

# THEME: TRUST ME—I WON'T LET YOU DOWN

H O N E S T Y / T R U S T

GRADE: FOURTH

**Core Curricula:** Supplements language arts, mathematics, social studies

**Focus:** Character development, critical thinking

**Overview:** One of the ways we demonstrate to others that we will not let them down is to “give our word” and act accordingly. When our actions are consistent with what we say, we build trust in our relationships with others. The purpose of this lesson is for young people to have the opportunity to experience and discuss the benefits of being trustworthy.

**Goals:** Students will discover the benefits of trustworthiness and discuss behaviors that denote trustworthiness.

**Materials:** The activity sheet for this lesson can be found in the student workbook.

**Family/Home Activity:** The family/home activity can also be found in the student workbook and is for each student to take home to do with their parent/guardian.

## Lesson Plan

Open the lesson with a discussion of trustworthiness and fairness. Ask students: *What does it mean to be fair? What does it mean to be trustworthy?* Have students give specific examples of others who have treated them fairly. Ask students how they feel and think about that person. Elicit qualities and list them on the board.

**Activity 1:** Have students identify examples of fairness and trustworthiness at home, at school, and at play (recess or after school). List and categorize.

Ask students: *How does fairness go together with trust? What do people learn about you when you are fair?* (They can count on you.)

**Activity 2:** Tell students: *I will hold up three different phrases on this poster board (or write them on the board). I would like for each of you to complete one of these phrases as I call on you. Complete a phrase where you have been in the situation described. I will read them to you first.*

1. I treated my friend fairly when\_\_\_\_\_.
2. I was treated fairly when\_\_\_\_\_.
3. I was not treated fairly when\_\_\_\_\_.

**Reflection:** Say: *Let's review some of the things we've learned from your answers. What do we learn about others when they are not fair? Is cheating on a test being fair? Is letting your friends copy your test answers fair? How can you help others be fair?*

**Activity 3:** Tell students: *We are going to read a story in which each one of you will be a character. Some of you will try to pressure others into doing wrong. Some of you will be strong and won't let your parents down. Let's assign parts and start reading our story.* Read the story “All My Friends” (provided or found in the student workbook).

**Reflection:** Ask students: *Is trust something you have to earn? Is it important that you have people in your life to trust? What happens if someone breaks the trust that you have? What are some ways that trust can be broken between a parent and a child? Between two friends? Between a teacher and a student? Between an employer and an employee? How difficult is it to get trust back once you have done something to break that trust?*

**Recognition:** See “Classroom Instructions,” page 5, for information regarding recognitions.

# ACTIVITY 3

## ALL MY FRIENDS

Characters in the story:

*Boys:* Juan, Larry, Carlton, Dave, José

*Girls:* Susan, Jackie, Maria, Donna

*Chorus:* All others

**Chorus:** Everyone was playing in the park. Their parents didn't want them walking in the dangerous streets. When it was time to go home, they had to go across the park, away from the street.

**Juan:** I'm tired of playing at this old park. Let's do something different.

**Susan:** What do you want to do?

**Maria:** Let's still play some more in the park.

**Carlton:** I'll tell you what. Let's go walking down the street!

**Donna:** My mother told me not to walk down the street—it's dangerous.

**Jackie:** Donna, your mother will never know the difference.

**Larry:** Donna is chicken, she's afraid to walk in the street with us. She has to stay in the park.

**Dave:** Come on. Let her stay here. Let's go play in the street.

**José:** Leave her alone. None of us need to be walking in the streets. We know that it's dangerous.

**Chorus:** Only two kids are trustworthy. They want to obey their parents and not walk in the dangerous streets. Let's see if Donna and José will go with their friends.

**Juan:** Let's go play in the street. It's not fun here. Who's coming with me?

**Donna:** I'm not going. We might get in trouble.

**Susan:** You can trust us—nothing is going to happen.

**Carlton:** I won't let you down, trust me.

**Larry:** It's not dangerous, nothing will happen. Trust us, we won't let you down.

**José:** I'm with Donna—I'm not going.

**Jackie:** Another chicken. Come on, everybody. Let's go!

**Maria:** I think that we should keep playing in the park. I'm having fun.

**Dave:** We are wasting time. Let's go.

**Chorus:** Everyone left to go play in the street except Maria, Donna, and José. They did not let each other down, and they did not let their parents down. Their parents trust that they would come home before dark across the park.

**Donna:** Thank you, José and Maria, for not letting me down.

**José:** I did not want to get in trouble. When you lie and disobey your parents, you always get in trouble.

**Maria:** Yeah, I want my mother to always trust me. I'll never lie to my mother, because then she won't believe me when I'm telling the truth.

**Chorus:** Did all of the others get in trouble? Did they make it home before dark? Did their parents find out? Can they be trusted?

**Everyone:** THE END!

# FAMILY/HOME ACTIVITY

## Theme: Trust Me—I Won't Let You Down Grade: Fourth

Dear parent/guardian, here is a character-building activity to do with your child as part of the school's Learning for Life program. It reinforces the Learning for Life lesson that was taught in the classroom.

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- **Goal:** Your child will discover the benefits of trustworthiness and discuss behaviors that denote trustworthiness.
- **Activity:** Worksheet
- **Materials:** Copy of worksheet, pencil
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**Directions:** Have your child complete the family/home activity worksheet provided. They should read and discuss with you what actions/behaviors were fair in the five situations.

How would a person who is fair behave in each of the following situations? Be specific about the action they will take.

1. You are studying your language arts. Last year, your brother did the same work and left it in his folder. You know where the folder is. If you could copy all of the work that he did last year, you would not have to study and do the work yourself. Being fair, you \_\_\_\_\_

\_\_\_\_\_

(get his folder and copy the work; do your own work).

2. Your mother has allowed you to go outside and ride your bike with your friend. Your friend has a new bike. You want to ride his new bike and want him to ride your old bike. He tells you his mother has told him no one else is allowed to ride his bike. Being fair, you \_\_\_\_\_

\_\_\_\_\_

(refuse to ride with him; tell him his bike is ugly; tell him you understand and ride your own bike).

3. Your teacher sends you to the office to get change for five dollars. The school clerk gives you the change and returns the \$5 bill to you. She does not realize what she has done. You walk out of the office with the \$5 bill and the five dollars in change. Being fair, you \_\_\_\_\_

\_\_\_\_\_

(return the \$5 bill; stick it in your pocket; give it all to your teacher).

4. Your mom asks you to take the trash out after school. You promise you will. After school you want to play with your friends. Being fair, you \_\_\_\_\_

\_\_\_\_\_

(say you forgot; keep your word; hide the trash).

5. You are studying your homework. Your mother told you to complete all of your homework before you turn on the television. Your mother left to go play bingo and there is a great movie on at 7 P.M., but you haven't finished your homework. Being fair, you \_\_\_\_\_

\_\_\_\_\_

(watch the movie—she'll never know; do your homework).