

Introduction To Honesty

Honesty

Kindness

Wisdom

Integrity



Honesty is telling the truth and being sincere.

Activity 1



Aim(s)

- To introduce the concept of honesty.
- To explore when to be honest.



Resources

- Flipchart and pens if you want to write up your discussion.
- Internet connection to watch a video.

OPTIONAL



Delivery Guide



This works best delivered as a group discussion.

Start this activity by talking about the Readers' Digest Study in 2013 that wanted to see how honest people in different cities were. Reporters visited 16 different cities across the world and dropped 12 wallets in each city. Each wallet contained money, pictures, and an address. See this short video to see how many wallets were returned:

www.youtube.com/watch?v=O4wOfeoNYLg (available 8/16)

Ask the group what they think. Is it a good way to compare how honest people in different cities are? If not, why not?

1. Ask them what honesty means to them. Following on from the video, their first answers may be connected to handing in lost property or not stealing. However, ask them to think about whether honesty is about more than that.

Things that may come up include:

- It means telling the truth.
- It means being what you say you are.
- It means acting in the way you say you're going to.
- Honest people don't lie.
- Honest people do what they say they're going to.

2. Is honesty important?

Think about it in relation to the world generally as well as their specific lives. Is it important to them? Then think about whether it's always important. Are there ever times when it's good to lie?

Things that may come up include:

- If you're trying to be kind about something, it might be good to lie.
- You might lie to protect someone.
- You might not be truthful if someone asks about something that you think is private.
- You might lie to get out of trouble.

Points to highlight

- It is not as simple as always being completely honest at all times. You have to judge it by the situation and balance it with the need to be kind and with other virtues. You need good sense or wisdom to decide.

Activity 2

Aim(s)

- To explore the barriers to being honest.
- To practice honesty in real-life contexts.

Resources

- *Ordinary Lies* Power Point.
- *Honesty Scenario* Cards.
- Flipchart.
- Post-it notes.
- Pen and paper.

Delivery Guide

Part I

Show the Power Point slide of the scenario taken from the BBC TV programme *Ordinary Lies* and think about Marty's situation:

In Episode 1 of the BBC show 'Ordinary Lies' salesman, Marty McLean, receives a final warning from his boss for being late. He knows he can't afford to lose his job.

However, when another heavy night of drinking leads to him sleeping through his alarm, Marty fears he's finished. He calls work and, in a panic, tells the drastic lie that his wife, Katrina, has tragically died.

Split the young people into two groups.



Depending on the number of young people you're working with, you may need to split them into 4 groups, with 2 groups focusing on one question.

Ask one group to come up with how Marty benefits from telling the lie, and the other group to come up with the ways he suffers from telling the lie. Answers that might come up include:

How he benefits:

- He keeps his job; the boss will understand him being late.
- He gets attention and sympathy from everyone.
- He has an excuse for not being on time/for turning up late.
- He can get away with more – his boss won't want to tell him off or punish him.

How he suffers:

- He has to continue with the lie and remember what he said.
- He has to always pretend to be upset and grieving.
- He has to keep the lie with all of his friends and family as well as at work.
- He's going to get found out eventually and he'll lose his job.
- He'll have to hide his wife and family from anyone he knows.

Get them to feed back their thoughts to the other group(s).

Part II

There are lots of different scenarios where people stand to benefit from honesty and/or dishonesty. Hand out the scenario cards (or write these scenarios on flipchart paper or on the board). If you have time, ask the young people to come up with a few scenarios of their own. You can do this activity in three different ways:

Option 1 Role Play



Ideally this needs to be done in groups of twos or threes, but could be completed in slightly bigger groups. If there are just 2 of you, you can choose a situation, act it out and then answer the questions together.

Break the young people into groups and give each group one or two scenarios.

- Ask them to act a scene based on the scenario: for instance, the scenario about pregnancy could be a short scene with the girl telling her boyfriend she's pregnant, him expressing shock and being unsure what to do, her begging him not to tell anyone.
- They then need to think about what they would do in the situation and do a short scene to represent that. In the pregnancy scenario, they could act out a scene where the boy goes to his parents and tells them his girlfriend is pregnant, showing their reaction.

Give the groups a bit of time to rehearse and then get them to perform it in front of the rest of the group.

At the end of each scenario, ask the audience to consider the following questions (some example answers in brackets for the pregnancy scenario):

- **What honesty or dishonesty was shown in this scenario? By who? Do you think they were right?**
(The girl was being honest telling the boy she was pregnant, the boy was dishonest when he told the girl he would keep it secret, yet telling his parents. He was being honest by telling his parents, though he betrayed his girlfriend's trust.)
- **Did anyone gain anything by honesty or dishonesty?**
(He may have gained help by telling his parents.)
- **Did anyone lose anything? Did they hurt anyone?**
(His girlfriend lost her trust in him and this would have been upsetting for her.)
- **What made it more difficult for the characters to tell the truth?**
(He wanted to agree to keep it secret so he didn't upset his girlfriend more. She was nervous about his reaction so she didn't want to tell him.)
- **How would you have acted in the same situation?**

Option 2 | Hot Seating

Give each young person a scenario and make sure they have read through it and understood it all. Put a young person in the 'hot seat' and get them to read out their scenario to the rest of the group. Invite the rest of the group to ask any questions about the situation, then ask the young person in the 'hot seat' to answer what they would do in the situation and why.

At the end, ask the above questions to the group.

Option 3 | Drawing/writing

Give each young person a scenario and get them to create a comic or piece of creative writing to represent their situation (this can even be created on the computer as an animation). They can then present it back to the class, highlighting the areas that show the honesty/dishonesty and who gained or lost.

Points to highlight

- Situations make it easy or difficult for people to be honest/dishonest; there are temptations and barriers, and lots of things to gain or to lose.
- There are consequences to being honest or dishonest.
- There are opportunities to be honest or dishonest every day, and you need to use wisdom and good sense to be able to make the right decisions.



Extension Activities

You could organise a game of 'Would I Lie to You?', "where economising with the truth plays dividends"! There is an example of the TV show here: www.youtube.com/watch?v=q3kiTRmrobQ (available 8/16).

There are a number of ways you could play this game:

- Two teams of young people, chaired by a facilitator, stating individual facts about themselves that the other team have to say are true or false.
- A team of young people each stating the same fact as if it were about themselves, while the other team (or individual) have to guess who it actually relates to.
- In pairs, where one person reads three facts about themselves (one of which will be fake) while the other person has to identify the untrue fact.



Links to Other Areas of the Curriculum

Drama:

The role play section links to drama.

Art and Computer Skills:

The drawing/animation section of Activity 2 can be linked with Art and computer skills.

PSHE:

The honesty scenarios/dilemmas can link with PSHE.

