**EDUF speech:**

**Introduction**

Jessica

Good morning fellow teachers, and welcome to our lesson plan on the value of honesty, and telling the truth. My name is Jessica, and these are my co- teachers, Daniella, .. .. ...

Introduction - Content:

Daniella

* Let’s go through the breakdown of what will be included in today’s lesson plan
* To start off we will go through the definition of honesty, and telling the truth followed by exploring the importance of teaching our target group about the significance of honesty and telling the truth.
* Next, we will delve into the learning outcomes in which we aim to achieve in our 45-minute session.
* We will then explore who our target group is, and what developmental characteristics these students will have according to Piaget and Kohlberg’s theories.
* After which, we will discuss our lesson plan, possible road blocks that we may encounter, and then we will discuss how we as teachers aim to create a values-based learning environment.

Definition

Shirely

* Let’s get to it! The definition of honesty refers to the quality of being honest, and it involves not telling lies. Whereas truthfulness, refers to one actively making sure that people are aware of the full truth.

Importance of learning honesty and telling the truth:

Jess

* So why is it important for young children to understand the importance of honesty and telling the truth?
* It is important for young students ages 5-7 to learn about the significance of being honest, and telling the truth, because learning honesty at a young age, will help the students evolve into trustworthy people, which will largely assist their conscience in guiding their future decisions.
* Another reason as to why young students should learn about honesty and telling the truth, is because, if you look at the compound word of *trustworthy,* it makes sense, that telling the truth will make the students worthy of someone’s *trust,* and trust, is ultimately the foundation for a strong, long term friendship which everybody aims to create throughout their lives.

Aims/learning outcomes of the values-based lesson

Vivian

* There are a few aims and learning outcomes in which our students will achieve as a result of participating in our values-based lesson.
* The first outcome in which we aim for our students to develop is an enhanced understanding of the importance of being honest and telling the truth.
* The second outcome is for our students to develop a deeper understanding of the way in which being honest, or not being honest, may in-fact impact other people’s feelings and emotions
* Furthermore, the third and final aim for our lesson, is for our students to develop the knowledge needed to be honest, as well as know how to apply what has been learnt in our value-based lesson, in the classroom and in their everyday life.

Target group

Maggie

* The aged-group in which our values-based lesson is targeted towards is the 5-7 age bracket.

Piaget’s and Kohlberg’s theories

Daniella

* According to Piaget, our targeted age group, would fall into the Pre-Operational Stage, with some students entering into the initial stages of the Concrete Operational Stage.
* Piaget’s theory also states children aged 5-7 would fall into Stage 1, known as the, heteronomous morality stage.

Furthering Piaget’s studies on the varying stages of moral development, Kohlberg created six stages, at three different levels. Children ages 5-7 being at level 1, known as the pre-conventional reasoning level, still at stage 1, also known as the heteronomous morality stage.

Developmental stage characteristics

Jessica

* We know that Piaget and Kohlberg have slightly differing ways of classifying the stages of moral development, and so to do they have slightly different views on children’s developmental characteristics
* Egocentricity as a developmental characteristic for children ages 5-7 has its roots in Piaget’s studies, whereby children at this age find it difficult to think outside of their own viewpoints.
* Both egocentricity and the fear of punishment are developmental characteristics that are present in Kohlberg’s work.
* Kohlberg’s studies reveal that children have an intuitive sense that immoral actions are immoral and are immoral because they are punished. They believe that what is moral in other words, is what does not get punished.

Introductory discussion to the lesson (3 MIN)

Maggie

* To begin our values-based lesson, we will ask all of our students to sit on the floor in a circle. This is so that the students become aware that the lesson has begun, and that it is time to start paying attention.
* Here, we aim to elicit the student’s prior understandings on what they believe honesty is, and why it is important to them. This is to form the foundation for further learning during the lesson.
* We will begin the discussion by asking the students the following question; “What do you think the word honesty means?” We will then further the discussion by asking the students, “Why do you think that it is important to be honest, and to tell the truth”.
* Finally, we will conclude the introduction to the lesson by asking the students one more question, this being “What feelings do you think that you would feel if someone was not honest with you, and did not tell you the truth?”

Activity 1 – ‘The Boy who Cried Wolf’

Shirley

* Lets move onto our main activities for the lesson!
* Our first activity, activity 1, will begin by us as teachers showing the students a video recording of one of Aesop’s well-known fables called, ‘The boy who cried wolf’.
* ***Are you all aware of the well-known fable?***
* Through our students watching what happened to the boy who cried wolf, they will begin to develop ‘an enhanced understanding of the importance of being honest and telling the truth. This being, the first learning outcome that we previously discussed today.

Daniella

* It will also ensure that the students achieve learning outcome 2, this being that our students will develop a deeper understanding of the way in which being honest, or not being honest, may in-fact impact other people’s feelings and emotions.
* Following the watching of the ‘The Boy Who Cried Wolf’ we will engage in a discussion with the students in order to explicitly teach the values so that the students know what the values mean, and how the values are lived. This is principle 4. Some questions that will assist us in implementing this principle will include, “Why do you think it was wrong for the boy to lie”, as well as, “How did the people in the village feel when the boy lied”.
* One of the main reasons as to why we have chosen this activity to be included in our values-based lesson, is because according Kohlberg’s studies, as mentioned above, children ages 5-7 believe what is wrong based upon what gets punished by authorities such as teachers, and parents.
* Therefore, we have included this activity to show the children that they should act morally, and be honest and truthful so that they can improve themselves and become better people who aim to not hurt others feelings, not necessarily because of the repercussions and punishments that may be experienced if they fail to be honest.
* Through the students viewing the well-known fable, and then engaging in a discussion about what occurred in the fable, this activity clearly links to English comprehension. Therefore, this showcases how principle 3 has been incorporated into this values-based lesson, through integrating curriculum concepts.

Activity 2 – Focusing on feelings

Vivian

* Moving onto the next activity!
* The next activity that we will engage in with the children, follows on perfectly from what the students would have learnt from watching the video, ‘The boy who cried wolf’ in activity 1, and from engaging in a discussion with the teachers and the other students about whether the boy made the right or wrong choice by lying to the villagers, and about how the villagers felt after they had been lied to.
* This activity will begin by the teacher posing the following question to the students, “How do you think the boy would have felt if he had not lied to the villagers”. The teacher will support this question and make it more relevant to the student’s lives by then saying, “How would you feel if you were honest and told the truth to your friends and family”.

Jessica

* The teacher will then write down some of the responses stated by students on the whiteboard in order to form a mind map. Some responses may include, that they, and the boy would feel proud, happy and excited if they were honest and told the truth.
* Following the creation of the mind map which explored the positive feelings that accompany being honest and telling the truth, each child will be given a paper face which you can all see on the desk in front of you. The child will then be able to draw on the paper face, a face expressing an emotion of how they would feel if they told the truth.
* They may draw a smiley face, proud, excited face etc.
* This activity is very powerful and will largely assist us as teachers in ensuring that our students achieve learning outcomes 1 and 2.
* This is because, through our students considering the positive internal feelings that are accompanied from being moral, honest, and from telling the truth, the students may be more inclined in the future to practice this value in the classroom and in their home environments.
* This activity also incorporates principle 3, through integrating art into the teaching of the value.
* This activity also incorporates principle 4, as students will become more familiar with what the values mean, and how the values are lived and affect others in society.

Conclusion to the lesson

Shirely

* To conclude the lesson in a tidy and meaningful way, as well as to secure that the learning has been achieved, we will ask the students if they would like to show their peers the emotion that they have drawn on their face to represent how they would feel if they always told the truth and were honest.
* This will ensure that the lesson concludes in a positive way, whereby the students are able to digest and understand the varying positive emotions that can arise within themselves from being honest and moral, therefore, encouraging the students to always be honest, as it will not only help create a kinder society, but it will allow the children to feel more positively about themselves through acting morally.

How will we monitor students learning throughout the lesson?

Vivian

* So, how will we monitor that the students are engaged and learning effectively during our lesson?
* We believe that it is critical to monitor whether the students are really learning during the lesson so that this lesson is of value to the students.
* We will monitor whether the students are learning, by observing their facial expressions; do they look enthused, excited and engaged by the activities that are being conducted?
* We will also be monitoring the students learning through the amount in which they positively contribute to the discussions, and to the creation of the mind map.

Impacts of the activities –

Maggie

* So what are the main impacts of our values-based lesson?
* One of the main impacts of both activity 1, and activity 2 is value consciousness.
* This is because, students will develop an increased consciousness of the meaning of honesty, and telling the truth which has the power to significantly transform both learning and life.
* Evidence suggests that through various forms of reflection, stories, dialogue and communication, awareness of the values can be raised
* Activity 1 engages with all of the forms that have just been stated. Activity 1 enables the students to appreciate the importance of honesty by watching the video and engaging in a discussion on how their actions relating to honesty, may affect others. This has been incorporated, in order to raise their awareness of these values.
* As mentioned, an impact of activity 2 is also value consciousness**.** This is because, as students delve and reflect upon the emotions that being honest and telling the truth will bring to them, they will be able to deepen their understanding on what the true value of being honest means and how it can affect their life, both in and outside of the classroom.

Daniella

* Another impact that we have chosen to target in both activity 1 and 2 is Wellbeing. Wellbeing is an important aspect of a student’s learning, as it ensures that they develop strong, supportive relationships with others, creating an inclusive environment where students can learn effectively.
* These activities aim for the students to gain a deeper understanding of the emotional impacts that can occur from being honest and dishonest, truthful and not truthful.
* By applying value-focused and student-centred pedagogies (e.g. multimedia production), the students’ wellbeing is ultimately enhanced, allowing them to deeply reflect on the nature of values and what they mean to not only themselves but also their fellow peers.

Vivian

* By showing the students the video ‘The boy who cried wolf’ in activity 1, and conducting subsequent discussions about the emotional impacts that are seen in the video, the students are able to acknowledge the range of feelings that are felt by the characters when being honest and dishonest, allowing them to make positive change as they now understand the way that their actions effect the wellbeing of others.
* An impact of activity 2 is also wellbeing, in specific the wellbeing of the individual child. As teachers, we believe that there is a strong link between wellbeing and positive academic performance, as we believe that if a child is happy at school, they will be more inclined to participate in learning effectively.
* This is why we have chosen to engage with our students in this self-expressive activity. Through the students acknowledging the range of positive internal feelings that they will be able to feel as a result of acting morally, and from being honest and telling the truth, and then by expressing these emotions on their own drawn ‘face’, the students will be able to hopefully, become more honest in the future, giving them a greater sense of pride, self- worth, and an all-round a more positive view of themselves.

Potential roadblocks

Shirely

* We have considered a few roadblocks that may occur during our values-based lesson. Firstly, according to dynamic systems theory, we know that children’s development is much more dynamic and variable than the ‘stage-theory’ suggests. Dynamic systems theory suggests that all humans are non-linear, self-organising systems in which new patters and ways of behaviour may emerge at different points of time in one’s life.
* Therefore, due to the fact that according to dynamic systems theory, students develop their cognitive and moral abilities at different times, one potential road block that may arise during our lesson is the differing abilities of students to positively contribute to the discussions that occur in the introduction to the lesson, in activity 1, and in activity 2, as well as in the creation of the mind map that occurs during activity 2.

Jessica

* Another roadblock that we may encounter during our lesson is that the children may have different views on the worthiness of learning about honesty and telling the truth.
* The way in which we have planned to overcome the road blocks explained above is by ensuring that all of the activities that we have included are meaningful, emotionally salient and of value to the students. We have also ensured that the activities that we have set are appropriate to the age group that we have chosen to conduct the lesson for, as Derek Sankey believes that it is important to “not set tasks that students are sure to fail”
* Also, contemporary neuroscience, and especially neuroimaging, indicates that cognition and emotion are interdependent, and that thinking and feeling work well together. Mary-Helen-Immorindo-Yang suggests that, “we think more deeply about the things we care about. Therefore, we have created activities that involve both thinking and feeling at the same time in the hope to gain the interest of all of those students in the classroom regardless of differing abilities and worthiness on the topic.

Creating a values-based learning environment

Maggie

* Essentially, we believe that it is imperative for teachers to create a values-based learning environment in their classrooms. This will involve us as teacher creating a positive learning atmosphere in the classroom, where students not only feel valued as learners, but also where students are helped to feel the value of what they are learning.
* We aim to create a values-based learning environment by creating a shift in student teacher relationships, as well as by increasing their mutual respect to one another.
* We aim to create a shift from teachers being the so-called dictators who tell the students what to do, and how to do it, to a less hierarchical structure, whereby both the teachers and the students will discuss and evaluate not only class values, but also class activities.
* We also aim to create a values-based learning environment by giving students the power to lead activities based on what they find most beneficial, and on what they enjoy the most.

Conclusion

Vivian

* To conclude, we believe that educating students ages 5-7 on the value of honesty and telling the truth is significant, so that they can understand how to act morally, and why certain moral acts are considered as important, rather than purely due to the fact that it doesn’t get punished by authorities.

Reference list