

teaching pack

**[www.taylormation.co.uk](http://www.taylormation.co.uk)**

This pack has been written by Matt James on behalf of taylor mation.  
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## Taylormation Toolbox Idea Guides

*Taylormation Toolbox provides teachers and youth workers with sparky sketches, designed to help young people engage with and discuss real life issues.*

How many times have you been given a meeting guide written by someone else which they expect you to follow as if it were your own? However helpful ready-to-use meeting plans are, more often than not we end up changing a little detail here, coming up with a better activity than the one suggested or modifying it slightly to better suit the group we are working with.

### ***What this guide is not***

With this in mind, the guide included for each Toolbox film is not a full blown ready-to-use meeting plan, but nor is it just a piece of paper to keep the DVD from being lonely!

### ***What this guide is***

The Toolbox idea guides contain various helpful suggestions and ideas to use alongside the showing of the film. Rather than leaving you with no ideas whatsoever on what to do before or after the film is shown, various ideas are provided to help explore the film's theme further. Alongside this, there is also space for you to incorporate your own ideas and creativity as to how you use the film. In some instances, the ideas suggested might trigger off ideas of your own which would better suit your group or context.

### ***Use in schools***

The idea guides have been written with teachers and youth workers in mind and work particularly well in helping to implement SEAL – Social and Emotional Aspects of Learning. SEAL has been developed by the Department for Children, Schools and Families and aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning.

Where appropriate the guide identifies the relevant SEAL theme and aspect of learning which is covered by the DVD.



*This icon helps to distinguish activities which would be appropriate for use in a school context.*

The DVD films could also be linked to interactive whiteboard activities.

### ***Breakdown of material***

Each idea guide consists of the following components:

- a) **Conversation starters** – Key questions to kick start conversation around the main theme of the short film.
- b) **Activity suggestions** – Ideas on how to develop and explore the theme of the short film further.
- c) **Quotes** – Some wise sayings to include in a short talk either before or after the film. Alternatively, they could be used to trigger further discussion.
- d) **Bible references** – Some key passages from the Bible that pick up on the theme of the film.

# Cliff & Richard

**Theme:** Purpose and meaning in life

**Target audience:** 6-12 year olds

**Key Stage(s) for school:** KS 3

**SEAL theme:** Going for goals



## Conversation starters

- Who are your heroes?
- Christian leader and author, Gerald Coates once said “Your ministry is basically what you enjoy doing and can’t help being”. What do you enjoy and simply can’t help being?
- In your opinion, what gifts and abilities do you possess?
- If money, time and age were no issue, what would you want to do with your life?



## Activity suggestions

- 1) Read through John 10:1-10. How does the illustration of a shepherd and a sheep depict how Jesus looks after his followers? How can we sometimes be like sheep?
- 2) Select six people and give them each a particular role to play. You may like to provide them with a very brief biography so they can get a feel for their character. The list and biographies could be something like the following:
  - A business man – Self made business man. Worked hard all his life. Married with three children but he never gets chance to see them because he works so hard.
  - This year’s TV talent contest winner – Formerly she worked in the local fast food restaurant but since winning she is travelling the globe performing to sell out audiences. Her debut album entered the charts at number one and has been there for three consecutive weeks.
  - The local lollipop lady who has helped people cross the road for over twenty years.



Present the following scenario:

*The six people are inside a burning house. There is only time to save three of them. Which three do you choose and why?*

Have each of the six people present their case for why they should be saved in a minute. The rest of the group then have to decide which three they will save.

As a follow up to this activity, ask the group why they chose the three people they did and what was the basis for their decisions.

- 3) Either in small groups or as one large group discuss what they think a goal is. Why do people set goals? What use are they?



Ask them to come up with their own definition for what a goal is.

Following this, ask each person to think about one goal they would like to achieve. Make the point that identifying a goal is like identifying the destination of where you would like to get to. However, another key part of the process is working out how you are going to get there or achieve it. In other words you need a map!

Have each person come up with a series of steps which will form the map to help them reach their destination and achieve their goals.



## Quotes

- “Success is following the pattern of life one enjoys most” - *Al Capp*
- “Don't go through life, GROW through life” - *Eric Butterworth*
- “A life of leisure and a life of laziness are two different things” - *Benjamin Franklin*
- “Life can only be understood backwards; but it must be lived forwards” - *Kahil Gibran*
- “The best use of life is to spend it for something that outlasts life” - *William James*
- “It is not what we get. But who we become, what we contribute...that gives meaning to our lives” - *Anthony Robbins*
- “Character develops itself in the stream of life” - *Johann Wolfgang von Goethe*
- “Learn from yesterday, live for today, hope for tomorrow” - *Anon*



## Bible references

- Jeremiah 29:11
- Psalm 139
- Proverbs 4:18-19
- John 10:1-30
- 2 Thessalonians 3:10-12

## Just a block of wood

*Produced by Shan Stephens. Created by Quirky Motion. Originally made for CARE, CCFON and Passion for Life.*

**Theme:** Life  
**Target audience:** 16 +  
**Key Stage(s) for school:** KS 4



### Conversation starters

- In your opinion, what does it mean to be human?
- How does being made in the image of God bring value and meaning to life?
- What adds to or takes away from the value of a human life?
- What do you want to do with your life?



### Activity suggestions

- 1) Make available a large selection of newspapers and magazines. Have each person flick through the various publications, cutting out adverts, photos, short articles on the theme of image and identity. Have them stick the various cuttings onto a sheet of paper in order to create a visual summary on identity. Use it to stimulate discussion on identity and image.
- 2) Respected Christian leader and theologian, Rev John Stott writes “A society’s maturity and humanity will be measured by the degree of dignity it affords to the disaffected and the powerless”.

Use this quote to stimulate discussion on the various perspectives and opinions which currently exist within society on topics such as abortion, ‘designer babies’ and euthanasia.

- 3) Record any episode of one of the many TV soap operas. Before playing the episode to the group ask them to watch out for:
  - a) How the various characters make decisions and what guides them in determining right from wrong.
  - b) Instances where decision making is affected by the expectations of others (peers, family, and enemies), personal ideas and beliefs, specific circumstances, religious beliefs.

After the group has watched the episode, have a time of discussion and feedback when everyone can share their responses to the above points.

Draw out the question of truth and what it is. In contemporary society, individuals are often allowed to determine truth on a case-by-case and subjective (or "what works for me") basis. This is in direct contrast to the Christian perspective on truth. Christian decision making is defined by the God kind of truth, which is objective and absolute. The truth surrounding life is that all human life is valuable and made in the image of God.

- 4) Contact CARE ([www.care.org.uk](http://www.care.org.uk)) or LIFE ([www.lifecharity.org.uk](http://www.lifecharity.org.uk)) for information concerning the life stages of an embryo before birth. Assemble this information in order to form a step-by-step sequence of events.

Either hand write or print this sequence off and cut it up so that each step is detailed on a separate piece of paper. Jumble the steps up and ask the group to assemble the steps in the correct order. Use this to initiate discussion on the value of life and particularly that of the human embryo.



## Quotes

- "People living deeply have no fear of death" - *Anais Nin*.
- "Our lives are like a candle in the wind" - *Carl Sandburg*
- "Be not afraid of life. Believe that life is worth living, and your belief will help create the fact" - *Henry James*
- "Where there is love there is life" - *Mohandas K. Gandhi*.
- "The best things in life are nearest: Breath in your nostrils, light in your eyes, flowers at your feet, duties at your hand, the path of right just before you. Then do not grasp at the stars, but do life's plain, common work as it comes, certain that daily duties and daily bread are the sweetest things in life" - *Robert Louis Stevenson*
- "The purpose of life is a life of purpose" - *Robert Byrne*.
- "For the meaning of life differs from man to man, from day to day and from hour to hour. What matters, therefore, is not the meaning of life in general but rather the specific meaning of a person's life at a given moment" - *Victor Frankl*



## Bible references

- Judges 13:6-14
- Jeremiah 1:5
- Isaiah 49:1,5
- Job 31:15
- Psalm 139:13-16
- Psalm 22:9-10
- Micah 6:8
- Matthew 22:37-40
- Luke 1:11-24

## DIY Gardening

**Theme:** 'You reap what you sow'

**Target audience:** 6-12 year olds

**Key Stage(s) for school:** KS 2, 3

**SEAL theme:** Relationships



### Conversation starters

- Have you ever be given something which you weren't expecting? How did it make you feel?
- What do you think you can sow into peoples' lives?
- What have other people sowed into your life?
- What motivates you to give to other people, situations or projects? What makes you give more? What makes you give less?



### Activity suggestions

- 1) Play the game "Consequences". Make the point that it is one of life's interesting principles that we reap what we sow!
- 2) Have the group break down into smaller groups. Ask each small group to come up with a short drama, mime or rap which demonstrates the principle of sowing and reaping.
- 3) Have each young person put together a cress pot. Ask them to decorate/illustrate the pot to their own individual taste and preference. This is a prophetic statement of who they are and what they do – sowing good deeds....or should that be seeds!?

An old Jewish saying states "A person's good deeds are used by God as seeds to plant the trees of paradise". Either produce this on a computer and print off a label run or have each person write the saying out on a label and stick it on the pot.

Encourage each young person to place their cress pot in a prominent place where it will remind them of the principle of sowing and reaping.

- 4) As a group plan an event or activity which seeks to help, give to and bless others with no strings attached. It could have a fundraising element to it but equally it could be doing something for free in order to help a community or a particular group within your local community.





## Quotes

- “The reputation of a thousand years may be determined by the conduct of one hour” - *Japanese proverb*
- “We make a living by what we get. We make a life by what we give” - *Winston Churchill*
- “Remember, people will judge you by your actions, not your intentions. You may have a heart of gold -- but so does a hard-boiled egg” - *Anon*
- “While we are free to choose our actions, we are not free to choose the consequences of our actions” - *Stephen Covey*
- “Don’t be a know-it-all; be a show-it-all. Put your motion where your mouth is” - *Scott Sorrell*



## Bible references

- Proverbs 11:24-25
- Acts 20:32-35
- Luke 6:38
- 2 Corinthians 8:5-15

# I can't hear you!

**Theme:** Hearing God's voice, listening

**Target audience:** 6-12 year olds

**Key Stage(s) for school:** KS 2, 3

**SEAL assessment** Evaluation  
Communication



## Conversation starters

- Why is it sometimes more difficult to listen?
- What makes a good listener?
- Which do you prefer – talking or listening? Why?
- In what circumstances is it better to talk than to listen?



## Activity suggestions

- 1) Play the game 'Chinese Whispers'. From playing the game, bring out the idea that it is not always easy to communicate when you can't hear clearly.
- 2) Practice your listening skills. There are two parts to good listening skills – facts and feelings. Simply relaying the facts is not enough – it's too cold and impersonal. You have to communicate feelings as well.

### *Variation 1*

Have the group break down into groups of two and assign who is person A and who is person B. Person A is to talk about a memorable event that they have been a part of recently for between 1-2 minutes, whilst Person B listens. Once the time is up, Person B has to respond by repeating back what person A has been talking about in their own words as well as express what in their opinion (having listened carefully!) were person B's feelings and emotions as they took part in the event.

### *Variation 2*

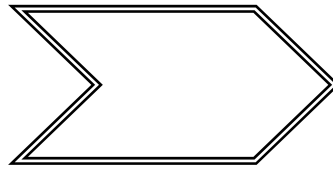
Have the group break down into groups of two and assign who is person A and who is person B.

Person A has a picture of a simple object. Person B has to draw the object by just listening to the description/instruction of their partner.



3) Using the enclosed arrow template sheet, (see below for small illustration) write or print out the following Bible passages onto each arrow:

- Hebrews 4:12
- Joel 2: 28-29
- Acts 9:4
- Romans 8:16
- Acts 8:29-31
- Psalm 38:15



Place these around the room you are meeting in.

Copy each of the following six methods through which God can speak to us onto an arrow. The six methods suggested are as follows:

1. The Bible
2. Dreams & visions
3. Audible voice
4. Spirit to Spirit
5. Other people
6. Answers to prayer

Either working in small groups or as one group, give to the group(s) six 'Method' arrows. Ask the group to 'fit together' each one with the corresponding Bible passage distributed around the room. Go through the list and discuss the different ways God speaks to us. Remember this is not an exhaustive list so feel free to add further examples!



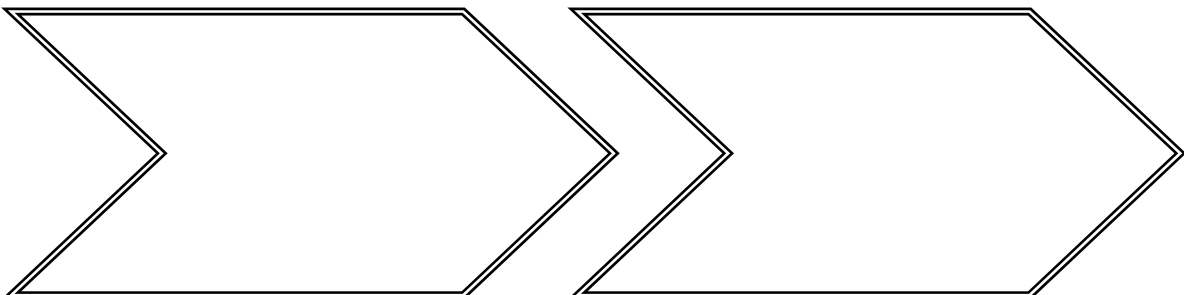
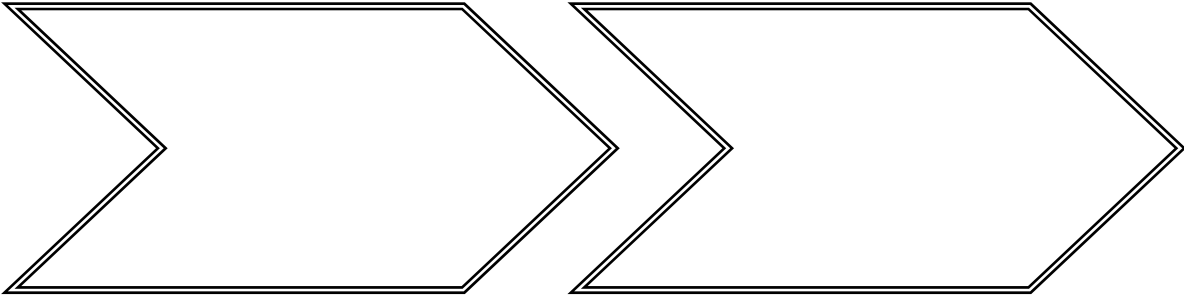
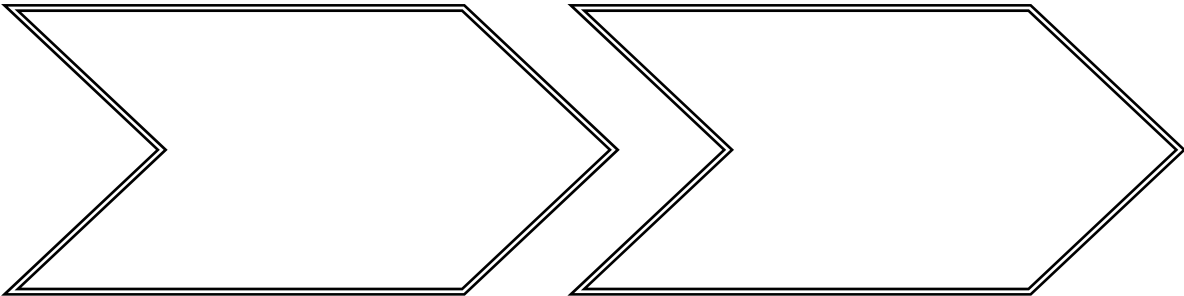
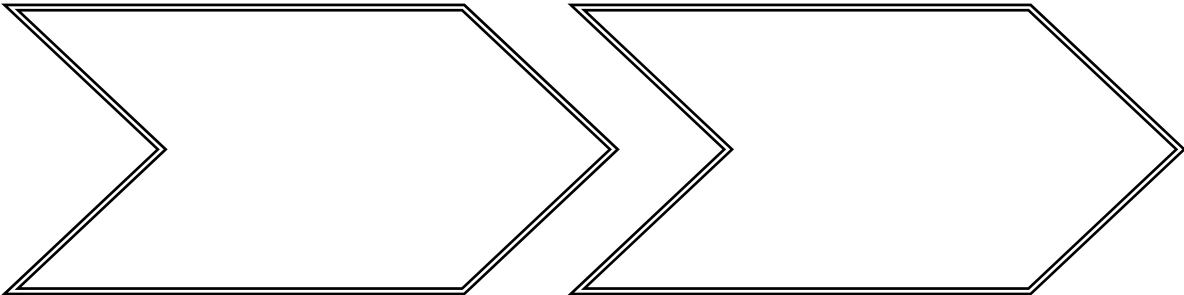
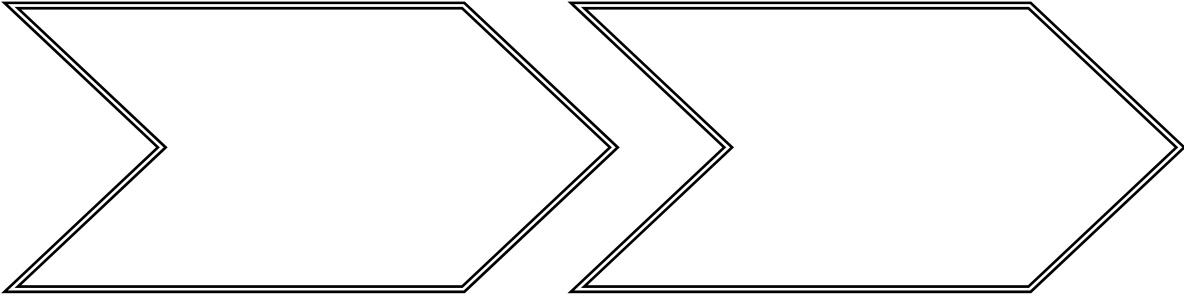
## Quotes

- "The most important thing in communication is to hear what isn't being said" - *Peter Drucker*
- "The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention... A loving silence often has far more power to heal and to connect than the most well-intentioned words" - *Rachel Naomi Remen*
- "Be a good listener. Your ears will never get you in trouble" - *Frank Tyger*
- "It's only through listening that you learn, and I never want to stop learning" - *Drew Barrymore*



## Bible references

- Psalm 38:15
- Joel 2:28-29
- Habakkuk 2:1-2
- Luke 10:38-42
- John 10:27
- Acts 8:29-31
- Acts 9:4
- Romans 8:16



## For the good of the company

*Produced by Shan Stephens. Created by Quirky Motion. Originally made for CCFON and Passion for Life.*

**Theme:** Respect, treatment of life

**Target audience:** 16 +

**Key Stage(s) for school:** KS 4



### Conversation starters

- How do you try and show respect to other people?
- Have you ever been treated unfairly? How did it feel?
- What do you understand the term “human rights” to mean?
- In your view, what are the three main human rights every person should have?



### Activity suggestions

- 1) “Humanity should have rights from day one”. But when is day one?

Divide the group into two groups. One group is to argue that day one is the moment of conception; the other group is to argue that it is from the moment of birth.

Ask both groups to present their arguments. On the back of this, lead and facilitate a short discussion on the issues raised.

You may wish to provide some resources to help the groups prepare their presentations. Visiting the BBC News website in order to locate relevant news articles may help in this regard as will visiting either of the following websites:

*The websites listed below are varied in their approach to life issues:*

- Brook Advisory Centres - <http://www.brook.org.uk>
- LIFE - <http://www.lifecharity.org.uk>
- British Pregnancy Advisory Service - <http://www.bpas.org>
- Pro-Life Alliance - <http://www.prolife.org.uk>
- Society for the Protection of the Unborn Child – [www.spuc.org.uk](http://www.spuc.org.uk)

- 2) As one group or as several smaller groups, present the following scenario:

*You are part of the leadership of a new group of people that is establishing itself in a remote part of the world. In order that everyone is able to work together and a sense of community is established some rules and rights must be drawn up. Your challenge is to come up with a ten-point bill of rights and responsibilities for everyone who is a member of this new community.*

Give each group enough time to discuss and debate this before asking them to write down their ten-point bill. Regardless of whether you go down the route of smaller groups or just stay as one large group, have each group present and explain their bill.

Further questions for follow up could include:

- How do you decide what constituted a right?
- What did you find easy about writing the bill?
- What did you find most difficult about writing the bill?
- How did you deal with conflicting views and opinions?

- 3) Have a selection of newspapers and magazines to hand. Ask everyone to flick through them and try and find stories that relate to the themes of respect/lack of respect and the treatment of others.

Have each person in the group talk briefly about the stories they have found and how they believe it relates to the theme of respect and treatment of others.

In light of the prophet Micah's challenge to us in Micah 6:8, how could the principles Micah speaks out about be applied to the situations described in the stories?



## Quotes

- "The public good is in nothing more essentially interested than in the protection of every individual's private rights" - *William Blackstone*
- "People who treat other people as less than human must not be surprised when the bread they have cast on the waters comes floating back to them, poisoned" - *James Baldwin*
- "Only those who respect the personality of others can be of real use to them" - *Albert Schweitzer*
- "This is the final test of a gentleman: his respect for those who can be of no possible service to him" - *William Lyon Phelps*
- "The way you see people is the way you treat them, and the way you treat them is what they become" - *Johann von Goethe*
- "If one doesn't respect oneself one can have neither love nor respect for others" - *Ayn Rand*
- "Being brilliant is no great feat if you respect nothing" - *Johann Wolfgang von Goethe*



## Bible references

- Job 31:13-15
- Proverbs 14:31
- Ephesians 6:9
- Micah 6:8
- Matthew 22:37-40

## A sheepish tale

<b>Theme:</b>	Being different, Standing out from the crowd
<b>Target audience:</b>	6-12 year olds
<b>Key Stage(s) for school:</b>	KS 2, 3, 4
<b>SEAL theme:</b>	Good to be me
<b>SEAL assessment:</b>	Self-awareness Understanding feelings



### Conversation starters

- What unique, special (even peculiar!) skill or ability do you have?
- What would be the most appealing feature of living in a world where everyone was the same? What would be the least appealing feature?
- What trait do you find most annoying in other people?
- What trait do people find most annoying in you?



### Activity suggestions

- 1) Compile a set of 4-6 key questions. Make sure they require more than a 'yes' or 'no' answer and are questions which tend to require the person to have formed an opinion on the issue. For example, *What's currently the best TV soap opera?* Distribute copies of the questions amongst the group and have each person respond with a quick answer. The key is to have them respond with their 'gut response'.

Once everyone has completed the questions, ask them to go back over them and answer as if either their mum, dad, brother, sister, close friend, relative etc. were answering them.

*Variation:*

*If you have the time available you might like to approach some parents or siblings of the young people in the group to answer the questions ahead of time. Their answers can then be shared during the session, after the young people have answered the questions themselves.*

Following this, get the young people to compare both sets of answers. Are there any similarities or differences? Do they share the same opinions as a family member or friend? Why or why not?

Lead into a discussion which identifies and explores the various factors which try to influence and direct the young people in the opinions and choices which they make in life.

- 2) Have each person take their first and/or their last name and use it to write an acrostic poem which describes who they are, their character, their likes and dislikes etc.



*For example, in the case of someone named Gary:*

G enorous  
A rtistic  
R unning is my favourite sport  
Y oghurts I do not like!

Have each person share their poem and stimulate discussion on what makes each of us different.

- 3) Set the group the following team challenge.

Working together as a team, the challenge is to build a bridge that can withstand the weight of a golf ball at the same time as allowing a small boat to pass under it.



Cards, scissors and sticky tape are the only materials which can be used to make the bridge.

Alongside making the bridge, they are to think about how each person is involved in the process and is able to demonstrate their different skills and abilities.

Once the task is complete and the bridge has been built and tested, ask each person to note down on a piece of paper how each person was involved in the process. Have a time of feedback and discussion based on what people have written down.

- 4) Play the traditional party game of 'Flap the fish'.

Provide each person with a paper cut-out of a fish and a newspaper. Using the newspaper in whatever way necessary, the aim is to try and create enough wind in order to flap the fish from one end of the room to the other.

For some added fun electric fans, hair dryers etc could be used to create competing currents. These appliances could be switched on and off at certain points in the room or left on permanently. Either way the point is to use the appliances in such a way as to create a competing current to the one being created by each individual and their newspaper!

To follow up, make the point that in life it can be very difficult at times to stand out from the crowd by holding to values and beliefs which not everyone holds to. Just as the fish was being blown about by other competing currents, we can feel as if we're competing against other 'currents' – beliefs, values, ways of doing things. The key is finding the right current of air which allows us to keep on moving forward in a consistent direction. God's word, the Bible, can help us identify the right 'current' or path and stay on course.

- 5) Take a look at **Psalm 1**. This psalm helps to illustrate the power of negative peer pressure. Invite each person to identify some of the things which the psalm highlights about negative peer pressure. Either in small

groups or on their own have each person compose their own modern day version of psalm 1.



## Quotes

- “We are all born originals but die copies” - *Gerald Coates*
- “I think the reward for conformity is everyone likes you but yourself” - *Rita Mae Brown*
- “You don't get harmony when everybody sings the same note” - *Doug Floyd*
- “If you stand up and be counted, from time to time you may get yourself knocked down. But remember this: A man flattened by an opponent can get up again. A man flattened by conformity stays down for good” - *Thomas J. Watson*



## Bible references

- Psalm 1
- Psalm 139
- Jeremiah 26:8-16
- Romans 12:1-8
- 1 Peter 2:9-10

# Charlie and Jane: The Apple

**Theme:** Perseverance, Working together

**Target audience:** 6-12 year olds

**Key Stage(s) for school:** KS 2, 3

**SEAL theme:** Going for goals

**SEAL assessment:** Problem solving  
Communication



## Conversation starters

- Can you think of a time in your life when you felt like giving up?
- What activities in life require you to show perseverance?
- Why is it sometimes easier to work alone as opposed to in a group? Why is it easier to work in a team?
- What kind of jobs and activities in life depend upon working in a team?



## Activity suggestions

- 1) In small groups or as one large group, try and come up with a definition of what perseverance is.
- 2) Take a look at 1 Corinthians 9:24-27 and 2 Timothy 2:4-7. Consider the three illustrations contained in these passages of the boxer, athlete and farmer which Paul uses to talk about perseverance. How does each of the three people display perseverance? Perhaps have a picture of a boxer, athlete and farmer to hand as a visual stimulation.



*Some suggested points to cover:*

*Athletes* - Undertake a strict training routine, exercising self control.

*Boxer* - A boxer doesn't just punch the air, but they are determined and purposeful.

*Farmer* – Must undertake to work hard, plowing and preparing the ground before he reaps his crop.

- 3) Take a look at Philippians 3:12-21. What do people think Paul's spiritual goal was? How can this help us as individuals in pursuing our goals in life?
- 4) Either as one group or in smaller groups, ask the group to sequence the story of Charlie and Jane as seen in the short film. This could either be done in the form of a story board or using sticky office notes.



Each stage should be written on a sticky note or take up one frame of the storyboard.

Once this has been completed, make sure the group(s) has the correct sequence. Discuss how Charlie and Jane worked together and persevered with their task. Why did they keep on trying? What did they do when one idea failed?

- 5) Read 1 Corinthians 12:14-24 from The Message translation. Make the point that everyone has something to contribute and bring to the team, group, and community – whatever word you wish to use! We all benefit from working together.



Carry out the following team building exercise.

### **Marshmallow Team Building Exercise**

- Before the session, build a medium sized model using marshmallows and cocktail sticks.
- Divide the group into 2 teams.
- Either hand write on to labels or print out on a computer label run the roles for each person as given below.
- Using the sheet of sticky labels, assign each person a role, give them the corresponding label and have them read their 'duties'. *You could double up on some of the roles if you have more people than the five roles stated.*
- Explain to both teams that the purpose of the exercise is to build a replica of the 3D model made out of marshmallows. However, only one of them will actually be able to see it. They will have to work as a team in order to build their model.

*If room availability is a problem, the main room could be 'zoned' accordingly with tape on the floor so instead of people going outside the room, they are restricted to only moving within a certain area of the room.*

#### **Person A**

- Person A is restricted to the main area.
- Builds model in the main area.
- Given instructions ONLY by Person B
- NO contact with Person C.

#### **Person B**

- Restricted to working in the main area.
- Given detailed instructions by Person C
- Co-ordinates building of model in main area.
- Communicates with Person A.

#### **Person C**

- Blinded folded and hands bound.
- Can go out of the main area.
- Given detailed instructions by Person E ONLY.
- Communicates with person B, D and E ONLY.

#### **Person D**

- Can only communicate with Person C
- The 'eyes' and 'ears' of Person C.
- NO contact with anyone apart from Person C.

## Person E

- Restricted to working outside the main area.
- Can view the model.
- Communicate detailed instructions to Person C only.

Have a time of feedback:

- How did they find working together as a team?
- What did they find the easiest thing to do?
- What did they find the most difficult thing to do?
- What did each person bring to the team?



## Quotes

- “The difference between success and failure is perseverance” - *Anon.*
- “Perseverance is the hard work you do after you get tired of doing the hard work you already did” - *Newt Gingrich*
- “Life is like riding a bicycle. You don't fall off unless you stop pedalling” - *Claude Pepper, (attributed)*
- “When spider webs unite they can tie up a lion” - *African Proverb*
- “By perseverance the snail reached the ark” - *Charles Haddon Spurgeon*



## Bible references

- 1 Corinthians 9:24-27
- 1 Corinthians 12:14-24
- Philippians 3:12-21
- 1 Timothy 6:11-16
- 2 Timothy 2:4-7

# Really

<b>Theme:</b>	Lying
<b>Target audience:</b>	12 year olds +
<b>Key Stage(s) for school:</b>	KS 3
<b>SEAL theme:</b>	Relationships Say no to bullying



## Conversation starters

- Why do people lie? Is it ever right to lie?
- In what different ways can people lie?
- Have you been a victim of someone lying about you or to you? How did it make you feel?
- What does the phrase “living a lie” mean?



## Activity suggestions

- 1) Compile a series of statements some of which are true and some of which are false. Have everyone stand up and assign one side of the room as ‘True’ and the other ‘False’. As each statement is read out ask each person to respond by first deciding whether the statement is true or false and then moving to stand on the appropriate side of the room depending upon their response.
- 2) Divide the group up into two smaller groups. Ask each group to collectively write a letter (sent as from a young person) to a teen magazine’s ‘agony aunt’ page. The letter’s content should be on the theme of lying. Once each group has written their letter, have them exchange it with the other group. Each group should read the other group’s letter and write an appropriate response.
- 3) Honesty is important in every relationship. Dishonesty can wreck relationship. Ephesians 4:29 speaks about not allowing any corrupt word to come out of our mouths but instead ensuring that what we say is good and builds others up. In other words we need to T.H.I.N.K. about what we say:

T – is it TRUE?  
H – will it HELP?  
I – Is it INSPIRING?  
N – Is it NECESSARY?  
K – Is it KIND?

Discuss how this might help the situations covered in suggestion (2).



- 4) Either as a separate activity or following on from suggestion (2) and suggestion (3) set the group the challenge of devising a short advert (either for TV or radio) to promote “Honesty is the best policy” day.



Once each group is ready have them present their advert in front of a small audience or record it – either using a camcorder or onto MP3 depending on whether it’s a TV or radio advert.



## Quotes

- “Reduce the fiction and you’ll reduce the friction” - *Scott Sorrell*
- “If you always tell the truth, you never have to remember anything” – *Mark Twain*
- “Gossip is when you hear something you like about someone you don’t” – *Earl Wilson*
- “A half truth is a whole lie” - *Jewish Proverb*
- “I do not mind lying but I hate inaccuracy” - *Samuel Butcher*
- “Who lies for you will lie against you” - *Bosnian proverb*
- “Honesty is the first chapter in the book of wisdom” - *Thomas Jefferson*



## Bible references

- Exodus 20:16
- Psalm 15: 4-5
- Psalm 62:4
- Proverbs 26:20-22
- Proverbs 11:13
- Proverbs 25:14
- Ephesians 4:25
- James 3:1-12