

## A lie is worth a penny

**Standards:** **LAFS.4.W.1.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **LAFS.5.RI.2.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**Goal:** Students will be able to explain to advantages of telling the truth.

### Materials:

- Large bowl of water
- A quarter
- Enough pennies for each student
- Paper for them to write on
- T-chart labeled advantages and disadvantages of telling a lie.

### Procedure:

**DQ2: Intro/Review/Engage** Review the six pillars of character with the students. Discuss the traits of trustworthiness and ask students to provide examples.

**DQ2: Direct Instruction:** Circle the students around the bucket or bowl of water. Tell the students that the quarter represents a **LIE** and ask for an example of a lie students their age might tell. Drop the quarter into the water and ask the students to make observations about what happened (it sank, it was heavy, it splashed me, it made ripples, it might rust if we leave it in the water too long, etc.) Discuss how sometimes people try to cover up a lie.

**DQ2: Shared Practice:** Ask a class, make a T-chart with the headings advantages of telling a lie to cover up another lie and disadvantage of telling a lie to cover another lie. (Prompts: Advantages – gives you more time to think how to cover up, makes you feel better for a bit, makes your friend feel better for a bit. Disadvantages – have to remember the same lie from now on, might have to make up more lies, makes you feel bad, hurts your friend’s feelings, will get you in more trouble in the long-term) Have students talk this through before moving on to the next part. Show students the penny. Discuss how the penny is going to represent **lies** that people will sometimes tell to try to cover up their original lie. Stress how difficult it is to completely cover up that lie. Ask students for a prediction of how many lies (pennies) are they going to have to drop before they cover their lie completely? What will it “cost” them? Give each student a penny and have them hold their penny above the water level and drop their penny to try and cover up the quarter. If a penny partially covers the quarter, say, *"but you can still see the lie."* Once every student has had a turn and you can still see the lie, ask students if it's even possible to completely cover up a lie. Wouldn't it be easier to just tell the truth in the first place?

**DQ3, 4: Independent Practice:** Discuss the importance of starting to by telling the truth. Discuss how you lose others trust when you tell a lie. If time permits, have students write a paragraph comparing honesty and trustworthiness and how you can't have one without the other.

### Extension Activity:

### Reflection: