

# ***‘What’s the Buzz?’* for EARLY LEARNERS - Lesson 12 of 16**

## **Honesty – *‘telling the truth’***

### ***“Archie and the Lego dump truck”***

#### **Key social principle**

Being honest is one of the most important foundations for strong, healthy relationships with others because it builds trust. This lesson aims to define honesty and place a stamp on its importance. It also explores why some people are tempted to be dishonest, or tell lies, and what the consequences might be.

#### **Materials required for lesson 12**

- Chairs or mats on the floor to mark out a social circle for the children to sit on
- Whiteboard/ butcher’s paper and markers
- Write a simple outline of the lesson on the whiteboard/ butcher’s paper for students to see
- Display the *What’s the Buzz?* GROUP VALUES (located in the introduction for photocopying)
- Organise ‘thumbs up’ and reminder cards, or similar, to strengthen the children’s responsive behaviour (also located in the introduction for photocopying or at [www.whatsthebuzz.net.au](http://www.whatsthebuzz.net.au))
- Have Archie’s story ready to read to the children. This can be done directly from this lesson. Or, for a small registration fee, you can download each of the 32 Archie images - there are 2 for each lesson - in full colour to fill your electronic whiteboard as you read the story. An **‘Archie BIG BOOK’** for you to read to students, and for students to hold and use again and again is also available from; <http://www.whatsthebuzz.net.au/main-menu/to-purchase-whats-the-buzz>
- Photocopy the Role-play cards; honesty cards (located in the photocopyable resources at the end of this chapter).
- Prepare handouts for parents(s);
  - 1 copy of this lesson for each parent to read
  - 1 copy of ***After the Buzz, social thinking ideas for parents*** for each parent to read (***After the Buzz***, immediately follows this lesson)

#### **Explanation**

Children aged around four years are rapidly learning the difference between reality and fantasy. As a consequence, the clarity between truth and lies, and right from wrong begin to strengthen as well. However, children can be easily frightened into telling lies to avoid discipline, dishonour or humiliation. Most children, in a challenging situation, will consider a dishonest option if they think it will help them avoid negative consequences or avoid disappointing parents and teachers.

Children look to our role modelling, our emotional steadiness and our guidance when it comes to telling the truth in the early years. So rather than reacting hotly to a lie that’s just been uncovered stay calm and state what the expectation is, and state a solution. For example, you might say to your child, "I know you did this and you know we never draw on the walls. Let’s get some soapy water and you can help me clean it away." Then, as you finish up cleaning the wall together, you might give a high five and say, "Thanks for helping out. Never do it again, okay?" This approach is so much better than shouting, "Don’t lie to me. Why did you do that? You are so naughty. Get to your room while I clean this up!" When it’s really serious a punishment may be required, but deliver it rationally so your emotion and their dignity stay intact.

Also bear in mind that creativity and competitiveness is at a high point in these early years. This, in conjunction with momentary lapses in self-control and impulsivity, is bound to blur good judgement from time to time. Before they know it, they’ve taken the last sweet or chocolate that belonged to their brother, and to make things worse, they flatly deny it!

What about imaginary friends, superhero fantasies, and fanciful talking? Firstly, youngsters around this age play pretend games and play with their soft toys, dolls, cars and trains as if they are truly alive. Having an imaginary or invisible friend is not evidence of a troubled child - far from it! It is a unique expression of their imagination, so let them be in charge of their imaginary friend. Many will blame them for misbehaviour as a 'socially acceptable' way to avoid trouble. More often imaginary friends are a source of comfort. They help children cope with all kinds of things from trauma and day to day worries, as well as the acceptance of new ideas. There is also the aspect of gaining a sense of competence as they care for their imaginary friend. Sometimes, when a child's behaviour needs to be checked it is perfectly acceptable to excuse the imaginary friend and gently, but directly, call the child to account for their behaviour. Yes, you can nurture a child's imagination while teaching them the importance of honesty.

In summary, most young children display dishonest moments in the early years. It should not be cause for alarm. In a few instances, children do this for longer and repeatedly lie because they have a faulty logic that says it is likely to keep them out of trouble or will get them attention. This can become a troubling habit. It's important for teachers and parents to address persistent dishonesty and lying in a straightforward manner that will promote the truth. Our focus is to guide children without harshness and resentment. The quality of our response to their dishonesty will be a significant predictor as to how quickly they'll acquire the skills we seek.

## 1. ***What's the Buzz?***

As usual, start by greeting each child warmly as they enter.

Have the chairs or mats set up in a social circle for them to sit on and a brief lesson plan on the whiteboard or butcher's paper. As soon as the children are settled, comment on their calm, relaxed bodies. Mention how this gives them the best chance to listen, watch, think and be friendly. Hand each of them a 'thumbs up' feedback card to reinforce this cooperative behaviour. Gesture towards the GROUP VALUES and acknowledge how well the children are following them.

**TEACHING POINT** - you may wish to begin by asking if anyone has used any of the skills learned so far, or comment on someone you've seen using them. If not, move to 'Archie's story'.

### **Archie's story**

Explain to the group that today in the story Archie faces a big challenge. Begin by reading the questions below, but you don't need to draw answers from the children at this point. Use them as a means to tune the group in.

"I wonder if you've ever had the same challenge that has Archie today?"

"Have you ever told a lie?"

"Have you ever wanted something so much that you wanted to steal it?"

"If you did, how did you feel after you took it knowing it was not yours?"

Let's begin the story.

### **"Archie and the Lego dump truck"**



*You can download the images to accompany this story. They are in colour and will fill your electronic whiteboard as you read to the children. There are 2 Archie images for each of the 16 lessons. In addition, 'Archie's BIG BOOK' can be purchased from <http://www.whatsthebuzz.net.au/main-menu/to-purchase-whats-the-buzz>*

It was a rainy Saturday and Archie had run out of things to do. Suddenly his mum surprised him with the news they were about to visit his friend Oliver for a play. As Archie clipped his seatbelt on, he told his mum how much he wanted to play with Oliver's Lego. Of all the people Archie knew Oliver had the biggest collection of Lego, and it just kept growing! This was going to be a great afternoon.

Oliver opened his front door. He was holding his latest piece of Lego above his head bouncing up and down with excitement. It was the amazing Lego dump truck that Archie and all his friends wanted so badly. The boys ran up the stairs and disappeared into Oliver's bedroom. As Archie looked around his eyes grew wider and wider and wider. Oliver's collection was much bigger than it was last time he saw it. For a moment Archie felt jealous of Oliver because he had so much Lego.

Archie pushed away his jealous thoughts and let his excitement grow. He turned around to see Oliver coming towards him carrying a big box of Lego cars and trucks just waiting to be built. Archie's heart raced with delight and very quickly they began to look at the small boxes inside the big box. As Oliver opened one of the small boxes, he sighed, "Oh no, it's another dump truck! I've already got one!"

Archie's eyes lit up and his heart was full of hope. Maybe Oliver would give him the dump truck. Oliver knew that Archie loved the Lego dump truck. Oliver threw the small box with the Lego dump truck in it to the side and picked a police car to build instead. He looked at Archie and asked, "What are you going to make?" Archie suggested the dump truck, but Oliver said, "No," because he'd already made one before. To make Oliver happy Archie chose a crane, even though it was the same as the one he had built at home.

The boys played happily and built Lego all afternoon. Yet, Archie never lost sight of the small box with the dump truck in it. It lay on the floor just under the bed. When it was time to go Archie asked Oliver what he was going to do with the spare dump truck. Oliver shrugged his shoulders and said, "I don't know. Maybe give it away..." Archie shot a pleading look at Oliver and was about to ask if he could have it, but before he could say anything his mum took him by the hand and began walking towards the front door with him.

Archie's mind raced. What if Oliver gives it to someone else?

Archie couldn't miss this chance.

He let go of his mum's hand and told her he had left something behind in Oliver's room. Oliver was already outside. Archie ran back into the bedroom and grabbed the dump truck. He dropped it into the deep pocket of his coat. As he climbed back into the car Archie felt a lump in his throat. He didn't feel as happy about having a Lego dump truck as he thought he would.

As he waved goodbye to Oliver he wondered whether Oliver would notice that the dump truck was gone. Archie felt the stolen dump truck with his fingertips. He felt bad. He felt guilty. When his Mum asked him if he was okay, Archie didn't know what to say...

## 2. *Show me the Buzz*

Pause, and let the children know how pleased you are about the way they listened to Archie's story. Immediately hand each child a 'thumbs up' feedback card to strengthen this cooperative behaviour.

### **Ask the group:**

"What challenge did Archie face in the story?"

"Does anyone know what he could do to make things better?"

**TEACHING POINT** - being honest and telling the truth builds trust in relationships. It's important. What about 'white lies'? Some people think if you don't say the whole truth, then it's a lie. Other people say that sometimes you should not say a 'truth' that might hurt a person's feelings. They say a 'white lie' is caring and is socially polite.

*Here's an example; your friend shows you their new sneakers. They love them and feel very proud wearing them, but you don't like them. They are waiting to hear what you think. Do you choose a 'white lie' to care for their feelings and say, "It's great you got the colour you liked." Or, do you tell the truth and say, "It's great you got them, but I don't like that colour. It's yucky."*

If you think your group has the capacity to deal with 'white lies', then introduce the concept. Ask the children what they think. Is there a place for 'white lies'? Tease out this complexity.

Today, for the role-plays, organise the group into pairs. You may choose to arrange the children yourself, let them choose, or use one of the pairing strategies outlined in the introduction.

Hand each pair a 'Role-play Card' and as you do read it to them - they are brief and easy for the children to remember (These are located at the end of this lesson ready to photocopy and use). The idea is for each pair to practice how-to problem solve the situation by being truthful and showing good friendship. A guiding word; it may

be useful to give the same role-play to several of the pairs as they'll perform the role-plays differently and this will provide plenty of scope for discussion.

### Role-play topics – 'Honesty'

1. You are walking behind someone, and some money falls from their back pack. They don't know it has fallen out and you pick it up. What will you do?
2. Chelsea is your friend. She has just drawn another picture. It's not very good and she asks you if you like it. What will you say?
3. You find a beautiful old gold key in the school yard. You'd love to keep it, but can see its owner playing nearby. What will you do?
4. A five dollar note is on the ground next to the school canteen. You and your friend find it. What will you do?
5. You broke your sister's Lego castle by accident. She thinks it fell off the table. You tell her the truth. Show us how to do it.
6. You're starting a spelling test and you haven't learnt your words. Your friend, who sits next to you, always knows them. What will you do?
7. Your friend shows you their new haircut. It's really short and they don't like it. It is not good. They are waiting to hear what you think. What would you say?
8. Your friends, Abbey and Wil, each have a new puppy and are holding them for you to pat. Suddenly, Abbey says, "Which one do you think is the best?" What would you say? You want to be honest, but you don't want to hurt anyone's feelings.

Let's practice! Remember to provide each group with loads of encouragement and direction as they practice. As always, circulate between the pairs and deliver plenty of feedback cards to motivate them to be ready to perform in a few minutes. Once the pairs have finished practicing perform role-plays in the middle of the social circle. Encourage the group to show great audience manners and give optimistic feedback.

Reminder - you may wish to use your iPad, camera or smartphone to video or photograph the role-plays today. This gives you the option of adding their images with specific captions to the *big book*, or to the children's 'role-play video diary'.

In this way the lessons can be tracked and the children can review the footage of their role-plays over time. This is an engaging way to re-experience and strengthen the key social principle from each lesson.

### 3. ***Do you know the Buzz?***

Get ready for this fast moving question quiz time. These activities provide a chance to assess the extent students have grasped the key social principles. Arrange the group in the social circle. Ask them to listen carefully as you read the "What if" questions. Their job is to find a good answer quickly. Have the 'thumbs up' feedback cards ready and be sure to reward everyone's best efforts.

#### ***"What if" questions***

"What if" you found your birthday gift before your birthday and opened it? What would you say to mum or dad that was truthful?

"What if" your sister got a fancy eraser that you wanted? You felt jealous, took it and put it in your pocket. Later, she asks you if you've seen it. What would you say to her that was honest?

"What if" you saw your friend being mean to Jade, a quiet new girl at school? Your friend tells you that you can't play with Jade because she doesn't like her. What would you say that was truthful and kind to your friend?

"What if" you saw your friend being mean to Jade, a quiet new girl at school? Later, at class meeting, the teacher asks everyone if anyone knows why Jade got so upset at lunch time. What would you say that is truthful, and helps Jade and your friend as well?

*“What if”* your mum puts on her new pair of pants to show you? You don’t like them, but you know she does! She asks, “Do you like my new pants?” What would you say that was honest and kind to mum?

*“What if”* you knock over a glass of water on the dining table? You’re having such a good time playing you don’t clean it up. Later, dad discovers the photos he left on the dining table are wet and wrecked. He asks if anyone knows what happened to the photos. What would you say to dad that was truthful and helpful?

*“What if”* you find a half open packet of chips on the kitchen bench? You grab them, eat them and throw the packet away. No one says anything, but you feel guilty. What would you say that is truthful and might help your guilt go away?

*“What if”* you are not allowed to carry your baby sister, but you pick her up and drop her? She hits her head on the floor. She can’t talk yet and Dad asks you why she is crying so much. What would you say to dad that was honest?

### ***“Thumbs up” and “thumbs down” quiz***

It’s time for fast thumbs! Explain to the group that if they think what you say is true, they are to put their thumbs up. If they think what you say it is not true, then they put their thumbs down. If they are not sure, or want to comment, they place both thumbs on the side. Ask the children to get their thumbs ready! Have the ‘thumbs up’ feedback cards ready to reward everyone’s finest efforts.

#### ***Quiz statements***

Try to tell the truth.

It’s okay to tell lies.

Your friends will trust you more if you are honest.

Mum and dad will be disappointed if you tell lies.

Mum and dad will be proud of you when you tell the truth.

Teachers expect you to tell the truth.

It’s okay to lie if you don’t get caught.

It’s wrong to steal.

Calling someone a ‘liar’ or a ‘thief’ is not a friendly way to fix a problem.

If you take something that is not yours - be honest and return it.

Being kind to others is one way to be honest.

## **4. *The Buzz***

***The Buzz*** is a chance for participants to play games that help strengthen their connection with one another and the skills central to the lesson. Remind the group to have fun, be encouraging and give caring feedback to each other!

### ***Game, mixed up body parts*** (enjoyable for all ages)

For this game it is best to sit participants in a social circle. Start off by pointing to your elbow and call it your “foot”. Then, look at the group and ask, “Do you see the idea? That’s right, I’m telling a lie!” Older children will catch on fast, but younger groups will need a practice run or two, around the circle first.

Once everyone is ready the game begins with each player taking a turn to touch a body part and deliberately calling it a different body part name. This is a fast moving game and anyone who cannot respond quickly is out. Last players remaining win!

### ***Game, am I telling the truth?*** (passive for younger children)

Seat the group in a social circle. Let them know you are about to play a game about telling the truth. The idea is to say something about themselves that maybe the ‘truth’ or a ‘lie’. The group has to guess whether it’s ‘true or false’. A good way to play this game is to ask each participant for their opinion before the person who’s made the statement reveals the truth. It will be useful to demonstrate this yourself to begin with.

Possible statements;

*I am wearing jeans today.*

*I am a girl.*

*My hair is short.*  
*I have a brother.*  
*I love cats.*  
*I am wearing a hat.*  
*I have two feet.*  
*My favourite colour is red.*  
*I have been in a plane.*  
*I am tall for my age.*

**Game, two truths, one lie** (passive for older children)

This is similar game, but just a little trickier! Not only does it fit the theme of the lesson, but offers a way for students to give a little information away about themselves. Explain that each of them will be given a turn to say two things that are 'true' about themselves and one thing that is a 'lie'. Coach the children to deliver their statements with confidence. The rest of the group will try to guess which statement is the 'lie'. Guessing the lie is the aim of the game! The best idea is for you to begin so they can model how it is done.

**Game, the detective and the thief** (passive for all ages)

Once again, sit participants in a social circle. First, a volunteer to play the detective is required. Direct them to leave the room and move away until invited to come back in. Once the detective has gone, choose someone who wishes to be the thief. In hushed voices, so the detective can't hear, discuss the physical attributes of the thief. When everyone is ready to start invite the detective back in. As the detective enters call out, "thank you for arriving so quickly. My new phone has been stolen and we need your super detective skills to find the thief and have it returned!"

The detective is permitted to ask three, four or five questions (depending on the number of children in the group and their ages) in order to find the thief. They can ask their questions to any group member, but will only receive a "yes" or "no" reply. Coach the detective to phrase questions so they can be answered with a "yes" or "no";

*"Is the thief a girl?"*

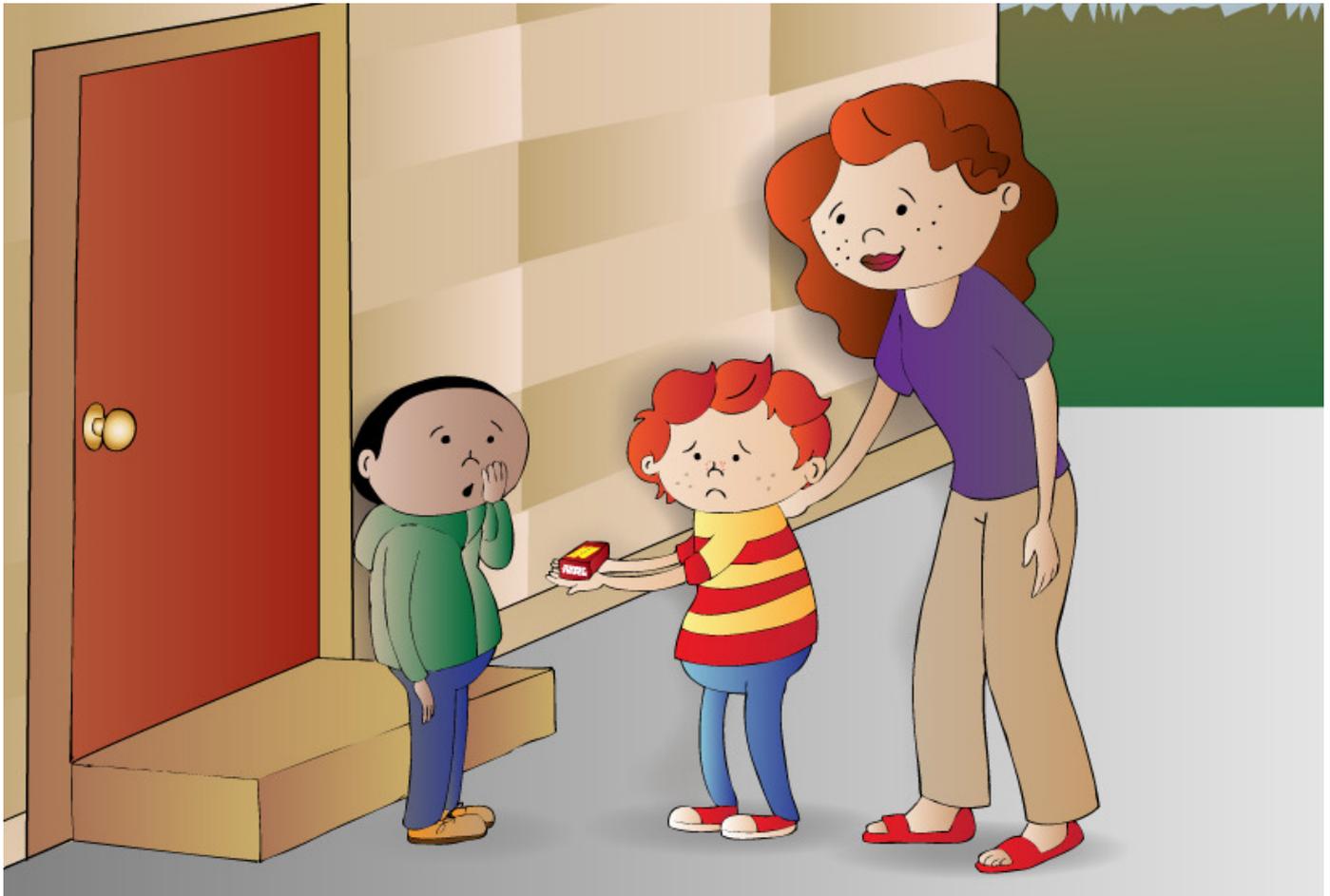
*"Does the thief have blonde hair?"*

*"Is the thief tall?"*

*"Is the thief wearing new blue and white runners?"*

## 5. *Goodbye Buzz - "Archie has to wait"*

### *"Archie and the Lego dump truck"*



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Do you remember how the first part of the story finished? Here it is.

Archie's mind raced. What if Oliver was about to give him the dump truck? And, what if Oliver gives it to someone else?

Archie couldn't miss this chance.

He let go of his mum's hand and told her he had left something behind in Oliver's room. Oliver was already outside. Archie ran back into the bedroom and grabbed the dump truck. He dropped it into the deep pocket of his coat. As he climbed back into the car Archie felt a lump in his throat. He didn't feel as happy about having a Lego dump truck as he thought he would.

As he waved goodbye to Oliver he wondered whether Oliver would notice that the dump truck was gone. Archie felt the dump truck with his fingertips. He felt bad. He felt guilty. When his Mum asked him if he was okay, Archie didn't know what to say...

Here's what happened next...

By the time mum drove into the driveway Archie knew what he'd done was wrong. He'd stolen something that belonged to someone else. He felt ashamed of himself and didn't want that Lego dump truck anymore. He couldn't play with it at home because his mum, dad or sister would see it. He couldn't take it to school because Oliver and his friends would see it. He couldn't leave it at home because mum would find it. Archie began to think how he could make the stolen Lego dump truck go away.

His first idea was to put it in the rubbish bin so it would be thrown away. Then he thought he could dig a very deep hole in his sandpit and bury it. Maybe he could make out Oliver gave it to him? Every idea was too risky, but more than this, Archie couldn't believe that in that one moment he had made such a bad choice. Stealing is wrong.

"Archie, are you okay? His mother asked again.

His mother's voice made Archie jump, and before he could think he answered mum's question, "Mum, I'm sorry but I took Oliver's Lego dump truck. It's here in my pocket."

Archie reached into his pocket and pulled it out to show mum.

"Don't worry, Archie, accidents happen. I'm sure you didn't mean to take it," replied mum.

"I did, mum. I ran back up to Oliver's room and I took it. It's just that I've always wanted one and Oliver already had one and he said he might give it away anyway," Archie quietly sobbed.

Very quickly mum understood that Archie had made a bad choice and now wanted to make things better. She was disappointed that Archie had stolen, but proud of him for telling the truth. Mum suggested that they drive right back to Oliver's to return the Lego Dump truck. Archie felt ashamed, but knew he had to do it because he wanted to fix the nasty feeling that stealing had left him with.

By the time Archie stood with Oliver he'd had time to think about what he wanted to say, "Oliver, could you please take your Lego dump truck back. I took it when you weren't looking. That was wrong and I hate that I stole from you. I'm sorry. Can we still be friends?"

Oliver looked confused. He looked down and took the Lego dump truck from Archie's hand. Then he looked into Archie's eyes for what seemed a very long time. "That's alright, Archie," Oliver said softly, "You made a mistake and now you've fixed it. You were brave to come back and tell the truth. Come on, come back up to my room and let's do more Lego."

"That's very kind Oliver, but I think Archie has had enough Lego for one day," answered mum.

Archie and mum headed home again in the car. It was a quiet ride home although Archie did ask one question, "Mum have you or dad ever stolen anything?"

"Yes, Archie", responded mum, "I took something from a shop once when I was a girl, and my father made me take it back and say sorry. I'm glad he did as I learnt never to do it again. I hope you feel the same way, my boy!"

## ***After the Buzz, social thinking ideas for parents and caregivers***

### **Lesson 12 of 16: Honesty – ‘telling the truth’**

#### **Key social principle**

Being honest is one of the most important foundations for strong, healthy relationships with others because it builds trust. This lesson aims to define honesty and place a stamp on its importance. It also explores why some people are tempted to be dishonest, or tell lies, and what the consequences might be.

**After the Buzz** offers ideas for parents, guardians and educators to encourage the generalisation of the social skills the children have gained in the session. Children rely on continuing commitment to consolidate these skills by modelling them, and emphasising the language and the ideas used in the lesson. Here are a few ideas parents can work with at home to support the quality of their child's, 'Honesty'.

#### **The starting point**

Remember that the vast majority of children lie at times. Please understand that when your child is dishonest it is a snapshot of their point of development. Try to see it this way rather than feeling as though they have committed an awful sin. Young children are at the mercy of many fickle life forces such as poor impulse control, jealousy, greed, competitiveness and much more, and given this, they will often blurt out a lie to cover up and wiggle out of trouble! It's important to treat the lie in a straightforward manner that will eventually promote honesty, and discourage deceit.

#### **Just talk about it**

Generally, there are three reasons children tell lies; fantasy, bragging or to prevent an unfavourable outcome.

**Preschoolers often tell fantasy lies** - "I went to Sea World this morning," they might say. "Oh? Is that something that's really true or make believe?" This can help youngsters see the difference between reality and pretend.

**Some lies are inspired by a child's need to brag** - it may be that they were feeling unconfident at the time or wanted to gain attention.

**All kids lie to get out of trouble sometimes** - always state, very briefly and matter-of-factly, that you will double-check the facts and get back to them.

#### **Role-model honesty**

As always, role-model the behavior you want from your child. There is no other way – it takes truly truthful work to demonstrate honesty. Children quickly pick up on what's going on around them. For example, if grandma phones and asks if she can drop by for a visit and your child overhears you saying you are about to go out (because you don't want to see grandma) children pick up on your dishonesty. If you do find yourself in a situation like this, here's a precious moment to let your child know that you told a lie.

#### **We tell the truth**

Promote your expectations about honesty by having a family rule that states, 'We always tell the truth to each other.' Explain that everyone makes mistakes, but owning up rather than covering up with more lies will always cause trouble.

Telling the truth versus hurting the feelings of another is a skill that children can benefit from discussing. For example, kids need to know that they don't necessarily need to announce to their friend, "That's an ugly T- shirt," just because they don't like it and want to offer an honest opinion. Balancing honesty with care is a sophisticated social skill sometimes referred to as 'white lies'. This is always a work in progress.

#### **A helpful warning**

It can be helpful to give kids one warning when you're confident they're lying, but never call your child a "liar."

*When you think you've heard a lie try this, "Don't give me an answer right now - I'm busy - but when I come back tell me the real truth." Then, walk away! Allowing kids a little thinking time is a great option.*

*When you think they're about to lie try this, "I noticed you haven't brushed your teeth. You can show me your teeth now, or you can go and clean them."*

*When you think you've heard another lie try this, "I can give you one chance to tell me what really happened. If I catch you lying, you will receive an extra consequence."*

*When you think you've heard yet another lie, try this, "Hey, we all make mistakes. It's important for you tell me the truth. I'll give you a couple of minutes to think so you can tell it."*

Hopefully your child will feel safe enough to give you the truth. The idea is to tread lightly and show empathy, as tell-offs and confrontation are blunt tools to achieve honesty or obedience. Make it clear that lying is not useful and they will be held accountable. Next, it's time for the correction. To do this you might say, "What can we do to stop this from happening again?" Let your child come up with solutions. Let them own it. Then move on.

### **A natural consequence**

Talk to your child about the natural consequences of lying. Explain that if they lie too often it will be hard for you to believe them, even when they're telling the truth. Read the story, or take a look at 'The Boy Who Cried Wolf' - <http://vimeo.com/8663457>- it portrays that there's no believing someone who lies, even when they're telling the truth!

### **An optimistic change**

If you feel that your child has a wicked habit of telling lies, why not develop a plan to help them rebuild honesty and trust? You can easily set up a simple behaviour agreement that links more privileges with their willingness to be more honest. When you catch your child telling the truth praise them, and say, "I know it was hard to tell me you broke that glass, but I'm so glad you were honest about it." Reward the truth. Focus as much as you can on what they are doing right. So when your child is truthful, particularly when they own up to something without being prompted, praise their bravery and honesty.

# Photocopiable and Online Resources

These resources can also be downloaded from [www.whatsthebuzz.net.au](http://www.whatsthebuzz.net.au)

## Lesson 12 of 16: **Honesty – ‘telling the truth’- Role-play cards**

### ***What’s the Buzz? Lesson 12, Role-play Card***

### **Honesty - ‘telling the truth’**

You are walking behind someone, and some money falls from their back pack. They don’t know it has fallen out and you pick it up. What will you do?



### ***What’s the Buzz? Lesson 12, Role-play Card***

### **Honesty - ‘telling the truth’**

Chelsea is your friend. She has just drawn another picture. It’s not very good and she asks you if you like it. What will you say?



### ***What’s the Buzz? Lesson 12, Role-play Card***

### **Honesty - ‘telling the truth’**

You find a beautiful old gold key in the school yard. You’d love to keep it, but can see the girl who owns it playing nearby. What will you do?



### ***What’s the Buzz? Lesson 12, Role-play Card***

### **Honesty - ‘telling the truth’**

A five dollar note is on the ground next to the school canteen. You and your friend find it. What will you do?



**What's the Buzz? Lesson 12, Role-play Card**

**Honesty - 'telling the truth'**

You broke your sister's Lego castle by accident. She thinks it fell off the table. You tell her the truth. Show us how to do it.



**What's the Buzz? Lesson 12, Role-play Card  
truth'**

**Honesty - 'telling the**

You're starting a spelling test and you haven't learnt your words. Your friend, who sits next to you, always knows them. What will you do?



**What's the Buzz? Lesson 12, Role-play Card**

**Honesty - 'telling the truth'**

Your friend shows you their new haircut. It's really short and they don't like it. It is not good. They are waiting to hear what you think. What would you say?



**What's the Buzz? Lesson 12, Role-play Card**

**Honesty - 'telling the truth'**

Your friends, Abbey and Wil, each have a new puppy and are holding them for you to pat. Suddenly, Abbey says, "Which one do you think is the best?" What would you say? You want to be honest, but don't want to hurt anyone's feelings.

