

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Science	Cognitive Skill Level - Evaluation	Correlation to Science Framework - 03.02/03/04/03.05	Lesson Number - 12
<p>Activity Title - The Eyes Have It ... Or Do They?</p> <p>Goal/Objective</p> <p>To analyze, evaluate and make judgments using scientific information.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>In our world today, it seems that you can't go anywhere without running into other people. The world is filled with other individuals that may be there to interfere with your ventures or help with them. It may be hard to distinguish when these individuals are there to help or hinder, or is it?</p> <p>Activity</p> <p>Read and discuss the handout "Can't Hide Your Lying Eyes." Divide the students into teams in order to role-play situations that are provided. These situations will have the students practice reading facial expressions to see if they can distinguish the lies from the truths. The students will evaluate each expression based on the information that they received from the article. Debrief the activity by discuss the different evaluations with the entire class. Discuss that a person's point of view may distort what is being said or heard. Advertisements are prime examples of statements that may not always be accurate.</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students discuss the reality that people do lie in order to change things or get things their own way. Students need to recognize that they have a connection to others and they will need to determine truths from lies throughout their lifetime. This is particularly true when we are faced with determining whether a statement is accurate or somewhat inaccurate based on the speaker.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout - Can't Hide Your Lying Eyes • Role-play law scenarios • Film clips
			<p>Extension Activity</p> <p>During the movie "Gone with the Wind," Scarlett O'Hara is known to be a liar in order to get her own way. In the scene, where she goes and visits Rhett Butler in jail, Scarlett is trying to get money. Have students watch this scene and see how Rhett reacts to Scarlett's efforts. Does she get her way? What is her reaction at the end?</p>
			<p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Allow extra time to prepare role-plays. • Use real-life examples and concrete materials. • Provide an audio version of the handout.
<p>Real-Life Connection</p> <p>Have you ever been accused of not telling the truth? Someone says they could tell you weren't being truthful by the look in your eyes. Did you believe them? How important is it to know when someone is truthful in your personal life, work life or school? Have students bring in different advertisements, mail offers such as applications for credit cards, articles from different types of newspapers and magazines. Read each piece of writing and discuss the accuracy of the printed word. Have students discuss differences of opinion in whether something is truthful or accurate or deceiving.</p>			

GED 2002 Teachers' Handbook of Lesson Plans - Script

Area/Skill - Social Studies	Cognitive Skill Level - Evaluation	Correlation to Science Framework - 03.02/03/04/03.05	Lesson Number - 12
-----------------------------	------------------------------------	------------------------------------------------------	--------------------

Activity Title - The Eyes Have It ... Or Do They?

Introduction

Ask: Is everything that you read in the paper or in books the truth? How do you tell if something is the truth or if there is some amount of “deception?” Have you ever said something that was not quite accurate? Discuss the reality that people do lie in order to change things or get things their own way.

Say: It is important that we realize that we have a connection with others, both personally and through media. There will be times that when you hear something or when you read something, you will need to determine truths from non-truths.

Main Activity

Say: First we will read an article about Lying Eyes. Read and discuss the article, focusing on the main points. Identify how you can distinguish the truth through facial expressions. *Ask:* How do you know someone is not telling the truth? Sample answers may include: the person looks away, the person stares at the floor, the person avoids my eyes, the person tenses his/her face, etc. Let's see how well you can determine truth from non-truth. Have the students select a partner and role-play sample situations. One student will have to determine when his/her partner is and when he/she is telling the truth. After each team is through with the role-play, you will need to tell the class why you made each of your conclusions.

Sample role-play scenarios could include: discussing with a dentist or orthodontist about caring for you teeth; purchasing a product which breaks after you get home and explaining to a salesperson that it was broken before you bought it; convincing a law enforcement office that you were not speeding;

Closure/Conclusion

Ask: Your best friend has just told you a lie that might save your life and you can read it in his/her eyes, what do you do? Would your feelings change towards this person? Why or why not?

Follow-Up Lessons/Activities

Have students do a quick write on how they can tell when a person is lying to them or not. Students should express if they are more aware of facial expressions of others now than before the lesson. *Ask:* Is this awareness a benefit or a detriment?