

Abstract

The present study examined two different issues regarding to children's conceptual knowledge of lies. First of all, we would like to investigate children's ability in differentiate between lies and mistakes. Secondly, we would like to examine what factors would affect children's evaluation of lies. Two factors were tested in this study, they are lies with different motives and consequences. Children in early childhood (mean age = 4.24 years old), late childhood (mean age = 10.4 years old) and early adolescent (mean age = 14.6 years old) participated in this study. Results indicated that as age increased, children would have an increasing correct identification of lies. In the process of evaluating different types of lies, older children would be affected by both of the motives and consequences of lies, on the other hand, younger children have similar evaluation in different types of lies. The Cognitive development process and socialization process in childhood were used to interpret the findings in this study.