



TEACHER'S NOTES

TELLING LIES

OVERVIEW

Aimed at **key stage 2** (7-9 years)

(Prep time 10 mins/Class time 25 mins)

Learners consider the concepts of truth and lies and whether they have ever lied, before identifying the probable liar in a set of different scenarios. The whole class then debates why people lie, what the consequences of lying are and how the people involved might feel. Finally, learners consider whether it is ever OK to lie, and why.

LEARNING OBJECTIVES

- To understand the difference between telling the truth and lying
- To explain the consequences of telling a lie, for the liar and others
- To identify situations when it may be acceptable, or unacceptable, to lie

CURRICULUM LINKS

- Understanding physical development, health and wellbeing: recognise right and wrong, what is fair and unfair and explain why
- Understanding physical development, health and wellbeing: recognise how attitude and behaviour may affect others
- Understanding English, communication and languages: use inference and deduction to find meaning beyond the literal

you will NEED

- **Who's telling the truth?** worksheet for each learner

Activity

- Start by exploring the concepts of truth and lies. Ask the class if anyone has ever told a lie, and why they did it. Did people believe them? Has someone lied to them? How did that make them feel?
- Ask learners to put up their hand if they think it is ever OK to lie. Count the number of raised hands and take a note.
- Explain that you think some children may have been telling lies, but you need help to work out who is telling the truth and who isn't. Hand out the **Who's telling the truth?** worksheets for the class to complete.
- When they have finished, discuss each situation in turn, using prompter questions to spark debate:
 - How did they know who was lying?
 - Why do they think the child told a lie?
 - How do they think the child feels?
 - Who is affected by the lie?
 - How might that person feel?
 - Would it be better for that person if the child told the truth?
 - What would you do in that situation?



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Activity

continued

- Ask learners to put up their hand again if they think it is ever OK to lie. Compare the number of raised hands with the earlier vote. Is it higher or lower? Ask anyone who has changed their mind to explain why.
- Finally, ask the class to categorise which – if any – of the worksheet lies they think is OK and to explain why. Does everyone agree or not? Explain that there is no easy way to decide whether it is OK to tell a lie. Thinking about why you want to tell a lie, how you will feel afterwards, and how it might make someone else feel can all help though.

EXTENSION

- Learners work in pairs to develop two linked stories based on one of the worksheet scenarios. One learner describes what happens if the child tells the truth, the other describes what happens if they lie.

FURTHER information

- Take part in the BBC's Spot the Fake Smile experiment:
www.bbc.co.uk/science/humanbody/mind/surveys/smiles/

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WHO'S TELLING THE TRUTH?

PUPIL WORKSHEET

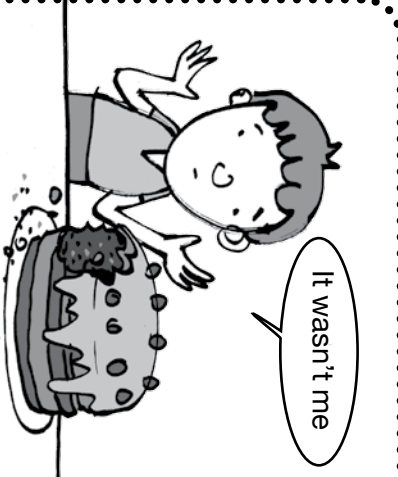
Can you work out who is telling the truth? Circle the answer below each picture.



Telling the truth / lying



Telling the truth / lying

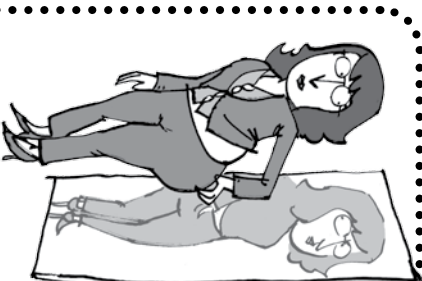


Telling the truth / lying

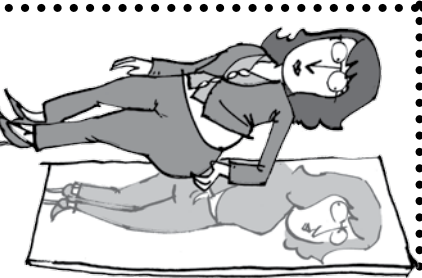


Telling the truth / lying

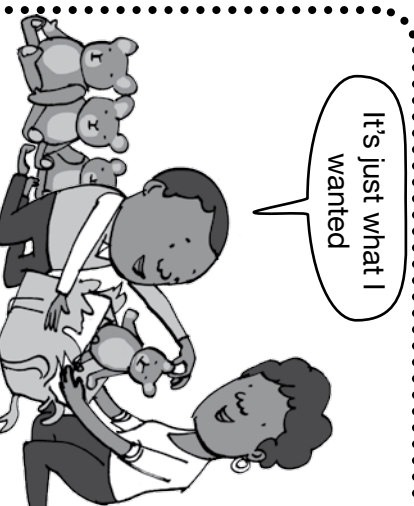
Why do you think some of these children lied? _____



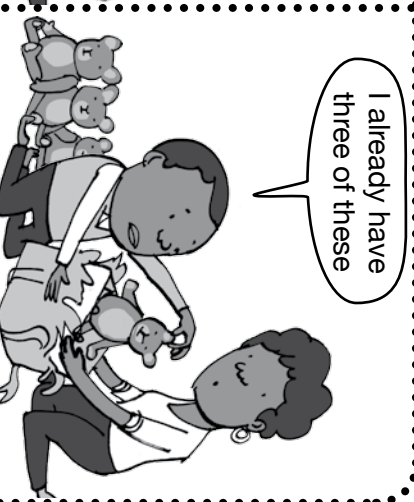
Telling the truth / lying



Telling the truth / lying



Telling the truth / lying



Telling the truth / lying

Is it ever OK to lie? _____

