

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.’”