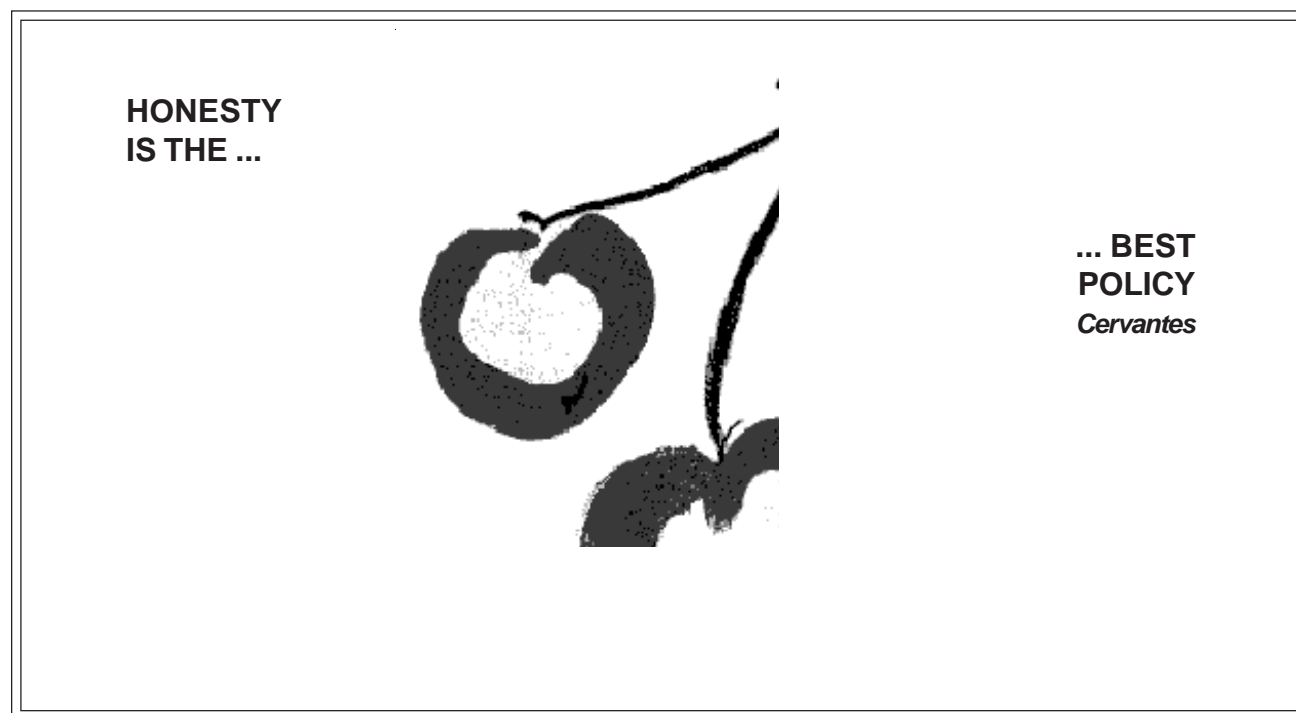


ACTING WITH HONESTY

Objective: To stimulate thought on the effect of being honest on both myself and on others

Key Words: honesty, dilemma, corridor, conscience, miserably, relived

QUOTATION/THEME FOR THE WEEK



Ask volunteers to give true life examples of when honest action which they thought might get them into trouble, actually turned out for the best.

SILENT SITTING

Steps 1, 2, 4, (See page 40)

Step 5: Imagine you find a £10.00 note on the pavement outside a local shop ...

You see a lady walking in the distance with a shopping bag.

See yourself going to her to enquire if she has lost some money ...

She looks in her purse and says she has lost £10.00.

She is very upset.

You give her the £10.00 and she smiles in relief ...

She gives you 50p reward for being honest, but you give it back.

You feel happy that you have been honest and kind.

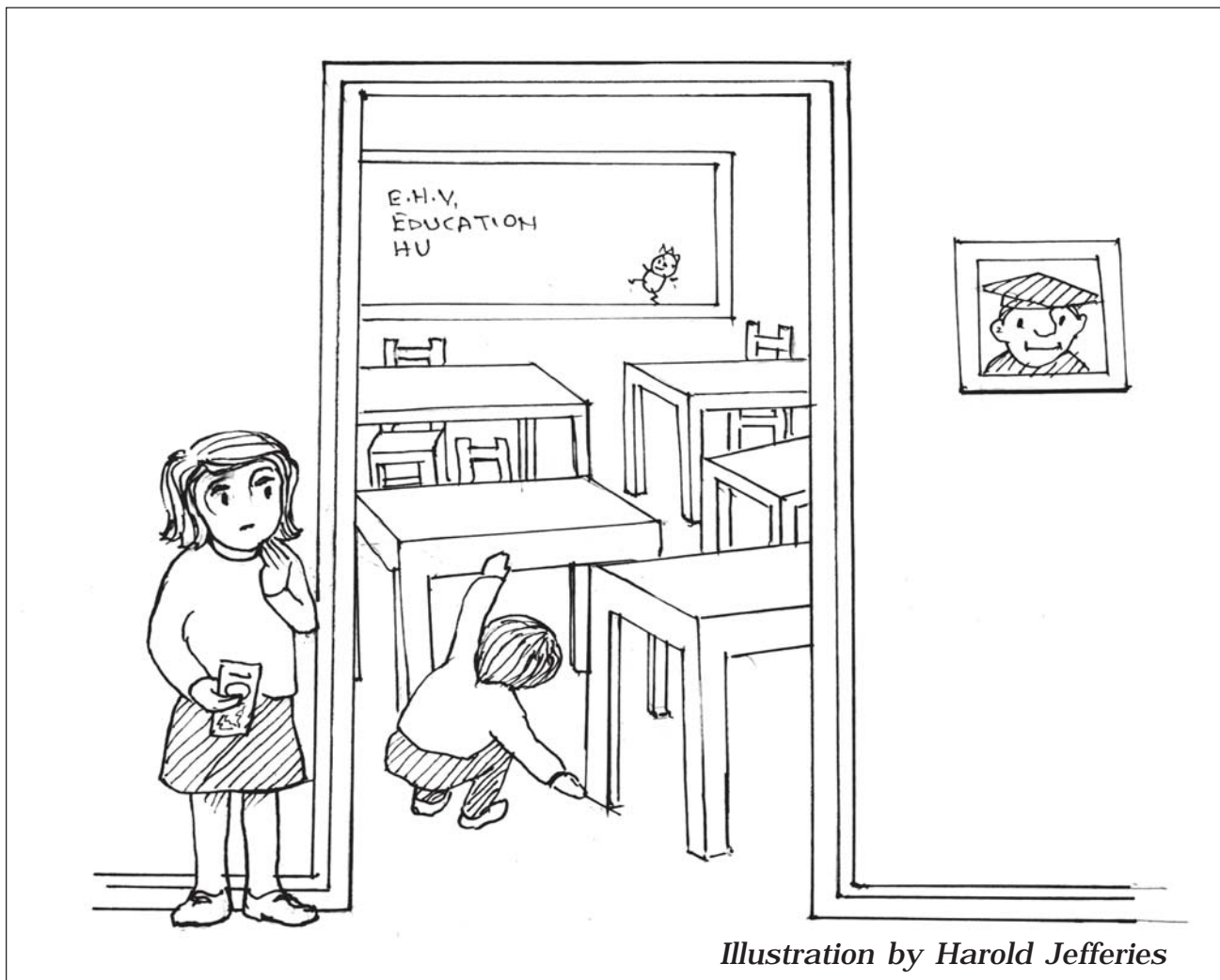
Step 6.

STORY

DOING THE RIGHT THING

It was break-time at school and Brenda was the last to leave the playground. On her way to the classroom she noticed something lying on the ground - it was a £10 note! Glancing around to see if anyone was in sight, she quickly picked up the note and put it in her pocket. She had had a new computer for her birthday last month and she was anxious to buy some more games for it. The £10 would come in very useful.

Back in class, Brenda looked around and wondered whose the money was. But at once she put such thoughts out of her mind, saying to herself, "Finders - keepers; losers - weepers" and she let her thoughts drift back to which game she would buy for the computer. She couldn't wait to get out of school to buy the game. As soon as the bell rang she was ready to leave. Then she noticed that a boy called James was looking for something.



Before she left the room, Brenda went over to James to find out what was the matter.

“Oh, Brenda, a terrible thing has happened. I have been saving my pocket money for weeks to buy a birthday present for my mother. Her birthday is tomorrow. I have saved £10, but now I can’t find it. Please help me look.”

Brenda stood still, feeling slightly stunned. She knew James’s family were not well off and suddenly she thought how she might feel if she were in his shoes and had lost all her savings. She was in quite a dilemma. What should she do? To give herself time to think, she told James to look on the floor in the classroom, while she went to look in the corridor outside. She thought of pretending she had just found the money, but realised she would not be able to live with her conscience if she did so.

Suddenly she made up her mind. “James, I found your money in the playground after break and I was going to use it to buy a computer game. I didn’t realise it was yours, or that you had been saving for so long for your Mum’s birthday present. Here it is. I don’t expect you will want to be friends with me now.” Brenda looked miserably down at her feet for a moment. “But if you do want to be friends,” she added hopefully. “Would you like me to help you choose the present?”

James was so relieved to have the money for his mother’s present back that he did not think about any wrong to himself and replied happily, “Yes, please, that would be great. Let’s go!”

QUESTIONS:

1. What made Brenda want to keep the money?
2. Why do you think she decided to own up?
3. How did you feel when you heard this story?
4. How may she have felt if she had kept the money and spent it?
5. What might have happened if she had kept the money and her classmates had found out?
6. What should Brenda have done immediately she found the money?
7. Does the story remind you of anything in your own life?
8. What values does this story teach?

GROUP SINGING

FEELING GOOD

*(music adapted from a traditional song
and lyrics by Stuart Jones)*

I found a wallet on my way.
Walking down the lane,
I'm going to buy some sweets today,
And a new computer game.

But I don't feel good inside,
I won't sleep well tonight.
However I convince myself
It doesn't make it right.

(Repeat)

But I don't feel good inside,
I won't sleep well tonight.
However I convince myself
It doesn't make it right.

GROUP ACTIVITY

1. Choose a partner with whom you would like to work.
List some situations that could arise where it would be easy to be dishonest and what you would have to do to be honest (e.g. being thanked for something you had not done).
2. Draw a picture to illustrate the story.
3. CHARADES: Miming values related to right conduct.
Put up a list of these values so that everyone can see them.

Ask the children to work in small groups of three or four.

Give each group a value and allow a few minutes for them to decide how to mime their value.

Everyone then sits in a horseshoe shape with one group in the open space. They mime the value. The first person to guess what it is, changes place in the middle with their group and they mime their value.

If the same person guesses the related value more than once and have had their turn, they can choose the next group to play.

Extension exercise/Links to Other Subjects:

Drama link: The children form pairs to role play the story and then discuss the different feelings and emotions that both Brenda and James would have felt. How can these be conveyed through drama and/or symbols?