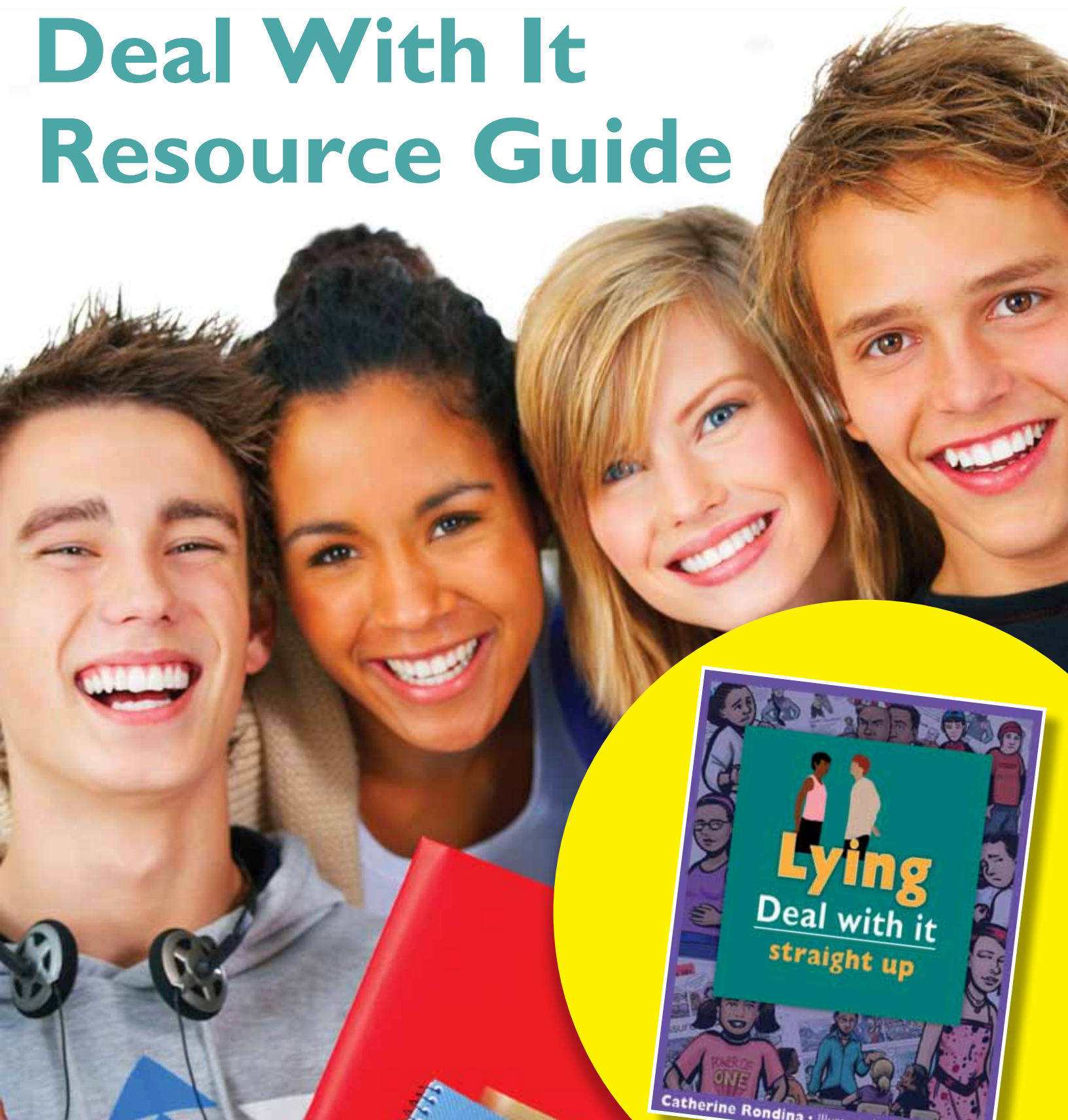


Lying: Deal With It Resource Guide



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How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

For each of these sections, you will find:

Highlights that briefly capture the main points from the Deal With It book, which you will want to review with students.

Discussion Questions that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

Teaching Activities that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



Lying: Deal with it straight up

All of us have probably lied at one time or another. Most of us want to tell the truth, but sometimes it is easier to lie to avoid a conflict or to hide something we don't want others to know. Conflicts may arise when other people are harmed by our lies or when expectations are created that cannot be fulfilled. *Lying: Deal with it straight up* was created to give students suggestions on how to handle diverse situations in which they find themselves wanting to lie, being lied to, and witnessing the damage lies can do.

As you work through the different sections of *Lying*, encourage students to think about their own experiences and how they can apply the strategies in their own lives. Try to engage students in classroom discussions to allow them to express their opinions and learn from each other. Giving students the tools to deal with lying in a positive way will help empower them to make smart choices and constructively deal with the consequences of lying.

Before You Begin

Here are some tips and suggestions to help you plan your lying unit.

- Gather as much material as you can about lying, including *Lying: Deal with it straight up*. (See More Help on page 32 of *Lying* for a listing of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Decide on the amount of time that you plan to spend on this theme.



Lying 101

Highlights

- Lying is when you tell someone something that you know is untrue. There may be many reasons for lying, including avoiding conflict or hurting someone's feelings.
- Different forms of lying include:
 - ☛ spreading rumours
 - ☛ white lies
 - ☛ cheating
 - ☛ exaggeration or embellishment
 - ☛ stealing
 - ☛ pretending to agree with or understand something when you don't
 - ☛ denying that you did something
- People might lie to:
 - ☛ be tactful
 - ☛ protect their or someone else's privacy
 - ☛ protect themselves or others from getting into trouble

Discussion Questions

- What do you think about lying? Do you find that you lie occasionally? To whom and why?
- Is there a difference between lying and hiding the truth? Do you feel badly if you say something that is untrue? Does the type of lie you tell make a difference in how you feel about it?
- Do you trust that other people tell the truth? Are there people you trust more than others? Why?
- What is the difference between exaggeration and lying? Do you exaggerate or change the facts to feel important? Do you know other people who do?
- Is there ever a good reason for lying? Why or why not? Explain your thinking.
- When do you think lying could be a positive activity? How could lying to someone help? Do you think lying is ever justified?
- How far can white lies go before they have a negative effect on people? Does the truth ever have to come out?
- Sometimes, advertisements exaggerate to try to convince people to buy their products. Do you think this is a form of lying? Do you think they should be allowed to exaggerate? Why or why not?
- People learn a lot just by working at a job. Is it okay to exaggerate your experience to get a job and hope that you'll be able to figure it out quickly?
- Have you ever been caught in a lie? How did you feel? How do you think the other people involved felt?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Social Responsibility (G)	Ask students to brainstorm a list of the different types of lies, recording their suggestions on the board or poster paper. As a class, work with students to divide the list into positive and negative types of lying. Post the list prominently in the classroom. Try to refer and add to the list as you work through the lying unit.
pp. 2–5	The Arts (drama) (G)	Have students work in groups of three or four to invent outrageous statements about themselves, their school, events they have seen, etc. Encourage them to make each statement more outrageous than the last. Have students present their statements to the class, encouraging them to emphasize the exaggeration. When the presentations are complete, discuss them as a class, asking students to think about what some of the repercussions of these exaggerations might be.
pp. 6–7	The Arts (visual)/ Social Responsibility (G)	Have students work in small groups to create a comic book or short graphic novel in which the main character is caught up in a lie. Encourage them to think about what the consequences of the lie might be for the protagonist as well as the other characters and how the situation can be resolved in a positive way.
pp. 6–7	Language Arts (I)	Have students choose one of the comics and write a journal entry from the point of view of the main character, agonizing over the consequences of the lie.
pp. 8–9	The Arts (drama)/ Guidance and Career Education (G)	Have students work in groups of three or four to write a skit about how lying to help a friend might backfire. Encourage them to think about the Dear Conflict Counsellor examples and how lying to protect the people in these scenarios might have negative results.
pp. 10–11	Language Arts (G)	Have students work in small groups to create a poster giving ten reasons to tell the truth. Display the finished posters in the classroom.
pp. 10–11	Media Literacy (I/G)	Ask students to collect different types of ads from a variety of media. Have them develop presentations about the messages in the ads and their views on whether or not the messages in them are true.
pp. 12–13	The Arts (drama)/ Guidance and Career Education (G)	Have students role-play situations in which the characters hide information or their feelings to avoid hurting others. Encourage them to explore the possible consequences for each situation. As a class, discuss the negative or positive implications.

The Liar

Highlights

- The Liar is the person who stretches the truth, invents information, or tries to fool others for his or her own advantage. Some lies can be ignored, some can be helpful, but most are harmful.
- How can you avoid lying?
 - ☛ take responsibility for your actions
 - ☛ think about the consequences of telling a lie
 - ☛ learn how to be honest but tactful
 - ☛ reflect on the groups you belong to and whether or not your friends tell lies
 - ☛ talk with your parents or teachers about lying
 - ☛ volunteer for activities that help others so that you feel good about yourself
 - ☛ give yourself a chance to learn new habits

Discussion Questions

- Have you ever lied to cover up something you did that you knew was wrong? How did it make you feel?
- Have you ever lied to gain some advantage over someone else? Did you regret it later?
- Do you exaggerate to make yourself look good in other people's eyes? Has anyone ever caught you exaggerating? What did you say?
- Have you ever told a lie to make someone else feel better or to spare them some disappointment?
- Have you ever lied to protect a friend who was doing something wrong? Did you talk to your friend about what they did and about the consequences?
- Are there situations in which it is a good choice to follow a group? What if the group is involved in illegal activities, such as stealing or doing drugs?
- Have you ever admitted that you lied? How did telling the truth make you feel?
- Have you ever been in a situation where you knew someone was lying? Did it make you feel uncomfortable? What did you do?
- Think of a person you know who manages to stay calm even in tough situations. What do you notice about their body language? What strategies do you think they might use to remain calm and clear headed?



Teaching Activities

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Section	Subject Area	Activities
pp. 14–15	The Arts (visual)/ Guidance and Career Education (I/G)	Using the list in the first Dear Dr. Shrink-Wrapped letter to help them come up with scenarios, have students write their own letters asking for advice. Post the letters on a classroom message board and have students add their comments and advice to the letters.
pp. 14–15	Social Studies/ Health and Physical Education (I/G)	Have students research to find out the signs that someone might be lying. Ask students to work in small groups to see if they can tell if someone is lying. One group member says something and the rest of the group tries to decide if it is true or not based on his or her body language, facial expressions, and tone of voice. When all the group members have had a chance, regroup and discuss their findings as a class.
pp. 16–17	Guidance and Career Education (I)	Have students work through the quiz and then hold a class discussion about lying and the types of lies that people tell. Ask students to write a journal entry expressing their feelings about lying and liars. Encourage them to think about their past behaviour and how they might improve their relationships and progress in school by setting goals to change their habits. Schedule a follow-up session during the year so that students can monitor their progress.
pp. 18–19	Social Studies (G)	Have a classroom discussion about accountability and the consequences of not staying true to your word. Ask students to work in small groups to research election promises about school funding or the environment from websites or brochures published by political parties. Have them find out if the elected party followed through on its promises. Hold a class discussion about their findings.
pp. 18–19	Mathematics (I/G)	Ask students to collect a variety of ads from newspapers, magazines, flyers, etc. Have them create a table in which they record data about these ads, including the frequency of key words (such as new, improved, great, etc.) and the types of products that these words are applied to. Have students graph their results and present their findings to the class. As an extension you may discuss how the frequent occurrence of these words in ads affects their belief that the advertisers are telling the truth.
pp. 18–19	Language Arts (I)	Ask students to choose one of the ways to stop lying. Have them write a journal entry about a time that they used one of these strategies and what were the outcomes.

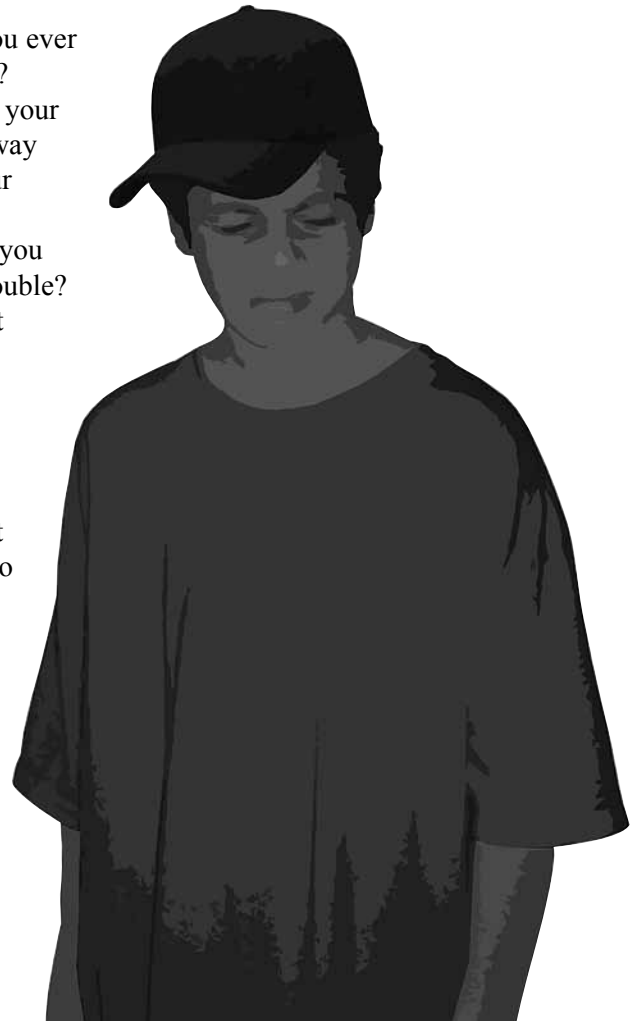
The Duped

Highlights

- The Duped is the person to whom a lie has been deliberately told. Sometimes it makes you feel as if you can't trust anyone.
- The Duped can react in a variety of ways, including being the:
 - ☛ victim and watching the Liar get away with it
 - ☛ co-conspirator and supporting the lie
 - ☛ defender of truth and confronting the Liar
- If you feel you have caught someone in a lie, you can:
 - ☛ start with sympathy by asking yourself why the person told the lie
 - ☛ confront the Liar to let them know you know the truth
 - ☛ control the damage by setting the record straight
 - ☛ talk about how you are feeling with your friends, loved ones, or a trusted adult
 - ☛ set a good example

Discussion Questions

- Have you ever discovered that someone was lying to you? How did you feel when you found out?
- Why do you think the person who duped you lied? Do you think their actions could be justified in some way?
- Do you have friends who you know lie to you? Have you ever talked to them about why they do it? What did they say?
- Imagine a situation in which you find out that people in your group lie to you regularly. How would this change the way you feel about them? Would you consider changing your activities and looking for new friends?
- Have you ever discovered that someone else is lying to you but not exposed it because that person might get into trouble? How did you feel? Were there any consequences for not coming forward?
- Do you have a trusted friend or adult you could consult if you find that you have been duped or betrayed by someone else's lie?
- What would you do if a product you buy doesn't do what it claims that it can do? Do you take it back or just throw it away? What would you do if the store refuses to refund your money?



Teaching Activities

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Section	Subject Area	Activities
pp. 20–21	Mathematics/ Social Studies (G)	Have students compile a list of categories of lies (you may wish to have them look back over <i>Lying</i> for ideas). Based on their list, have students create a survey to find out which kinds of lies are told most often, why people tell these lies, and if people think that some “lies” are excusable. Students then graph their results and present them to the class. Discuss their findings as a class.
pp. 22–23	The Arts (drama) (G)	Have students work in groups of three or four to create a scene in which one person is deliberately duped and he or she finds out. Encourage them to explore the feelings of the characters involved. Have groups present their scenes to the class and discuss.
pp. 22–23	Guidance and Career Education (I/G)	Ask students to think about applying for jobs and résumés. You may wish to have them explore some sample résumés on job sites such as Workopolis.com or Monster.ca. As a class, discuss the difference between putting your best foot forward and padding the information to make your qualifications seem more impressive. Encourage them to think about ways they frame themselves in the best light without going beyond the truth. Have students write a sample cover letter describing their best attributes.
pp. 24–25	Language Arts/ Guidance and Career Education (I/G)	Have students write a creative piece of fiction or a poem about the value of truth in friendship. Encourage students to share their work with others and display it in the classroom.
pp. 24–25	Language Arts/ Social Responsibility (I)	Ask students to write a journal entry about a time when they were duped because someone wanted to spare their feelings. Encourage them to think about how they felt when they found out the truth and how they feel about the person who lied to them. Have them include suggestions on how they might have handled the situation differently and what they will do if they ever find themselves in a position where they consider lying to spare someone else’s feelings.

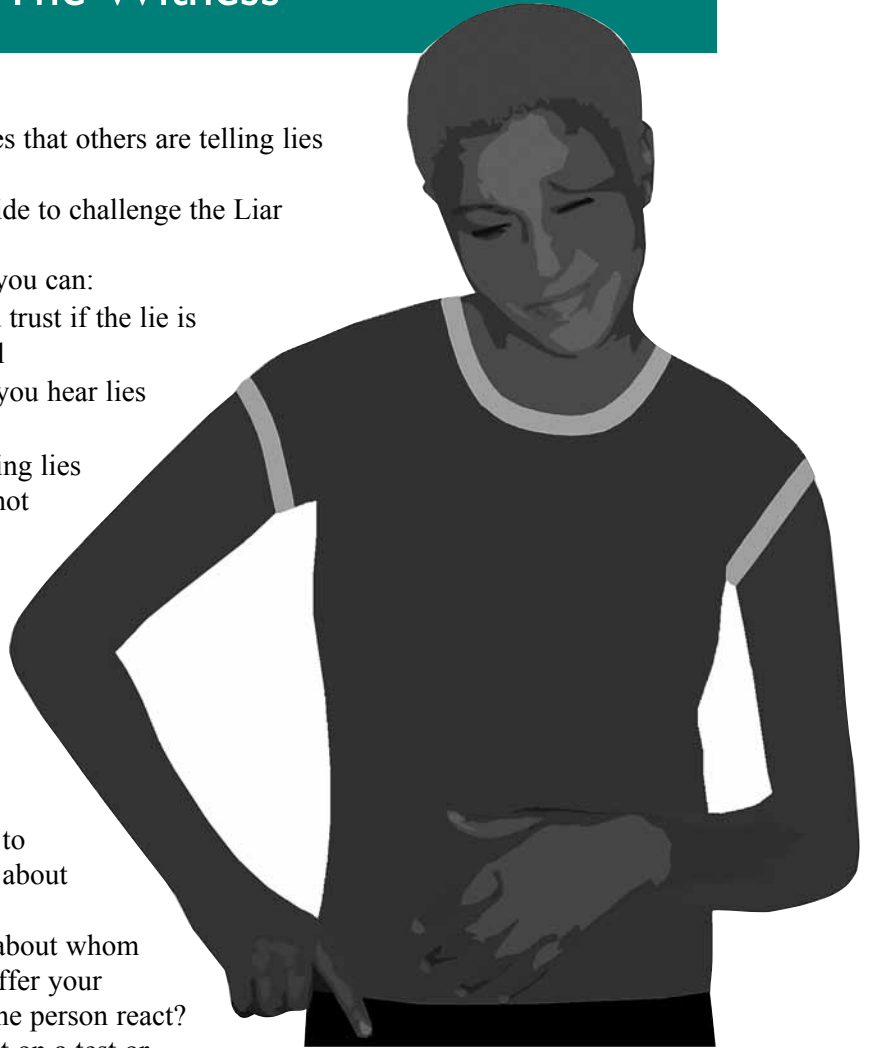
The Witness

Highlights

- The Witness is the person who sees that others are telling lies or being duped.
- The Witness has the power to decide to challenge the Liar and stand up for the truth.
- If you feel that someone is lying, you can:
 - ☛ tell an adult or someone you trust if the lie is mean, dangerous, or harmful
 - ☛ tell and support someone if you hear lies being spread about them
 - ☛ let the person who is spreading lies or stories know that you're not interested in hearing them
 - ☛ do your best to make honesty your best policy

Discussion Questions

- Have you ever heard lies being spread about someone? Was there anything you could have done to help the situation? Could you talk to the person who made up the story about the harm that it could do?
- Have you ever talked to a person about whom lies were being spread? Did you offer your sympathy and support? How did the person react?
- Have you ever seen someone cheat on a test or take something from a store without paying? Did they lie about it? What did you do?
- Have you ever known that a friend's boyfriend or girlfriend was cheating? Did you tell your friend? Did you tell his or her girlfriend or boyfriend that you knew? What if they are both your friends? Should you risk losing one as a friend to tell the other one the truth? Explain your thinking.
- Have you ever had a friend who lied to his or her parents and teachers about using drugs or alcohol? What did you do? Who could you ask for help in this situation?
- Have you ever been pressured to keep quiet about the truth? What were the consequences of keeping quiet or of telling someone about it?
- Do you have a trusted friend or adult who can help you figure out what to do when you have been witness to a lie?
- How can you help someone who is a habitual liar? Should you speak to him or her directly about it or get someone else to help you?



Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 26–27	The Arts (visual)/ Social Responsibility (I/G)	Have students create two comic strips based on the “Do’s and Don’ts” list on p. 27. The first comic strip shows what happens when a Witness follows one of the “Do’s.” The second comic script shows what happens in the same situation if a Witness chooses one of the “Dont’s.” Have students present their comics to the class and then display them in the classroom.
pp. 26–27	Language Arts (G)	Have students work in small groups to write a song about a Witness’ reaction to seeing someone harmed by the power of a lie. Students may wish to perform their songs to the class or to younger students.
pp. 28–31	The Arts (drama) (G)	Have students work in small groups to create a skit based on one of the scenarios in the quiz. Ask them to choose one of the suggested solutions or come up with one of their own to bring a positive solution to the dilemma. Have students perform their skits for the class or a group of younger students.
pp. 28–31	Language Arts/ Guidance and Career Education (G)	Ask students to write a journal entry about an experience they had as a Witness to a lie or deceitful action. Have them describe the events, their feelings, and what the other people involved may have been thinking. Ask them to think about what they did or could have done to resolve the situation in a positive way.
pp. 28–31	Social Studies (G)	As a class, discuss the issue of being Witnesses to injustice. Encourage them to think about situations that they know about in which someone was hurt by a lie and how the people involved — the Liar, the Duped, and the Witness — acted and felt. From your discussion and your reading of <i>Lying</i> , generate a list of the top ten best ways to deal with lies. Post this list in the classroom and use it as a reference during future discussions.

Additional Resources

- www.blifaloo.com/info/lies.php: Blifaloo: Temporary Boredom Relief is a playful website that gives fun instructions on how to detect lies.
- Bell, William. *No Signature*. Toronto, ON: Seal Books, 1995.
- Haddon, Mark. *The Curious Incident of the Dog in the Night-time*. Toronto, ON: Anchor Canada, 2004.
- Naidoo, Beverley. *Web of Lies*. Toronto, ON: HarperCollins Canada, 2006.
- Slade, Arthur. *Tribes*. Toronto, ON: HarperTrophy Canada, 2002.
- Konigsburg, E. L. *Silent to the Bone*. New York, NY: Simon Pulse, 2004.

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