

## Topic: TRUTHFULNESS

**Objective:** To stimulate thinking about the importance of being truthful.  
How lies and truancy can lead to crime. Being prepared to reconsider existing views.  
Discerning between what is/isn't worthy of respect.  
Weighing respective claims of self-interest.  
Ability to draw meaning from art, poetry, symbolism.

**Curriculum Links:** Citizenship, Drama, English, Geography, Music, PSHE, RE

**Key words:** doubtfully, hesitantly, responsible, wharf

**Materials needed:**

- The Manual or copy of lesson plan
- Page 36 of the Introduction Manual
- CD player
- CD with music for silent sitting
- CD with music for the song

## QUOTATION/THEME FOR THE WEEK



**OH WHAT A TANGLED WEB WE WEAVE  
WHEN FIRST WE PRACTISE TO DECEIVE**  
*Sir Walter Scott*

Discuss the quotation.

Have you ever got into a tangle of lies when you did not tell the truth?

Is telling the truth easier than telling a lie?

Why should we tell the truth?

Do you have experience of what the quotation says from life?

When have you found telling the truth easy?

When have you found it difficult?

What other good values might you need in order to tell the truth?

*e.g. Courage - if you think you may get into trouble, or are being bullied.*

*Confidence - so that you don't make up stories and brag.*

*Tolerance - because people view things differently and may interpret what you say in another way.*

Telling the truth with kindness - finding the positive side of a situation.

When is it all right to keep a secret?

When isn't it all right to keep a secret?

Discuss what we mean by a "white lie"? Are they really white? Are they avoidable?

## SILENT SITTING

Step 1 *(See page 36 of the Introduction Manual)*

Steps 2, 4 *(Optional)*

Step 5: As you listen to the music think of a time when you told the truth without hurting somebody, even though it was difficult.

Feel the pleasure of having told the truth.

Congratulate yourself on having done so.

Know that by telling the truth you have helped to make the world a better place to live in.

Step 6.

## DRAMA

### SHIMERE TAKES A DAY OUT

*by Winifred Matthews*

*The scene is set in Jamaica.*

*Characters: Shimere  
Mother*

*Shimere:* Mum, I didn't go to school today.

*Mother:* *(Surprised)* You didn't go to school! Why? Where were you then? You took your bus money, so why didn't you go?

*Shimere:* I'm sorry, Mum. I met Maria and Luther. They said they were going to the library to revise some geography. They told me anyone taking the geography exam next week was allowed to spend the morning there. I thought it was a bit unusual, but I was pleased about it. I wasn't in school on Friday, so I didn't know they were telling lies. It wasn't until we got into Mr. Cady's boat and he sailed to David's Wharf, instead of Cowan Point where the library is, that I got worried. When I asked Maria why we had come to the Wharf, she said they had been helping him to load up his boat in the mornings to earn some money. I couldn't do anything then as it was too late. I couldn't get back alone. Mum, what shall I do? What shall I tell teacher when he asks where I was?

*Mother:* What do you think you should tell your teacher?

*Shimere:* *(doubtfully)* Maria says I should tell him that we got back late from the weekend away because the car broke down.

*Mother:* *(gently but firmly):* But we didn't go away for the weekend, Shimere. And the car did not break down. Once you start making up stories there's no end to the lies and if you are found out, you won't be trusted again. So ignore what Maria said. Think what you are really going to tell your teacher tomorrow.

*Shimere:* *(hesitantly)* I'll have to tell the truth, Mum.

*Mother:* That's my girl. You must always tell the truth," replied her mother smiling.

*Shimere:* But, Mum, I don't want to tell on Maria and Luther.

*Mother:* (*firmly*) You tell your teacher about yourself. You are responsible for your absence from school. Always speak the truth. Things will turn out all right if you tell the truth.

*Shimere:* Mum, I feel better now I have told you. I did feel miserable, but now I feel all right. I know I have to face my teacher in the morning, but I'm not frightened now. I'll tell him I bunked school and leave it at that, but if he asks me where I went and with whom, I will have to tell him truthfully.

**QUESTIONS:** *Support answers to questions 2 to 5 with evidence from the text.*

1. What name shall we give this drama?
2. Why did Shimere feel miserable?
3. What did her mother remind her of, that happens if we tell a lie?
4. Did talking to her Mum help?
5. Why did she feel better?
6. Can you think of a time when you were frightened to tell the truth?
7. What did you do?
8. Should you try to check the facts before believing what you are told?
9. What values are depicted in this drama?
10. How did you feel when you heard, saw or acted in the drama?
11. Did this drama remind you of anything in your own life?

**Key words:** *Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.*

## **GROUP ACTIVITY**

*Before this activity speak to the pupils about the importance of being able to trust each other when speaking of personal issues and feelings. Explain what confidentiality is, and that no one must repeat what is said to them when people are speaking of personal issues and feelings. Make sure everyone understands this before the exercise is carried out.*

1. Invite volunteers to talk about:  
*A time when I told the truth without hurting someone although it was difficult  
.... and how I felt.*  
*A time when I failed to tell the truth .... and how I felt.*
2. In small groups discuss and write down:  
*Three disadvantages of telling the truth are ...*  
*Three advantages of telling a lie are ...*  
*Three reasons why I sometimes find it difficult to be truthful are ...*

3. As a class, discuss the following proverb:

A half truth is a whole lie  
*Jewish proverb*

How might we act untruthfully, even if we do not tell a direct lie?

4. Discuss how Shimere's relationship with her mother helped the situation.

5. As a class, discuss the following:

*Maria and Luther took time out of school to earn some money.  
In what way were they also wasting money?*

6. How could telling lies and truancy lead to crime later on in life? Discuss.

7. Re-write the drama as a story in your own words using active and passive voice. Use speech punctuation where necessary.

## GROUP SINGING

### FOLLOW YOUR HEART

*(lyrics by L. McCartney, music by Stuart Jones)*

Follow your heart - the heart that is free  
Unburdened by spoils of society.

Open your eyes - the eye that can see  
And surely you'll find what is troubling thee.

Do not be judge, make not this a test  
Show your mind peace, grant your body some rest.

For all that is true will not forsake thee  
Follow your heart - the heart that is free.

**Extension:** Research Jamaica as:

- a) a tourist resort, and
- b) an exporter of tropical fruits and drinks.

**Citizenship Link:** Unit 2 Crime.

Programme of Study: 1a responsibilities underpinning society, basic aspects of the criminal justice system and how both relate to young people;

3a use imagination to consider other people's experiences.

**English Link:** Spelling 7: Spelling key words; Vocabulary 15; Drama 15: techniques; Sentence 5: use active/passive voice; Sentence 7: use speech punctuation.

**Geography Link:** KS3 page 25 h(u).

**RE Link:** Discussing the moral issues involved in the role play. (*Level 4 AT2*).

**PSHE Link:** Relationships with friends and family and seeking help.