

Topic: HONESTY

Objective: To stimulate thought and action concerning honesty.

Honesty/shop lifting.

Discerning what is/isn't worthy of respect.

Consideration for others' religious teaching and individual conscience.

Curriculum Links: Citizenship, Drama, English, Maths, Music, PSHE, RE

Key words: congratulate, reputation, precinct

Materials needed:

- The Manual or copy of lesson plan
- Page 36 of the Introduction Manual
- CD player
- Silent Sitting CD track 5, flute music or pupils' choice
- Pages of the drama for 6 pupils

Before this class: Ask which pupils would like to bring in a CD of relaxing music. Choose from 2 or 3.

QUOTATION/THEME FOR THE WEEK



HONESTY IS THE BEST POLICY *Cervantes*

Brainstorm what you think this means. Why is honesty best?

What is the result of not being honest? Is it ever better? Give some examples.

SILENT SITTING

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

Steps 2, 4 *(Optional).*

Step 5: Think of a time when you knew there was something wrong about what was happening ...

Think about how whatever was wrong affected all those who were there ...

And anyone who was not there at the time ...

Remember anything you did to challenge the wrong, or to put it right ...

Congratulate yourself and any others who acted with you ...

Think now about anything further you wish you had been able to do about it ...

Imagine yourself doing this successfully ...

Feel good about this action and congratulate yourself ...

Think now of something you have not yet put right ...

Forgive yourself for whatever is wrong ...

Imagine yourself doing something about it ... Feel pleased with the outcome ...

Step 6.

DRAMA

THE SHOP LIFTERS

(by Cynthia Bach)

The scene is set first at a bus stop, then in a shopping mall.

Characters: Narrator

Carmen

Mary

Cassandra

Rachel

Peter

Narrator: Carmen and Mary were standing by the bus stop, when two older girls, Cassandra and Rachel came up to them. “

Cassandra: Do you want to come to town shopping with us tomorrow?

Carmen: (*pleased, but surprised*) Where are your friends you normally go with?

Rachel: Oh well, they ... err ... can't come this time.

Cassandra: (*hastily*) That doesn't matter. Look, do you two want to come, or don't you?

Carmen: Oh, yes please!

Cassandra: Right then. We'll meet you outside Smith's at ten o'clock. Don't be late.

Mary: Fancy them asking us. It will be fun. They always seem to have so much money to spend. They've always got new things.

Narrator: Carmen and Mary congratulated themselves on their new found popularity with the older girls. As arranged, the four met up at ten o'clock the next day outside Smith's in the new shopping precinct in the centre of town.

Cassandra: Okay. Now you two wait outside while we pop in. We just want to get a few sweets - unless you want to buy sweets as well?

(Carmen and Mary shake their heads and wait a few minutes chatting in the doorway until the others came out)

Rachel: (*cheerfully*) There we are. That didn't take long. Here, we've bought some bars of chocolate for you.

(She thrust two big bars of chocolate into Carmen and Mary's hands.)

Carmen: Oh thanks. But we really didn't want ...

Cassandra (briskly): Oh that's okay. Glad you could come.

Rachel: Now Barker's next, I think. *(They cross to the shoeshop).* You don't need anything in here, do you?
(Hardly glancing at Mary and Carmen, Rachel and Cassandra go into the shop. A few minutes pass).

Mary: These shoes in the window are really cool!

Carmen: So are the handbags. Too expensive for me though.

(Rachel and Cassandra come out and they all walk up the Mall a little way).

Cassandra: Here now. You're a good pair. Have these socks and tights. Come on. We'll treat you. Put that chocolate in your pocket and hang on to these.

Mary: Well, that's very kind. I do need some new tights.

Carmen (to herself): I wonder why they are giving us all these gifts. I don't feel very comfortable about it. It all seemed too casual. It isn't our birthdays or Christmas. We aren't even close friends with the girls and even if we were, it is a bit odd. *(She walks slightly behind the others as they set off for the other end of the Mall, examining her packet of tights).* Why aren't they in a proper Barker's bag.

Cassandra (cheerfully): Now for some clothes. We'll go in that big store over there. This is where you can really help us. Would you mind standing inside the doorway while we do our shopping here?

Carmen (puzzled): Why?

Rachel: It's just that we'll need some help with the shopping. You see the pay desk over there. We'll be coming past that. When you see us, meet us by there.

Cassandra: Better still, meet us just before the pay desk, where you can help us to go through. *(The older girls dash off).*

Carmen: Mary, there's something wrong with this. I think we're being set up to 'carry the can'. I don't think they paid for this stuff, nor do they intend paying here.

Mary (near to tears): Oh dear! Oh dear! What shall we do? We can't get involved in this.

Carmen (grabbing her arm): Quick. There's a cafe round the corner. Let's get a cup of tea and sit as far back as we can, then they won't find us.

Mary: Oh yes. Let's. I wish we hadn't come.
(Glancing into the store, the two girls made a run for it to the cafe).

Narrator: Luckily there were a lot of people at the front by the windows and the girls made their way to an empty table at the back.

Carmen (pointing): Look, there's Peter sitting by himself.

Mary: Isn't he a prefect in the sixth form? His sister is in our class.

Carmen: Yes, and he's always friendly and polite. He doesn't make me feel as if I'm a nuisance.

Mary: Let's ask him what we should do.

Carmen (sounding anxious): Do you mind if we sit at your table?

Peter: Of course not. Is anything the matter. You both look rather pale.

Narrator: Mary began to cry as Carmen told Peter what had happened and showed him what the girls had given them.

Carmen: What can we do? If these are stolen, we will be in trouble.

Peter (seriously): Yes. You had better take them back to the shops immediately and explain what happened. You don't want to be involved in this sort of thing. It could ruin your reputation and affect your future. Put it right straight away. Don't be frightened. I'll come with you. My father will be here any minute. I'll ask him to come too.

Narrator: As they all left the cafe, they saw a police car outside the big store. Mary and Carmen were relieved to have Peter and his father accompanying them. They felt very embarrassed as they gave their names and addresses at the shoe shop and newsagents when they returned the "gifts" from Cassandra and Rachel. The shops had already been alerted about shop lifters, so they weren't surprised when the girls told them what had happened. They were pleased with their honesty.

Peter: You had better go home and tell your parents now.

Narrator: And they did. Their parents were proud that they had been honest and brave enough to put things right, rather than run away and hide and hope no one found out. They felt good about themselves too.

QUESTIONS: *Support answer to question 1 with evidence from the text*

1. How did Carmen and Mary feel when Cassandra asked them to come shopping?
2. If you discovered you were being set up by your peers who were going to do something dishonest, how would you react?
3. How do you think you would you feel if you were caught stealing?
4. What effects do you think shoplifting has on the shopkeeper?
5. What is the greater significance of one or two people taking responsibility for their actions?
6. In what other ways do people steal? (*e.g. not paying their fares, taking things like paper and ballpoint pens, pencils, etc. from school or work*)

7. What do you think the parents of Rachel and Cassandra would say to their actions, and consequences?
8. How did you feel when you heard that story?
9. Does it 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

1. Role Play on Honesty:

In small groups, role play the following scenario.

Eric is watching his favourite soap series.

The scene takes place in a shop where one of the main characters in the series, Bob, is with a good friend, John. Bob sees the latest video - one that he wants badly. His friend turns round to get something and Bob steals the video.

Eric has mixed feelings when he sees this. Bob has betrayed his friend, who would be implicated in the crime. The next day at school Eric talks to Debbie and some other friends about the soap.

Debbie thinks it wasn't on to behave like that. "I couldn't condone that action," she says.

Garry thinks it's good to show this to people, because it makes them think and confronts them with the fact that it is not the way to live.

Frances has been talking to her Mum about the difference between promoting bad behaviour (when it is glamorised by the hero) and depicting it (when bad behaviour is shown to have an unhappy result for the one doing it, as well as the one receiving it).

A big discussion takes place.

Each group presents their role play back to the others and then, as a large group, they all discuss the various issues including the consequences of Bob's actions if he is convicted of theft.

2. Survey on Honesty

Devise a survey in the form of a questionnaire on honesty to carry out with the people in school. Use tick boxes for answers. Suitable questions could include:

- Do you think that it is okay to take things that do not belong to you?
Never *hardly ever* *sometimes* *always*
- Do you consider that you tell the truth?
Always *mostly* *sometimes* *never*
- How do you feel when you have not been entirely honest?
Upset *sad* *disappointed* *not bothered*
- Why do you think people steal things?
Need reasons *greed* *envy* *status* *other*
- Why do you think that people are not always honest in what they say?
Fear *want to be liked* *embarrassment* *other reasons*

Analyse and display findings as both quantitative and qualitative evidence in a prominent place in the school. A variety of types of graphs can be used to display the evidence such as bar, line, flow, scatter and pie diagrams.

GROUP SINGING

Play some of the tapes/CDs of relaxing music which the pupils have brought in. If there is time play the flute music from the silent sitting tape. Discuss what qualities in the music make it relaxing.

Extension:

Research: Interview a sample at your school of how many people have been victims of theft. Ask people how they felt.

Citizenship Link: Unit 2 Crime:

Programme of study 1a: basic aspects of the criminal justice system;

English Link: Spelling 7: Spelling key words; Vocabulary 15: use a dictionary; Text level - Writing 2: collect, select and assemble ideas in a suitable planning format, e.g. flow chart ; Drama 15: develop drama techniques.

Maths Link: Quantitative analysis; bar, line, flow, scatter and pie diagrams.

PSHE Link:

2d basic facts and laws.
3j resist pressure to do wrong.

RE Link: Think about how the idea of accountability for actions might affect one's behaviour and moral choices.