

Students will share real stories of honesty. Here are some suggested responses:

“Do you remember what you were feeling when your dad was talking to you?”

“How did you get yourself to do the right thing even though you were feeling scared?”

“How did you feel about yourself after you were brave and honest?”

“How do you imagine your dad felt about you for being brave and honest?”

“Was it worth owning up to it even though you got in trouble? Why?”

“What do you think of people who can own up to things?”

“What do you think of friends who can't yet own up to things?”

Clarify for students with social-emotional challenges that “owning up to the truth” is a figurative statement that means taking responsibility. If you have already completed the Sad Feeling Lesson, compare this saying here to “own it,” there. Add to the “Words Don’t Always Mean What They Say” poster (page 62).

## ● RESPONSIBLE Activity 2 Coming Clean

### PRACTICE

#### Choosing to tell what you regret before you get caught

*Materials: Bug, slips of paper, pencils*

“We are going to practice telling the truth about something we are not proud of before an adult finds out. It may mean you will get in trouble or have consequences. Why would we practice telling on yourselves?” (Because it’s the brave and right thing to do; we want to be seen as an honest person, want to feel like an honest person.)

Ask a student to pretend to be a parent and you pretend to be the child. Act upset because someone in the family has left the front door open and the dog got out. Do a show with the following:

Have the “adult” walk over to you and ask you if you left the door open and you tell the truth. (“Yes, Dad, I left the door open. I’m sorry. I’ll go look for the dog.”)

In the second show, walk over to your “parent” and tell the truth before you are even asked. (“Oh no, the dog got out and I was the one who left the door open!”) Then call “Freeze.” Ask the student to share his thoughts and feelings about how you handled both situations. Both were honest and took courage. Does the student think more highly of you when you were honest before getting caught?

“Why can it be hard to tell the truth before you are even asked about what you did?”

“Why is ‘coming clean’ or telling on yourself a habit worth practicing in real life?”

“Most importantly, how do you feel about yourself when you are honest and come clean by telling the truth?”

Have students write things that would get someone in trouble onto slips of paper. Tuck the slips into Bug’s pouch. To modify, have students think of reasons or create a brainstorm list on the board.

Then create two lines: line A and line B. Students in line A will be the parents. Students in line B will be the children. (You can modify and have two students do this activity in front of the class and then rotate.)

Pass Bug down line A so “parents” can pull a situation from Bug’s pouch. The “parent” is then to ask their “child” about the situation so students in line B can practice being brave and telling the truth. Then retuck the slips of paper into Bug and pass Bug down line B for students to pull a situation and come clean about it to their “parent.”

Gather your class into a circle and think about:

“How did you feel about yourself when you owned up to your mistake?”

“How did it make you feel about your pretend child when she was brave and honest?”

“How might this activity help you in real life?”

“Coming clean” is another phrase to add to the “Words Don’t Always Mean What They Say” poster (page 62).

### ● RESPONSIBLE Activity 3

#### *Oops, That Was a Lie*

##### PRACTICE

Courage to tell the truth  
Recovering after telling a lie

“Honesty can be scary and lying may seem easier, but telling the truth makes you a person people can trust. What are some lies you have heard people say when they are afraid to be brave and tell the truth?” (Examples: I didn’t do it; I don’t know who did it; I wasn’t there; I don’t know what you are talking about.)

Some students with social-emotional challenges may not understand why someone would tell a lie. When asked to report a lie they have told, they may say something like, “I would never do that” or “Why would I say that?” If a student feels comfortable explaining why they might think this, ask him to clarify his thoughts to the other students. Discuss why it is always better to be brave and tell the truth.

Then ask: “How do you feel right after you hear this lie come out of your mouth? Does lying make you feel good or not so good about yourself? How do you think your parents and teachers might feel when they don’t think you’re being brave and telling the truth?”

“Let’s practice a helpful communication habit for when you say one of these lies. If you hear yourself lie, quickly have the courage to catch yourself and tell the truth. I will demonstrate first.”

Have a student play the “teacher” role and ask you if you left the glue open. At first say, “I didn’t

do it,” but then quickly recover by saying, “Yes, I did. I don’t know why I said that.” Now reverse roles and approach students to ask them if they did something. Have them deny it but then quickly recover by choosing to be brave and honest. Keep track of the words that seem the most helpful for getting someone to be brave and tell the truth even when he is afraid of the consequences.

“I don’t know why I said that.”

“That’s not true. I did it.”

“I’m sorry I lied. I was scared because I did it.”

“I meant to say, ‘Yes, I did it.’”

“How do you think this communication habit might help you at home, in school, with friends?”

**BE RESILIENT** The following communication activities will help students be resilient and apologize when making a mistake and forgiving when others make mistakes that cause hurt feelings.

### ● RESILIENT Activity 1

#### *Say Sorry*

##### PRACTICE

Using courage to apologize  
Owning mistakes

*Materials: Bug, Sorry, Scared, Proud, Embarrassed, Brave, Loved, Grateful, Happy, Friendly, Kind*

“Raise your hand if you make mistakes. How do you feel about friends who can say ‘I’m sorry’ when they make mistakes? How do you feel about friends who blame others or find excuses rather than saying ‘I am sorry’? Why do you think they don’t seem able to apologize? Why can it be difficult to say ‘I am sorry’”? (You feel scared, embarrassed, etc.)

“Today we are going to learn the value and importance of choosing to be a brave person who can say ‘I’m sorry’ when you make mistakes. Let’s practice our apology words. Repeat after me, ‘I’m sorry.’”