

What is
Honesty?

Building Character

Grades 2 - 4 • 2952-03



**SUNBURST
VISUAL MEDIA™**

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Hawthorne, NY 10532

ISBN 0-7805-4347-5

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Running Time 14 minutes

Program Overview

Why Teach About Honesty?

Honesty is a key factor in the development of a child's character. Very young children find it hard to know the difference between reality and make-believe, and therefore between what is true and what is not.

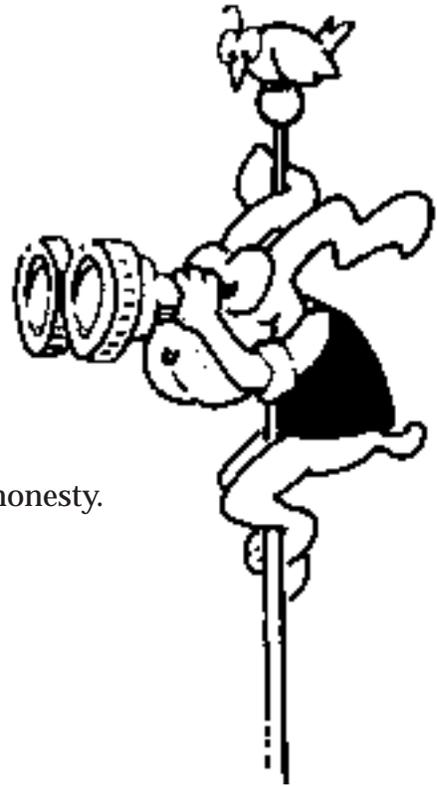
Gradually as they grow, have more experience, associate with a greater variety of people, and develop their cognitive abilities, they begin to understand the concept of honesty. They know what a lie is, they know when someone cheats, they usually know it's wrong to steal (although their definition of stealing may not be the same as an adult's!). But there are still gray areas. Is it okay to lie under certain circumstances? What do you do if a friend cheats? What about lying to help someone, or to make someone feel better?

This program raises such issues and gives children a chance to discuss as a group their opinions about the finer points of honesty. Often, another child's thoughts may help a student to look at things differently, and come to understand honesty in a new light.

Learning Objectives

After viewing this program, children will:

1. understand what most people mean by honesty.
2. be able to talk about how to be honest.
3. see that being honest is not always simple.
4. understand the problems that may be caused by dishonesty.
5. begin to formulate their own rules about honesty.



Preview Questions

1. What does being honest mean to you?
2. Do you think everyone is always honest?
3. Do you think everyone should always be honest?

Viewing the Program

Scenario One

On her way to school, Chelsea realizes that she forgot to bring extra money for ice cream that day. She decides to tell her teacher that she forgot her lunch money, and therefore get a voucher for lunch. Then she can use one of the two dollars she has to buy ice cream. Her friend Amanda objects that this would be lying, but Chelsea contends that it's more like borrowing. Chelsea gets the voucher from Mrs. Martin. But later, in the lunchroom, the teacher sees Chelsea eating ice cream and asks her where she got the money to buy it. Chelsea panics and replies that Amanda loaned her the money. After lunch Chelsea puts her remaining dollar in her desk drawer. Mrs. Martin tells the class that Allen has lost a dollar bill on the playground and asks if anyone has seen it. Nobody replies. Later on, the teacher comes to Chelsea's desk to check her homework. When Chelsea reaches inside the drawer, her dollar bill falls on the floor. After class, Mrs. Martin asks Chelsea if she found the money on the playground; if not, where did she get it? Chelsea realizes that all her little lies have gotten her into big trouble. The host asks viewers to discuss what they think Chelsea should do next.

Scenario Two

Jeff has recently moved into Allen's building and the two boys have become friends. But then Allen begins to notice that Jeff doesn't always seem to play fair. When the boys play basketball, Jeff insists that Allen committed a foul and forces him to lose his turn. Another time the boys each chip in a dollar to buy a pack of fifty baseball cards. Jeff takes the cards home and tells Allen he will give him his share later on. When Allen goes to Jeff's apartment to get his cards, Jeff gives him 18 cards instead of 25, and says that his dog chewed up a bunch of the cards. Allen is unhappy with this, but can't prove that Jeff is not telling the truth. Then one day the boys are playing a video game. Allen leaves the room to get a drink; on his way back, he sees Jeff changing the adjustments on the game. This time, he has actually caught Jeff cheating—what should he do? The host asks viewers to talk about this.



Scenario Three

Laura and Stephanie are about to leave the library when Stephanie starts searching frantically through her book bag. The calculator that her teacher had loaned her for tomorrow's math test is missing. Laura helps Stephanie search every place that they had been to, but they cannot find the calculator. Stephanie is in a panic. She has no money to buy another calculator, and she's afraid that her mother will be angry if she tells her she lost her teacher's calculator. Laura has no money either, and she feels bad because she can't help her best friend out of this dilemma. That evening, Laura goes to the store with her mother and walks down an aisle filled with calculators. Laura wishes she had the money to buy one for Stephanie. Then she begins to toy with the idea of stealing one. Maybe if they opened it carefully, she could sneak it back when the test was over. The host asks viewers to discuss whether it's okay to steal in order to help a good friend in trouble.

Scenario Four

Angela, Marie, Tom and Greg are working together on a science experiment. Tom's job is to record the results after the other three perform the different parts of the experiment. After working on the project for two days, Greg happens to glance at the recording sheets when Tom is not around. To his dismay he finds that the information Tom has written down is all wrong. He tells the others, and they realize that they will have to start all over again. What's more, they have three experiments to go. Angela, Marie and Greg debate what they should do. Greg wants to tell Tom that he's not doing a good job, and get him off their team. Angela says that this would be too mean, and suggests that they tell him it's someone else's turn to do the recording. The others say that this would be lying, but Angela insists that it's not a bad lie if it keeps someone from getting hurt. The host asks viewers to discuss whether it's okay to tell a lie to protect someone's feelings.

Guidelines for Discussion

Create a Climate of Openness and Acceptance

- Encourage children to show respect for the opinions of others.
- Model this behavior yourself.

Establish Ground Rules

- Avoid put-downs, ridicule and sarcasm.
- Don't allow anyone to interrupt a speaker.
- Give students the option to pass if they don't feel like speaking.

Guard Against Inappropriate Self-Disclosure

- Be prepared to handle discussions without allowing students to expose too much personal information.
- Have strategies for moving the conversation along or for steering the discussion in a different direction.

Probe Beyond the Neat and Tidy Answers

- Children know how to tell adults what they think they want to hear. To find out what children really think, try prolonging a discussion to search for even greater depth.
- Remind children that there is no right or wrong feeling for any given situation.

Pause for Discussion

- Some children may benefit from pausing for discussion after each segment of the program. This gives them the opportunity to more immediately reflect on the content as well as their own experiences.

Discussion Questions

Scenario One

1. Are there some lies that are bigger—or smaller—than others? Is it okay to tell a “little” lie?
2. Do you think Chelsea should have listened to Amanda in the beginning, when she told her lying was wrong? How might things have turned out differently?
3. Why did it look as though Chelsea had taken Allen’s money? Did Chelsea deserve to get blamed?
4. Have you ever told a little lie that got you into real trouble? Tell what happened.

Scenario Two

1. Did you ever have a friend who didn’t play fair with you? How did you feel about it? What did you do?
2. Why do you think Allen never accused Jeff of cheating with the baseball cards? Why was the video game a different story?
3. Do you think the two boys will still be friends?

Scenario Three

1. Would you want your best friend to steal something to get you out of trouble? Why?
2. If Laura had stolen a calculator from the store, would it have solved the problem or made it worse? What would have happened if Stephanie had just told the truth?



Scenario Four

1. Do you think Tom should have told the others he was having trouble writing down the results of the experiments? What might have happened?
2. If one person on a team doesn't do a good job, what happens to the others? Do you think this is fair? Why?
3. Have you ever been part of a team? In what way? Talk about what you liked—or didn't like—about being on a team.

Bulletin Board Starters



Discuss the meaning of the word “slogan.” Ask each child to make up a slogan about honesty. Print each slogan on a strip of poster board and display slogans on the bulletin board.



Ask children to write and illustrate stories about characters who have not acted honestly and caused problems as a result. Display the stories on a bulletin board.



Invite children to write and illustrate comic strips about a character who finds an honest solution to a difficult problem. Display the finished comic strips.



Ask students to bring in step-by-step instructions for various products, such as how to assemble a toy, make an origami flower, plant flower seeds, etc. Post the different sets of instructions on the bulletin board.



Have students look through old magazines for pictures that illustrate occasions when someone might want to lie, steal, or cheat. Make a collage out of the pictures. Have a contest to see who can think up the best title for the display.



Suggested Activities



(Creative Expression; Movement) Have children role play the situations from the program and make up situations of own involving lying, cheating or stealing. Remind children that being dishonest often leads to trouble, either for the dishonest person or for someone else. Students may use the script in this guide for help.



(Science) Work with students to perform several science experiments appropriate to your grade level. Ask for volunteers to record the results of the experiments. Have students compare the records and see if there are any differences among them.



(Language Arts) Discuss characters in literature or history who are famous for being honest—or dishonest. For example, George Washington couldn't lie to his father about chopping down the cherry tree (be sure that children understand that this is a made-up story). Pinocchio's nose grew longer each time he told a lie. Ask students to make up their own character and write a story about honesty. Have volunteers read their stories aloud.



(Math) Have children perform various operations requiring a calculator. For each one, have children raise their hands as soon as they have finished. The first one with the correct answer in each exercise is the "winner."



(Math; Language Arts) Ask children to record how many incidents of honesty or dishonesty they notice in a week's worth of TV viewing. Children can bring in their results and create their own graph or add to a whole class graph about honesty in TV programs.



(Language Arts) Have children write letters to an imaginary friend who has done something dishonest. Each letter should offer advice to the friend who has not "played fair."



(Language Arts) Hold a class discussion on the reasons why lying, cheating, and stealing are not acceptable forms of behavior. Try to touch on the following: Dishonest behavior usually makes a problem worse instead of better; a dishonest act often hurts an innocent person; people who are dishonest usually don't feel very good about themselves.



(Music; Language Arts) Write a class song about why it's important to be honest. Work with the children to come up with a melody for your song. Then divide the class into groups and have each group write one verse for the song. Put all the verses together, give the children time to rehearse the song, then make a tape recording of your class singing their "Honesty Song."



(Language Arts) Ask children to discuss honesty as it relates to the following situations:

- One of your classmates is upset because he lost his lunch money. A few minutes later, you find two dollar bills on the floor of your classroom.
- Your teacher is giving a quiz. Your best friend, who sits next to you, hasn't done her homework. She whispers to you to turn your paper so she can see it.
- Your best friend is afraid to tell his parents that he left the bird cage open and the bird got out. He asks you to lie and say that you saw the cat jump up on the cage and open the door.
- You borrow a video from your friend and then lend it to someone else. The other person loses it. Your friend asks you for the video back.
- Your teacher asks you to collect a dollar from everyone in the class to pay for a class picnic. One of your classmates accidentally hands you two dollar bills and doesn't realize his mistake.

Suggested Reading

Ada, Alma F. *The Gold Coin*. Translated by Bernice Randall. Macmillan, 1991. Juan, who has always been a thief, turns honest.

Andersen, Hans Christian. *The Emperor's New Clothes*. Adapted by Anthea Bell. North South Press, 1986. A young boy is the only person who can see the truth about the emperor's new clothes.

Brown, Marc Tolan. *Arthur and the True Francine*. Little, Brown, 1987. Francine's friend stands up for her when she is accused of cheating.

Cohen, Miriam. *Liar, Liar, Pants on Fire*. Dell, 1987. A child boasts of owning a pony; the other children learn that people who tell fibs may just be asking for attention.

Conford, Ellen. *Felicia the Critic*. Little, Brown 1973. Felicia makes a career of being bluntly honest, and lands in trouble.

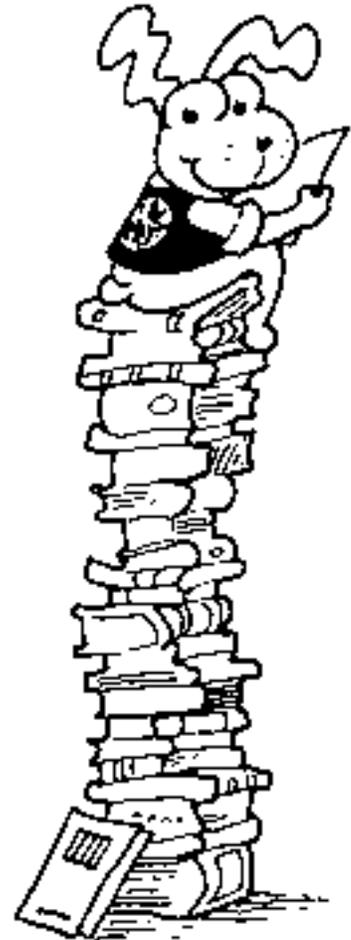
Fitzhugh, Louise. *Harriet the Spy*. Harper, 1964. Eleven-year-old Harriet writes down her devastating observations about schoolmates and neighbors, until her scathing honesty backfires.

Hutchins, H.J. *Believing Sophie*. Whitman, 1995. Wrongfully accused of stealing cough drops from a grocery story, Sophie is determined to prove her innocence.

Little, Jean. *One to Grow On*. Puffin, 1991. Janie tells so many stories that no one knows when to believe her.

McEwan, Chris. *Pinocchio*. Adapted. Doubleday, 1990. Classic story of a naughty puppet whose nose grows when he lies.

Miller, Mary Jane. *Fast Forward*. Viking, 1993. A sixth-grade girl who cheated on an exam wishes she could fast forward her life.



Murphy, Catherine F. *Alice Dodd and the Spirit of Truth*. Macmillan, 1993. Alice makes up so many stories about herself that life soon becomes very complicated for her.

Pascal, Francine. *And the Winner is...Jessica Wakefield!* Bantam, 1996. Seven-year-old Jessica wins a free trip to an amusement park, but can't claim it because the prize is restricted to kids 13 and older.

Ross, Tony. *The Boy Who Cried Wolf*. Pied Piper Paperbacks, 1992. A contemporary retelling of the traditional tale. Willy cries "Wolf!" to get out of doing the things he doesn't like.

Steig, William. *The Real Thief*. Farrar, 1976. Falsely accused by his beloved monarch of theft from the royal treasury, Gawain the Goose undergoes bitter exile until the real thief confesses.

Think Pages





Baseball Card Math

Solve these problems.

Work-space

1. Allen and Jeff bought a pack of 50 baseball cards for \$2. How many cards could they have bought for \$10?

2. How many baseball cards should Allen have gotten for his dollar?

3. What was the price of each card?

4. Jeff only gave Allen 18 cards. How many was he short?

5. How much money should Jeff have given Allen for the cards he didn't give him?

6. Approximately how much did Allen end up paying for each baseball card?



Name _____

Speaking of Dishonesty...



Circle three words that describe something an honest person does not do.

- | | |
|-------|-------|
| help | work |
| cheat | study |
| sing | steal |
| dance | sleep |
| play | lie |

Make up a sentence using each of the words you circled.

1. _____

2. _____

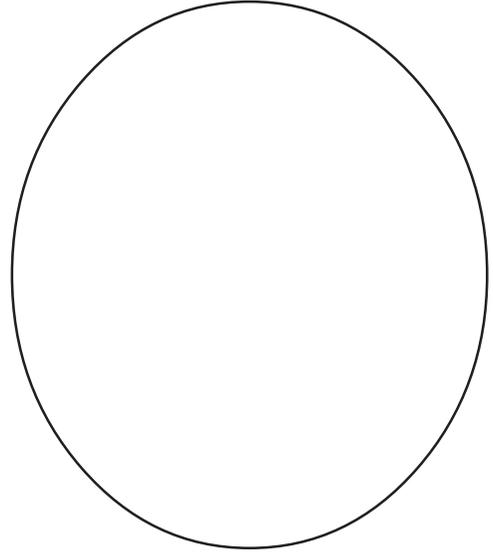
3. _____

Now make up a sentence that contains all three of the words you circled.

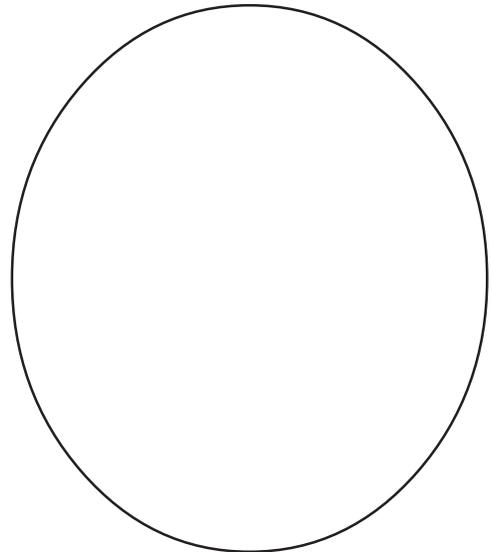


Feelings About Honesty

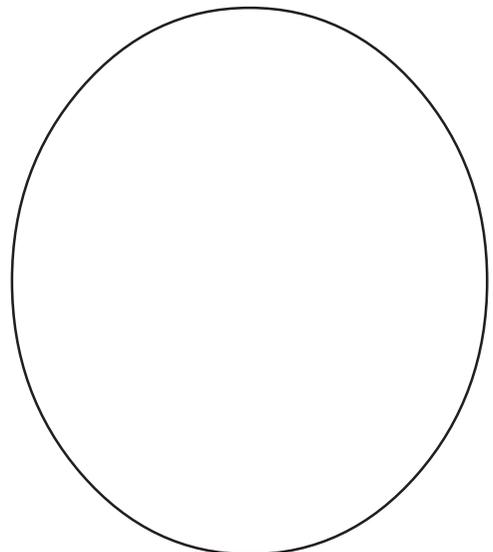
Draw a picture of Chelsea's face when her teacher caught her in a big lie. Below, write what you think Chelsea should have said to Mrs. Martin.



Draw a picture of Allen's face when he actually caught Jeff cheating with the video game. Below, write what you think Allen should have said to Jeff.



Draw a picture of how you think Tom would have looked if his classmates had told him he couldn't work with them anymore. Write what you think Tom would have said.



Name _____



Find The Words

Find the words from the Word Box in the puzzle. Circle them. Then, on the back of this page, write a story using as many of the words as you can.

A	D	O	P	L	L	E	T	O	R	U	N	F	A	I	R
S	H	A	R	E	S	F	R	I	E	N	D	D	S	A	N
O	R	D	D	E	C	H	A	R	A	C	T	E	R	T	D
A	S	O	O	U	A	T	T	E	N	T	I	O	N	O	H
T	O	G	E	T	H	E	R	E	T	D	N	C	B	F	R
N	A	A	I	O	H	A	E	O	O	W	I	N	S	R	N
R	T	N	C	H	E	A	T	I	N	G	N	E	M	I	S
E	F	E	S	T	E	A	L	E	O	Y	F	C	B	E	E
X	E	E	T	L	L	A	N	E	N	L	O	E	H	N	A
P	E	E	A	D	Z	S	A	O	O	I	R	S	O	D	I
E	U	F	E	E	L	I	N	G	S	E	M	E	N	S	T
N	T	R	O	U	B	L	E	C	P	T	A	W	E	H	E
S	N	U	E	S	D	T	M	A	F	E	T	V	S	I	T
I	L	U	D	A	D	E	I	F	A	D	I	U	T	P	I
V	D	E	S	N	T	M	C	E	T	S	O	A	P	R	A
E	L	E	E	H	I	N	O	L	O	R	N	N	I	C	A

- | | | |
|-----------|-------------|----------|
| attention | friend | share |
| character | friendship | steal |
| cheating | honest | together |
| expensive | information | trouble |
| feelings | lie | unfair |



How Honest Are You?

Read the questions. Then write your answer on the lines by using the following numbers:

3 = Often

2 = Sometimes

1 = Never

1. Have I ever lied to keep a friend from getting into trouble? _____

2. Have I ever been so anxious to win a game that I cheated just a little bit? _____

3. Have I ever told a lie because I was really afraid I would get into trouble? _____

4. Have I ever taken money that didn't belong to me? _____

5. Have I ever lost something and then lied so I wouldn't be blamed? _____

6. Have I ever cheated on a test at school because I don't like to get a low grade? _____

7. Have I ever found something and refused to give it back to the person who lost it? _____

8. Have I ever said something about another person that I knew was not true? _____

Total _____

Now add up your score:

If your score is 8 to 12  Pat yourself on the back for being so honest!

If your score is 13 to 16  You're honest most of the time.

If your score is 17 to 20  You need to think a little about what honesty means to you.

If your score is 21 to 24  Maybe you should watch the program again!



Name _____

What Does It Mean To You?

Think about the following sentence:

Honesty is the best policy.

What do you think this means? Do you agree with it? Write your answers below.

The following phrase is often used to describe an honest person. Think about it.

"As honest as the day is long"

What do you think this means? Is it a good way to describe somebody? Write your answers below.

Send Home Section



Send Home Page

Dear Family Member,

Honesty is a key factor in the development of a child's character.

In school, your child viewed a program called *What is Honesty? Building Character*.

This program depicted children in various situations where they felt that lying, cheating or stealing was their only alternative. As a viewer, your child was asked to decide what would be the right thing to do in each situation. Ask your child to explain what he or she learned from the program.

Here are some points about honesty that were raised in the program:

- One little lie often leads to another, and can eventually add up to big trouble.
- Is it all right to lie in order to protect someone else's feelings?
- Can lying be okay if you want to help a friend?
- How do you deal with a friend who cheats?

Here are some things you can do at home to help reinforce the importance of honesty.

- Encourage your child to talk honestly with you about any problem he or she may have. Emphasize the point that you will not get angry with your child for being honest.
- Point out any dishonest actions that may occur, whether on TV, in the movies or in real life. Determine whether your child is aware that the action was dishonest. Help your child to see why dishonest actions are not acceptable.
- Tell your child about times you have been tempted not to be honest. Explain that temptation is normal. Role-play different situations with your child in which the temptation to be dishonest can, and frequently does, occur.
- Discuss with your child the alternatives to lying, cheating or stealing. Make sure your child understands that there almost is always a better way— an honest way—to handle such situations.
- Be prepared to discuss “white lies,” which your child may have observed you using.

Suggested Reading

McEwan, Chris. *Pinocchio*. Adapted. Classic story of a naughty puppet whose nose grows when he lies. Doubleday, 1990.

Murphy, Catherine F. *Alice Dodd and the Spirit of Truth*. Alice makes up so many stories about herself that life soon becomes very complicated for her. Macmillan, 1993.

Ross, Tony. *The Boy Who Cried Wolf*. A contemporary re-telling of the traditional tale. Willy cries “Wolf!” to get out of doing the things he doesn't like. Pied Piper Paperbacks, 1992.



Para Hacer en Casa

Querido miembro de la familia,

La honradez es un elemento clave en el desarrollo del carácter de un niño. En clase, su niño(a) vio el video llamado “¿Qué es la honradez? El Desarrollo del carácter.” El programa presentó varias situaciones en que unos niños creían que el mentir, engañar o robar eran sus únicas alternativas. Como espectador, su niño(a) tenía que decidir lo que sería la acción correcta en cada situación. Pregúntele a su hijo(a) que le explique lo que él o ella aprendió del video.

Los siguientes son algunos puntos sobre la honradez presentados por el video:

- A menudo, de una mentira pequeña nace otra, y por fin termina en problemas grandes.
- ¿Está justificado decir una mentira para proteger los sentimientos de otra persona?
- Para ayudar a un amigo ¿está bien decir mentiras?
- ¿Cómo te actúas con un amigo tramposo?

Lo que sigue son ideas que usted puede emplear en casa para enseñar la importancia de la honradez.

- Anímele a su hijo(a) para que le hable francamente sobre cualquier problema que tenga. Explíquele que no va a enfadarse con él o ella por ser honrado.
- Haga nota de acciones poco honradas en la televisión, en películas o en la vida diaria. Determine si su hijo(a) entienda que la acción era poco honrada. Ayúdele a ver porque las acciones poco honradas no son aceptables.
- Hábele con su hijo(a) sobre las situaciones cuando usted se enfrentó con la posibilidad de no ser honrado. Explíquele que la tentación es normal. Desempeñe con su niño(a) los papeles en escenas que pueden ocurrir cuando la oportunidad de actuar de una manera poco honrado existe.
- Háblele con hijo(a) sobre las alternativas que hay en vez de mentir, engañar o robar. Asegúrese que su hijo(a) entienda que casi siempre existe otra manera—una manera honrada que puede emplear en estas situaciones.
- Prepárese para hablar sobre “la mentira piadosa” que posiblemente su hijo(a) le ha observado usar.

Para leer

McEwan, Chris. *Pinocchio*. Adaptado. Un cuento clasico de un títere travieso cuyo nariz se le crece cuando dice mentiras. Doubleday, 1990.

Murphy, Catherine F. *Alice Dodd and the Spirit of Truth*. Alicia inventa tantos cuentos sobre sí misma que su vida se le resulta muy complicado. Macmillan, 1993.

Ross, Tony. *The Boy Who Cried Wolf*. Una versión contemporanea de un cuento tradicional. Willy grita “¡Lobo!” para no hacer tareas desagradables. Pied Piper Paperbacks, 1992.



Take Home Book

Cut and staple the pages to make a book. Then draw pictures to go with the words.

There are certain things that an honest person doesn't do... (1)

...Like taking something that belongs to somebody else. (2)

An honest person doesn't tell lies... (3)

...or cheat in order to win a game. (4)

Honest people admit their mistakes. (5)

Being honest makes a person feel good! (6)

Un Libro Para Ti

Recorta y cose con grapa las páginas para hacer un libro. Haz dibujos para ilustrar las palabras.

Hay ciertas cosas una persona honrada no hace... (1)

...Como tomar algo que pertenece a otra persona. (2)

Una persona honrada no dice mentiras... (3)

...no hace trampas para ganar un juego (4)

Las personas honradas reconocen sus errores. (5)

Una persona honrada se siente contento en sí misma (6)

Script



Script

Title

WHAT IS HONESTY? BUILDING CHARACTER

Host

Lying, cheating, stealing—we don't like it when people do it to us. And let's face it, when we're not honest with others, we don't feel very good about ourselves. Unfortunately not everyone is honest— all the time. Why don't people always tell the truth? And what is honesty anyway? That's what we're going to find out.

Scenario One: Little Lies Mean Big Trouble**Host**

One day, Chelsea realized it was ice cream day and she had forgotten to ask her mom for extra money.

Chelsea

Oh, no! My mom only gave me enough money for hot lunch. Do you have any extra money?

Amanda

No, I brought my lunch to school.

Chelsea

I really wanted to get ice cream.

Amanda

Well, you'll have to wait till next time.

Chelsea

I know what I can do!

Amanda

What?

Chelsea

I can tell Mrs. Martin I forgot my lunch money. She'll give me a voucher to get lunch—then I can use my money to buy ice cream.

Amanda

But that's lying.

Chelsea

Not really. I'll bring in extra money tomorrow to pay her back.

Amanda

I still think it's a lie.

Chelsea

No it's not—it's more like borrowing.

Host

So, Chelsea did it. She got the voucher from Mrs. Martin and then at the end of lunch she used one of her dollars to buy ice cream.

Mrs. Martin

Chelsea, I thought you said you didn't have lunch money. How were you able to buy ice cream?

Chelsea

Um—oh—uh—Amanda let me borrow a dollar. I'm going to pay her back tomorrow.

Mrs. Martin

That's really nice of you, Amanda!

Amanda

You lied!

Chelsea

Shhhh! It's just a little lie. It's not going to hurt anybody. Besides, I'm paying Mrs. Martin back tomorrow.

Amanda

I don't know...

Host

After lunch, Chelsea went back to her classroom and put the leftover dollar bill inside her desk.

Mrs. Martin

Excuse me, class. Allen told me that he lost a dollar bill out on the playground today and he was wondering if someone might have picked it up. Did anybody see it? No, nobody? Sorry Allen, maybe someone will turn it in to the office. We can check later. Okay, let's open our books...

Host

Chelsea felt bad for Allen, but didn't think any more about it. Then later that afternoon Mrs. Martin was going from desk to desk to check on homework assignments. When she came to Chelsea's desk, Chelsea reached inside to take out her homework and her dollar bill dropped onto the floor.

Chelsea

Mrs. Martin...

Mrs. Martin

Oh, Chelsea, I think you know why I wanted to talk to you after class. It's about the dollar bill—did you find it on the playground?

Chelsea

No, I didn't find it on the playground.

Mrs. Martin

You didn't?

Chelsea

No.

Mrs. Martin

Well, I'm having a hard time understanding where you got it—because this morning you asked me for a voucher for lunch—and you borrowed money from Amanda to buy ice cream. Where did this dollar come from?

Host

Wow! We learned from Chelsea's story that one little lie often leads to another little lie, and sooner or later those little lies can add up to big trouble. What should Chelsea do now? How do you think Chelsea feels? How do you think her classmates feel about her? Talk about it.

•••

Scenario Two: When A Friend Cheats

This is Jeff and this is Allen—they're becoming good friends. Jeff just moved into Allen's apartment building a few weeks earlier. They do all kinds of things together—they especially like playing games. But then Allen began to notice that Jeff didn't always seem to play fair.

Jeff

It's my ball.

Allen

I got the rebound.

Jeff

You fouled me.

Allen

I did not.

Jeff

You hit my hand when I shot the ball.

Allen

Uh-uh.

Jeff

C'mon. You hacked me. It's my ball.

Allen

All right. Here.

Host

It seemed to Allen that Jeff was trying any way he could to win. Even stretching the rules.

Jeff

No good. No basket.

Allen

What do you mean no basket?

Jeff

You didn't take the ball back far enough. You didn't go past the top of the key.

Allen

Yes, I did.

Jeff

No, I was looking—you didn't take the ball back far enough. That's the rule. My ball.

Host

Allen was kind of mad, but eventually he just forgot about it. A few days later something else happened....

Jeff

So, we'll get the double package of fifty baseball cards for \$2.

Allen

That's a real deal—let's get them!

Jeff

I'll chip in a dollar and you chip in a dollar.

Allen

Then we'll split them—right?

Jeff

Sure. Let me have your dollar.

Allen

You want to go back to my apartment and divide up the cards?

Jeff

I can't right now. I have to go home. I'll split them up tonight, okay?

Allen

And give me mine tomorrow?

Jeff

Yeah.

Allen

Fifteen, sixteen, seventeen, eighteen. There's only eighteen baseball cards. We bought a package of fifty. And I didn't get my rookie, either.

Jeff

I was counting them out on the floor and my dog came by and chewed some of them up.

Allen

How many?

Jeff

I could only find thirty-six baseball cards—and neither of the rookie cards.

Host

Allen didn't know what to think. Jeff's story could be true—but he still felt like Jeff was cheating him. He just couldn't be sure.

Allen

Hey, why did you press the pause button?

Jeff

Sorry. It was a mistake. Do you have anything to drink? I'm kind of thirsty.

Allen

I have something in the fridge. I'll be right back.

Host

So, Allen went to the kitchen to get something to drink. When he came back, that's when he saw Jeff changing the game. Allen actually saw Jeff cheating. Then Allen remembered the basketball game—the baseball cards—and now this.

Allen found out that it was true—Jeff was a cheater. What do you think Allen should do? What would you do if you found out your friend was a cheater? Why do you think people cheat? Talk about it.

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Scenario Three: Is It Ever Okay to Steal?

Host

One day Laura and her very best friend Stephanie had just finished looking up some information at the library. When they were getting ready to leave, Stephanie noticed that she was missing something.

Stephanie

Laura, did you see my calculator?

Laura

No, why?

Stephanie

I know I packed it in my book bag before I left school and now it's missing.

Laura

What does it look like?

Stephanie

You know, it's the one Mrs. Dwyer gave us for the test on calculators. It's black and silver.

Laura

Oh, yeah. I'm using my mom's calculator for the test.

Stephanie

Well, I've got to find this one—or I'm in a lot of trouble.

Laura

Maybe it fell out in the car. We can look when we get home.

Host

So, when when the girls got home they searched high and low for Stephanie's calculator.

Laura

It's not here.

Stephanie

I'll never find the calculator!

Laura

It's not under the seat.

Stephanie

It's not in the front, either.

Laura

Think about everything you did after you came home from school, before we picked you up to go to the library.

Stephanie

Well, I walked home from school, put my book bag on the kitchen table—and got a snack.

Laura

Then what?

Stephanie

Then I went to my bedroom and did my spelling homework...

Laura

Do you remember seeing the calculator?

Stephanie

No.

Laura

Maybe it fell out of your book bag. Come on, I'll help you look.

Stephanie

It's gone. And I'm in big trouble. We have that test tomorrow—and I don't have a calculator. Mrs. Dwyer's going to be mad.

Laura

Doesn't your mom have one you can use?

Stephanie

She just has one of those real confusing ones with all the funny extra buttons. I don't know how to use it. And besides, I can't tell her I lost Mrs. Dwyer's. She's always yelling at me for losing things.

Laura

Maybe we can buy one. Do you have any allowance money?

Stephanie

No. Do you?

Laura

No.

Stephanie

Besides, the test is tomorrow. Where could we find one today?

Laura

You're right.

Stephanie

Mrs. Dwyer's going to make me buy a new one—and that's going to get my mom really mad. I can't believe I lost it.

Laura

I wish there was something I could do.

Stephanie

Me, too!

Host

It turned out that later that evening, Laura went to the store with her mom. As she was walking down one of the aisles, Laura noticed a display of all kinds of calculators. Some of them were just like the one from school.

Laura (to herself)

I wish I had money to get one of these for Stephanie. Maybe I could ask Mom for some money. But that's no good because I'd have to tell her that Stephanie lost the school calculator and she might tell Stephanie's mom. There's no one watching—maybe I could take one. If I were really careful opening it, I could bring it back after Stephanie's done with it.

Host

When a good friend is in trouble and needs something—is it okay to steal? Or is stealing always wrong? If you were Laura—what would you do?

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Scenario Four: Is Truth Always Best?**Host**

Angela, Marie, Tom and Greg are working on a science project together. Angela and Marie's job is to set up the experiment. Greg's job is to make sure that they follow the directions properly. And Tom is the recorder—he has to make sure he writes down the results properly.

Angela

Okay, everybody all set?

Tom

I've always wanted to do the recording in one of these experiments, but I never got the chance before.

Angela

You'll do fine. You just have to keep up with us, okay?

Greg

Okay, we have to see how many newtons it takes to make an opening in the can from each of the four points on the lever. First, we attach the scale to the hook closest to the fulcrum.

Angela

Here's the fulcrum. So, this is the closest hook.

Marie

It should take a lot of force.

Angela

Let's see.

Marie

Okay, it measures seven and three-quarters. Did you get that, Tom?

Tom

Uh-huh.

Greg

Okay, let's put it on the second hook and try that.

Angela

Okay, let's see what happens.

Marie

Okay, it's about five-and-a-half—no, wait a minute—five-and-three-eighths.

Angela

Not quite, I think more like five-and-seven-sixteenths

Marie

But Mr. Rogers said we only had to go to eighths.

Angela

That's right. Got it Tom?

Tom

Yeah, I think so.

Host

They worked on the project for two days, and were almost finished when Tom had to go to band practice. Before he left, he handed Greg the recording sheets.

Tom

Okay, see you tomorrow.

Greg

Oh, no!

Marie

What's wrong?

Greg

You better take a look—

Marie

Hey, it's all over the place. And it looks like some of the information is wrong. Look, Angela.

Angela

Oooh. It's really messed up.

Greg

We'll have to do this all over, and we still have three more experiments to do. What are we going to do?

Marie

We'll just tell him he messed up and get him off our team.

Angela

We can't do that. You heard what he said about really wanting to do the recording.

Marie

Yeah, well now we know why no one else wanted him to do that job!

Greg

I'll tell you one thing—I don't want to get a bad grade because he's a mess-up.

Angela

Me either. But we can't be mean about it.

Marie

Then what are we going to do?

Angela

I know. We'll tell him that we all want to have turns doing different jobs. Then I can do the recording and he can do my job.

Greg

But he really wants to do the recording. He'll just say his turn isn't up yet.

Marie

Let's just tell him the truth—he's not doing a good job. He can stay on the team. He just can't do anything that will mess us up.

Angela

You'll hurt his feelings if you tell him that!

Marie

So, you want us to lie?

Angela

It's not a bad lie if it keeps someone from getting hurt.

Greg

I say a lie is a lie.

Host

Angela wants Marie and Greg to lie to Tom so he won't feel bad. What do you think? Is telling a lie to protect someone's feelings okay? Talk about it.

THE END

Teacher's Notes