



Teacher Tip of the Week

New Teacher Support Program 2008-2009

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Teacher Tip of the Week
New Teacher Support
Program
Wilson County Schools
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Dealing with the student who lies

HELPFUL WEBSITE FOR TEACHERS

What's in Your Water?

<http://www.millennium.scps.k12.fl.us/staffpages/ShawR/drinkitup/index.html>

This online educational environmental project encourages global participation for schools to learn about their local drinking water. Lessons for the project include how to test your drinking water, learning about the water cycle, and what makes up a watershed.



Cutting Corners

RACE AROUND THE WORLD

"Pull down a large World Map and have students come up to locate countries, cities, bodies of water, etc. You can make this into a team competition by having students race to locate places that you call out."

Most children lie sometimes. Although an occasional lie is not a reason for serious concern, teachers *should* be concerned about a student who lies frequently. Students who lie can become skilled at the behavior; the lying then might become habitual to the point that they lie with little concern for the consequences, which can be considerable. Frequent lying can cause classmate distrust, and lead to peer rejection, which can give rise to additional behavioral or academic problems.

Some instances of lying are of greater concern than others. (A child who lies to avoid hurting a classmate's feelings or who occasionally embellishes a story poses little cause for concern, for example.) When determining whether lying warrants your involvement, consider how frequently the student lies, the nature and context of the lies, the reactions of classmates, and any other behaviors the child displays. Avoid disciplining a student for lying unless you are certain that she has lied.



WHAT YOU CAN DO

Respond to mistakes constructively. If a student expects you to react to mistakes by getting angry, she will be more inclined to lie to hide those mistakes. If you react to mistakes in a calm, constructive, solution-focused manner, she will be more likely to be truthful.

Acknowledge student honesty. If a student admits a mistake, let her know you are pleased she had the courage to speak the truth. Although you might want to give the student a consequence for the misdeed, consider going easy because of her honesty. Let the student know you are lessening the consequence for the misdeed because of her truthfulness. Giving her a harsh punishment might encourage her to be dishonest about future mistakes.

Do not treat a young child's fantasies as lies. Some kindergartners or first graders fabricate stories because they have not completely learned to distinguish fantasy from reality. Although you might need to help those student learn to tell the difference between fantasy and reality, do not treat their fantasies as lies.

Address the lie. If you observe a child lying, even occasionally, don't ignore the behavior. Lies that go unchallenged give students the impression that they can get away with lying and encourage them to tell bigger lies. A student whose lies go unchallenged also might become a more skilled, and even compulsive, liar. Intervening quickly also is important because lying can cause social problems for the student.

React calmly. Although confronting lying as soon as you observe it is important, do not to overreact to. Let the student know that you are disappointed in her behavior, but reacting in an angry, critical manner, will only encourage her to lie more skillfully in the future. Similarly, avoid conducting an inquisition to determine conclusively whether the student has told a lie. In doing so, you give the issue more attention than it is worth, and could encourage the student to add to her lie.

Meet with the student in private. In responding to a lie, focus on the behavior rather than on the student. Let the student know that she has made a mistake and hopefully will act differently next time, but do not call her a liar or otherwise make her feel like a bad person for having lied. Help her understand the consequences of lying, and let her know that if she lies frequently you and her classmates won't know when she is telling the truth. Help her understand that lying does not make a problem go away and, in fact, usually makes it worse.

Continued on page 2

Dealing with the student who lies (continued from page 1)

Attend to what underlies the lying. The nature of a student's lies might offer clues about an underlying emotional need, which might suggest ways of intervening. For example, if you observe a student frequently lying to classmates about her achievements, it is likely that she feels insecure and is trying to gain status with her peers. Look for ways for the child to gain peer attention by highlighting her actual accomplishments. If a student tells a classmate that she has a lot of friends in another class when you



know that isn't true, the student might be conveying feelings of social isolation, suggesting another avenue for teacher intervention.

Use punishment sparingly. A gen-

tle talk with a student can be more effective than a punitive approach; however, situations might arise in which you feel punishment is warranted. If so, accompany the punishment with an explanation of why lying is wrong and a discussion of what the consequences of lying are. —*Dr. Kenneth Shore*

A Brain-friendly Classroom Environment

There is more to a brain-friendly approach than teaching strategies, however. A teacher who greets students in the morning and looks like he or she is excited about the content, process, and outcome of the learning is an integral part of the brain-compatible classroom, observes Marilee Sprenger, leading brain researcher. She uses the following list in creating brain-compatible environments:

- No clear and present dangers. Keeping threat and stress low is imperative for the brain to function at high levels.

- Many procedures and rituals. Procedures and rituals calm the brain and free up working memory.

- Flexible grouping that encourages a sense of community. Brains work better when they are with other brains.

- Adequate wait time and time on task. Some students are slow processors and require more time to access information.

- Choice. Choice is the key to

brain-compatible classrooms and to differentiation. The brain loves choice because it allows it to problem-solve.

- Curriculum is meaningful. Meaningful curriculum that relates to students' lives will be memorable. That is not an easy task, but it's well worth it.

- Formative assessment with timely feedback is used. Ongoing assessment and feedback let the brain know what is expected of it, and provide a framework for learning.

- Attractive and peaceful surroundings. An attractive environment might include plants, stuffed animals, colorful posters, student work, and natural lighting. It would also provide some climate control, because the brain works best in temperatures between 68 and 72 degrees.

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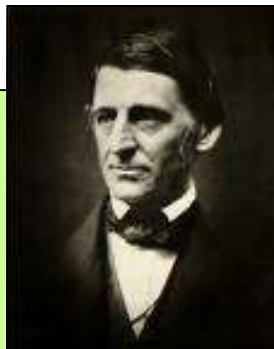
THANK A TEACHER



John Paul DeJoria
CEO and Co-Founder of
Paul Mitchell

"Mr. Wachs was my 11th grade business teacher at John Marshall High School in Los Angeles, and his big impact came when he caught me and my friend Michelle passing notes during his lecture. He announced to the class that Michelle and I were the two students least likely to succeed in the entire school. He wasn't entirely right. Michelle became Michelle Phillips of the Mamas and the Poppas and she's in the Rock & Roll Hall of Fame, and I did all right eventually. But, in a way he was very much right because if you don't pay attention when knowledge or opportunity come your way, you're going to be the loser. And if you have knowledge, you can make opportunity happen.

There came a moment as a young adult when I was living in the back of my car and picking up pop bottles to feed my son. I remembered Mr. Wachs' insistence on focus. So I focused on the fact that I had once successfully sold encyclopedias door to door. If you can do that, you can do anything. It restored my determination and self belief."—John Paul DeJoria



"The man who can make hard things easy is the educator."

—Ralph Waldo Emerson

New Teacher Support Participants:



Helen Daniels

Wilson Central
High School

Special
Education



Merle Emberton

West Wilson
Middle School

Math

From the Bookshelf:



How Lincoln Learned to Read: Twelve Great Americans and the Educations That Made Them
by **Daniel Wolff**

How Lincoln Learned to Read tells the American story from a fresh and unique perspective: how do we learn what we need to know? Beginning with Benjamin Franklin and ending with Elvis Presley, author Daniel Wolff creates a series of intimate, interlocking profiles of notable Americans that track the nation's developing notion of what it means to get a "good education." From the stubborn early feminism of Abigail Adams to the miracle of Helen Keller, from the savage childhood of Andrew Jackson to the academic ambitions of W.E.B. Du Bois, a single, fascinating narrative emerges. It connects the illiterate Sojourner Truth to the privileged Jack Kennedy, takes us from Paiute Indians scavenging on western deserts to the birth of Henry Ford's assembly line. And as the book traces the education we value – both in and outside the classroom – it becomes a history of key American ideas.

In the end, How Lincoln Learned to Read delivers us to today's headlines. Standardized testing, achievement gaps, the very purpose of public education – all have their roots in this narrative. Whether you're a parent trying to make sure your child is prepared, a teacher trying to do the best possible job, or a student navigating the educational system, How Lincoln Learned to Read offers a challenge to consider what we need to know and how we learn it. Wide-ranging and meticulously researched, built mostly on primary sources, this is an American story that begins and ends with hope.



Organize Fact-practice Worksheets

Doing frequent fact-practice drills requires lots of paper and an organizational system to help you access what you need. Try using a magazine file box or other cardboard box, such as those used to hold candy and school supplies in shopping mart stores (you can take them for free when they are empty).

Laminate pieces of construction paper to use as inexpensive dividers, so there's one section for type of fact practice you do. For example, you might have one section for addition-fact practice papers, one for subtraction, and one for division, if fact practice is done with those operations on occasion. The sections can hold mixed fact practice papers paper-clipped together. You might want to create a separate section for each multiplication table (0,1,2,3, etc. up to 12) because students are quizzed on those tables individually, with an additional section for mixed multiplication-fact practice. In the back, create a final section for the original copies to make class set copies from.



National Teacher Appreciation Week

A time for students, parents and communities to acknowledge and celebrate the contributions of their local educators. **May 3-May 9, 2009** is Teacher Appreciation Week and National Teacher Appreciation Day is **May 5, 2009**.



Master Teacher Tips... Grading and Testing

It is always advantageous, of course, to mark daily assignments as well as tests in such a way that grading encourages and motivates the student. And we all know there is nothing that encourages a student to keep trying as much as some success. For this reason, do not always mark every wrong answer. Rather, consider marking every right answer. Sometimes, you may even consider marking nothing on the paper except the notation, "Five mistakes. Find them and correct each one for a grade of B on this paper.

When preparing a test, consider adopting the following practice: Place the questions on the test in the sequence the material was taught. You taught the unit in a sequence of concepts to enhance learning. Therefore, test in the same sequence to enhance test achievement. Remember, you are the learning partner of students in testing as well as in teaching. Therefore, do not try to trick or fool students. It is very important not to become an obstacle to student success on test day—and this is one practice you adopt to make sure you don't.



Upcoming Events

Get Caught Reading Month

Gifts from the Garden Month

National Nurses Week May 6-12

National Police Week May 10-16

Mothers' Day May 10

Limerick Day May 12

Eat What You Want Day
May 11

For a Laugh!

