

Follow Up Activities For "Lying"

I. Are all lies equally bad?

This exercise aims to get the students to think about differences between different types of lies.

We suggest breaking your class into small groups, though you can do this with the whole class as well. Some students may feel freer to say what they think in small groups.

Give them the following list of types of lies and examples of them.

- Card game lies (bluffing in poker)
- Advertising (air brushing, false statistics)
- White lie (That sweater looks nice on you)
- Surprise Party or planned secret event (I've got plans for Saturday night)
- Big Fish story/exaggeration for excitement (It was at least 2 feet long.)

Ask the students to add to this list with other types of lies and examples of them. Then have them put the list of lies in order from least harmful to the most harmful.

Once the ranking lists are complete, have the class come back together to discuss the lists and compare them.

Here are some questions you might ask:

- How do you rank a lie?
- Should lies be ranked or are all lies wrong?
- Is a lie that is one of the least harmful morally all right?
- Is it ever all right to lie? In what types of situations?

II. Have you ever lied or been lied to?

Have students find a partner in the room and share a time they have lied and a time they have been lied to.

Here are some questions they should discuss:

- How did it feel to lie? Did anything good come out of lying?
- Did the lie stop at one lie, or did it need a chain of lies to support the original lie?
- How did it feel to be lied to? What happened when you discovered you had been lied to?

After students have shared, have them come together to share if they are willing.

III. Two Truths and a Lie

This is a fun ice breaking game for any group.

Sit in a circle and have each person come up with 2 true things about themselves and 1 lie. Go around the circle and have each person share his or her 3 stories with a straight face. When they are done, the rest of the group should try and guess the lie.

After the game focus on the following questions:

- How do you know when someone is lying? Body language? Facial expressions? What else?
- Think about a time you have lied. Do you think it was obvious to the person? Did you feel different while you were speaking?
- Think about a time you were lied to. Did you know the person was lying? If so, how did you know?

IV. Social Media

Discuss as how social media might help people lie.

- In what way does communicating with a screen make it easier to lie to people?
- Have you said things on Facebook or other social networking sites that you would not say in person? Why or why not?
- Do you think Facebook is changing the way you speak with people in real life? Why or why not?

V. Creative writing activity: Is it ever good to lie?

With a partner, have the students come up with a scenario of when it is good or necessary to lie. Have them write the scenario down as a story and share it with the class. Ask the class to discuss the story and decide whether they think the lie was justifiable.