dropped a twenty-dollar bill. You would like to go to the movies tonight with your friends! This money would pay for the cost and you might even be able to buy some extra snacks. Would you tell the student they dropped the money or take the money and pretend it was yours all along? Explain your thinking.

•You just got home from school and listened to the messages on your house phone. There is a message from your teacher about your unacceptable behavior in class. You want to go on the planned camping trip with your best friend but you know if your parents hear the message you will be grounded. Would you erase the message and deal with the consequences on Monday or leave the message on the phone? Explain your thinking.

•You are checking out of a store and you realize that the cashier has given you back too much change. You know that your family has been tight on money since your mom lost her job. This would really help the family this week. Do you keep the money and buy extra groceries or tell the cashier that you were given too much change? Explain your thinking.

•You are in the bathroom and you overhear a group of students talking about fighting another student after school. You are concerned about the student’s safety but don’t want to be a tattletale. Do you tell a teacher or staff member about the incident or do you keep the information to yourself and hope for the best? Explain your thinking.

When students are done, have them share with the rest of the class.

**After:** Revisit chart from the beginning of lesson about lying. As a class, brainstorm all the excuses and rationalizations people give for lying, cheating, and stealing, and then have a discussion about them. How valid are they? Ask the students to consider what's wrong with each of them and if it's better to just be honest.

As a whole class, discuss the following questions: What can you do if you get caught in a lie? How should you respond if you are lied to? How do you recover from a lie? Is honesty always the best policy?

## Assesment

To assess if the objectives have been met, have the student complete the writing assignment below. The assignment requires students to reflect upon the importance of honesty and the consequences of lying.

*Writing Assignment:* • Write about a situation in which you lied about something or were lied to by someone. What was the reason for the lie? Did the lie have a negative effect on your life? What was the outcome of the situation? What did you learn about lying from this experience? Would honesty have been a better solution from the beginning?

## Extensions and Adaptations

Role-play the (above) scenarios in groups in place of discussion.

## Related Links and Resources

<http://www.goodcharacter.com>  
Honesty Survey

## Credit

Theresa Mintzer Wisniewski, Carusi Middle School



# It's Hard to Be Honest

## Walnut Street School

### Grade Level:

1

### Estimated Time:

60-90 minutes

### Connections to CEP's Eleven Principles:

Promotes Core Values (Principles 1, 2, 3)

### Connections to Core Values:

honesty, truthfulness

## Overview

In our school we use common literature to introduce our Character Education Pillars. This lesson is the first grade's kick-off activity for the Pillar of Honesty. Children need to understand that being honest does not come easy; it is hard work.



Printer Friendly

## Lesson Objectives

Students will write a 5-sentence paragraph.

Students will identify a time it was difficult for them to tell the truth.

Students will identify that honesty is the best policy in the end.

## Materials Needed

*Liar, Liar, Pants on Fire*, by Diane deGroat (2006, Chronicle Books)

## Procedures

Teacher will read *Liar, Liar, Pants on Fire*, by Diane deGroat.

Follow with a class discussion highlighting two main points:

It was difficult for Gilbert to be honest.

In the end, being truthful solved Gilbert's problem.

Students will brainstorm ideas about times it was difficult for them to tell the truth. (i.e. not doing their homework, hitting their brother/sister, breaking a window) Ideas will be charted by the teacher.

The teacher will model how to use one of the student ideas in order to plan a story. Students will be directed to introduce the story in the beginning box. Then they will record three details of what happened in the middle boxes. The ending of the story will demonstrate how it felt to be honest.

## Assesment

Students will use their story plan to write a 5-sentence paragraph. The teacher can use a writing rubric to assess the student's ability to write a story with a beginning, three supporting details in the middle, and an end. In addition, the teacher will assess if the student was able to reach a conclusion that being truthful pays off in the long run.

## Extensions and Adaptations

Additional skills can be modeled to increase the student's use of writing conventions such as capitals, periods, and transition words. The students can further explore the Pillar of Honesty by responding to topics like writing about a time someone was dishonest to you.

## Related Links and Resources

[Liar Liar Pants on Fire  
Story Plan](#)

## Credit

First Grade Team, Walnut Street School, Uniondale, NY

Lesson 2: Act of Honesty  
Handout 1

Scenario Cards

<i>Science teacher has asked students not to touch the microscopes.</i>	<i>A friend tells another friend a secret and asks the friend not to repeat it.</i>
<i>Teacher dismisses two students to go to the media center to get a book.</i>	<i>A new student is looking for a place to sit down in the lunchroom or cafetorium.</i>
<i>Students sitting in a circle listening to others share.</i>	<i>Students are playing chess or a board game or card game.</i>
<i>One friend wants to ride bikes to the soccer field. Another friend wants to walk.</i>	<i>Student notices another student has food caught in his/her teeth.</i>
<i>Students approach two people who are talking.</i>	<i>A student invites a friend to do something the friend knows his or her parents do not allow.</i>

- Begins to distinguish fact from fiction in a read-aloud text.
  - **GPS: ELAKR6h – The student gains meaning from orally presented text. The student**
    - Retells important facts in the student's own words.
  - **GPS: ELAKW1a – The student begins to understand the principles of writing. The student**
    - Writes or dictates to describe familiar persons, places, objects, or experiences.
  - **GPS: ELAKLSV1f – The student uses oral and visual skills to communicate. The student**
    - Increases vocabulary to reflect a growing range of interests and knowledge.
  - **GPS: SSKCG2– The student will retell stories that illustrate *positive character traits* and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.**
- 5. Integration Suggestion:** This activity could be used to supplement a unit on Life Science (animals), English/Language Arts, or Social Studies.
- 6. Essential Questions:**
- What is honesty?
  - How can I show honesty?
- 7. Materials:** Franklin Fibs by Paulette Bourgeois, Write about Honesty or Draw about Honesty handouts, pencil, crayons.
- 8. Directions for the Activity:**
- Have a preliminary discussion of honesty (*caring about what you say and do so others will trust you*) with students.



- Hold up the book Franklin Fibs by Paulette Bourgeois and make predictions about what the book is about from the title and cover artwork.
- Read the book Franklin Fibs by Paulette Bourgeois to students and have a discussion about fact and fiction after reading the book.
- Have a discussion about how telling a lie versus telling the truth makes us feel. Talk about how these feelings influence how we behave. It is sometimes harder to tell the truth, but it is always easier to live with and making a good choice. When parents and teachers trust us because we show honesty, we get more chances to do things. If we are not honest and do not tell the truth, parents, teachers, and friends will learn not to trust us. Be trustworthy and honest and pick friends who are also trustworthy and honest.
- Honesty at school means you do your own schoolwork and asking your teacher for help if you need it.
- Have students demonstrate what telling a lie looks like with their faces. Then ask them how that feels. Then, have students demonstrate what telling the truth looks like with their faces and how that feels. Have students tell which face feels better.
- Pass out the lie vs. truth drawing and writing sheet (see the end of document). Have students draw and write about the activity they just demonstrated with their faces. Allow students to color their papers when they are finished drawing or writing.
- Walk around the room and provide assistance as needed.

9. **Time Needed:** 30 minutes

10. **Modifications:**

- **Other grade levels:** Upper elementary or middle school students can write a graphic organizer and/or an essay at stage 5 or higher on the state writing rubric about honesty.
- **EIP/ELL:** Students can work in a small group facilitated by a teacher or paraprofessional.

- ***Gifted:*** Gifted students can write a story about a historical figure that demonstrated honesty and read their story in their reading group.



Name \_\_\_\_\_

Date \_\_\_\_\_

Honesty—caring about what you say and do so others will trust you.

Lie

Truth



Handwriting practice lines for the word 'Lie'. The lines are arranged in a grid with dashed midlines for letter height guidance. There are four rows of lines for practice.

Handwriting practice lines for the word 'Truth'. The lines are arranged in a grid with dashed midlines for letter height guidance. There are four rows of lines for practice.

