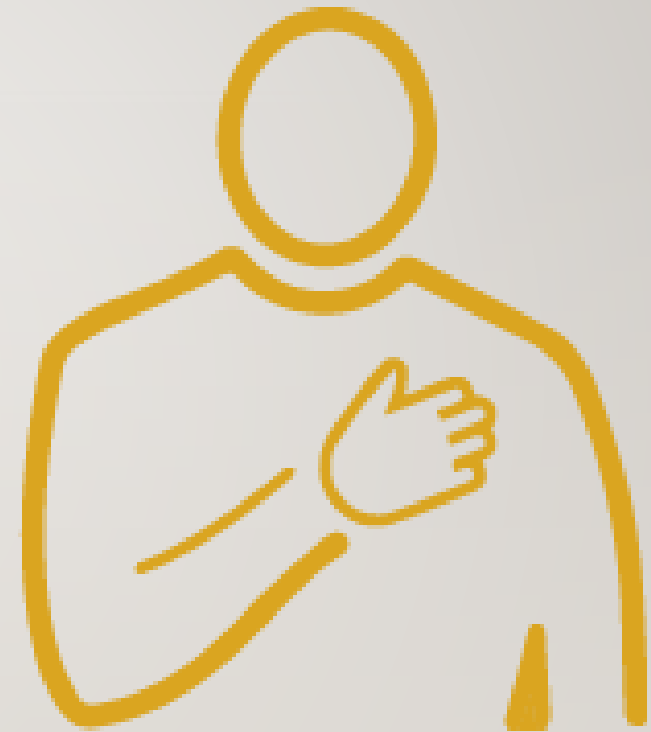


HONESTY AND SINCERITY



The following activities will help participants deepen their understanding related to concepts of sincerity and honesty, including the consequences of honest and dishonest action. They will learn about the role of honest words and actions in creating harmonious communities.

Reflection Points

- Honest words and behavior create harmony.
- 'Treat those who are good with goodness, and also treat those who are not good with goodness. Be honest to those who are honest, and be honest to those who are not honest.' – **Lao Tzu**
- 'To believe in something, and not to live it, is dishonest.' – **Mahatma Gandhi**
- 'It takes strength and courage to admit the truth.' – **Rick Riordan**
- 'Truth is the most valuable thing we have.' – **Mark Twain**
- 'Honesty doesn't always pay, but dishonesty always costs.' – **Michael Josephson**

Activity 6.1 – Experiences of Honesty

Tell a story that shows people behaving honestly or dishonestly or both. Discuss the story and ask the group what values were demonstrated.

Ask:

- Can anyone share a story from their own life when it was important to them that someone else displayed honesty?
- Can anyone share a time when they showed honesty and explain the reactions of people around them?

Activity 6.2 – Consequences of Honesty and Dishonesty

Start with a discussion on dishonesty in Sri Lanka. Ask:

- Can anyone share an example of a situation in Sri Lanka where a person or group displayed dishonesty?
- What were the consequences of dishonesty?
- Who was affected by the dishonesty?

Now share with the group an example of your own. Bring in a newspaper clipping that reports on people that have been dishonest. Read the story to the group. Make sure they understand the key points in the article.

Ask the participants to re-write the newspaper story and explain what would have happened if the person or people had displayed honest behavior in that situation. Describe the consequences of honesty.

Activity 6.3 – Mind Mapping Honesty and Dishonesty

Now divide the group into groups for a [mind-mapping](#) exercise. Each group will draw two mind maps, one exploring the consequences of dishonesty and one identifying what happens when people are honest.

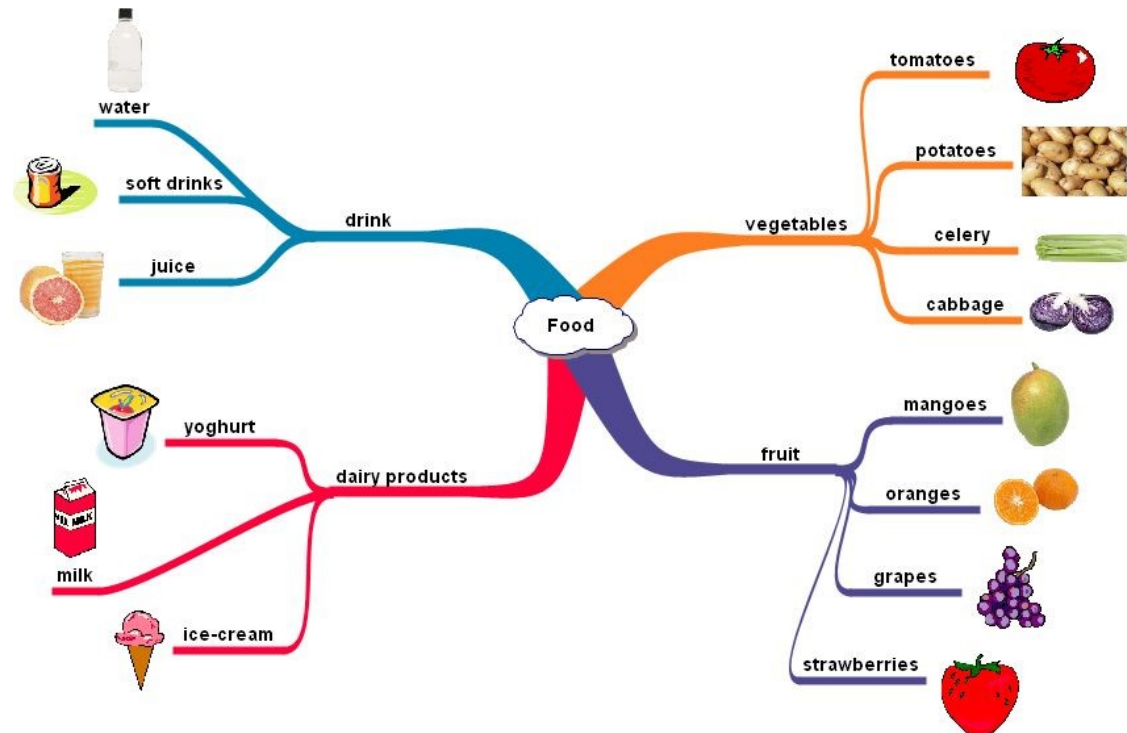
Mind Map

A mind map is a diagram used to visually represent concepts and ideas. Mind mapping is a way of linking key concepts using images, lines and links. In a mind map a central concept is linked via lines to other concepts which in turn are linked with other associated ideas. In a mind map, you begin with one central idea and then other thoughts radiate from that idea.

Steps to mind mapping:

- 01 Draw the central idea in the center of the page
- 02 Attached to the central idea are several lines with images or words that represent different important aspects of the central idea (this is the first branch of thinking). These lines help to order your thinking about the central idea.
- 03 Attached to these main lines are smaller lines that represent aspects of the first branch of thinking (this is the second branch of thinking).
- 04 If you have further thoughts you can draw lines attached to the second branch of thinking and so on.
- 05 Some mind maps can have several branches.

The following is an example of a simple mind map:



Activity 6.4 – Honesty Role Playing

Divide the participants into pairs. Each pair is to prepare a short play depicting the situation below. Half the pairs should depict the situation where Ayesha is guided by the value of dishonesty. The other half should show what happens when Ayesha is guided by honesty.

Ayesha travels from Ampara to Colombo for a wedding. While in Colombo she wants to take a few short trips in a trishaw and will need some small change (money in small denominations). She decides to change her Rs. 1,000 note at a local shop. Ayesha enters the shop and waits to be served. The seller politely welcomes Ayesha into the shop and says she is happy to help change the money, she understands that often, the trishaw drivers do not have change. She also apologizes that Ayesha had to wait to be served; she explains that today she is especially busy because her boss is sick and can't come to the shop. After Ayesha has given the seller the Rs. 1,000 note, the seller returns Rs. 900 in Rs. 100 notes and gives her a bundle of five Rs 20 notes totaling the balance Rs 100. Ayesha looks at the money and realizes the shop keeper has made a mistake by handing her a Rs. 500 note in the bundle of Rs. 20 notes. What does Ayesha do next?

Once the role playing is complete ask the group to think about the consequences for the seller when Ayesha is dishonest. What could happen? Encourage the participants to think broadly and look at all the possible dimensions of the impact, including on the seller, her boss and family.

Activity 6.5 – Stories

Stimulate the group to think about the consequences of honesty. Ask:

- Does anyone want to share a time when they or someone they know was dishonest? What happened?

Tell the group they are going to be writing stories related to honesty and dishonesty for younger children. You can provide examples to the group and then encourage them to come up with their own ideas.

It might also be possible to have the final version of everyone's stories printed in a booklet and distributed to local to local clubs, schools or other community organizations. Perhaps your group has a good idea about where they can be distributed.