

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Boy Who Cried Wolf
<b>Focus:</b>	Trustworthiness

**Materials:**

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Paper (1 piece for every 2 students)
- Crayons, pencils, markers, etc
- Optional: Leader copy of the story “Boy Who Cried Wolf” (attached)

### Opening

#### State the objective

Today we will:

- Discuss the trait of “trustworthiness” through the story of the Boy Who Cried Wolf
- Create a list of what it means to be a trustworthy person
- Create a 4-part picture story about how someone could earn back trust after losing it

**Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”**

What do you know about the story of the Boy Who Cried Wolf?

How would you describe someone who is trustworthy?

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well). →
2. Ask students if they can help you tell the story of the Boy Who Cried Wolf. Help students tell the story in order of events by prompting them with the following starters:
  - a. “Once upon a time...[there was a shepherd boy]...”
  - b. “One day...[he decided to play a trick on the villagers by crying ‘Wolf! Wolf!’]...”
  - c. “Then...[he laughed at the villagers]...”
  - d. “Next, ...[he played the trick on the villagers again]...”
  - e. “Finally...[one day wolves actually were attacking his herd of sheep]...”
3. *If students are not familiar with the story, tell the story to the group. After, have students help summarize the story back to you by following the steps above.*
4. Facilitate a discussion with students about the story by asking students:
  - a. Was the shepherd boy trustworthy? Why or why not?
  - b. How do you think the villagers felt after they were tricked the first time? The second time?
  - c. What is important about being a trustworthy person?
  - d. Describe a trustworthy person (chart student responses on whiteboard or chart paper so everyone can see).

#### \*Activity → Teachable Moment(s) throughout

→ For students that have heard the story before, ask, “Where did you hear the story?” and “Can you think of a reason why the story was shared?” and “Why do you think it is important for other kids to hear the story?”

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### Students practice (“You do”)

5. Next, have students pair up and come up with an “alternative ending” to the Boy Who Cried Wolf story that describes what the shepherd boy could do to earn back the trust of the villagers. →
6. Have students fold their paper twice to form 4 quadrants (see example) and draw 1 of the 4 parts of their picture story in each section.
7. Have pairs share their stories with other pairs.
8. Finally, ask some to share their stories with the rest of the group.

→Ask students, “Have you ever had to earn back the trust of someone? What did you do?” Ask, “Why do we say we have to ‘earn’ trust? Why is it not just ‘given’ to someone?”

### Closing

#### Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:

Today we will:

- Discuss the trait of “trustworthiness” through the story of the Boy Who Cried Wolf.
- Create a list of what it means to be a trustworthy person.
- Create a 4-part picture story about how someone could earn back trust after losing it.

#### Debrief

**What’s Important About That?** This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student’s opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child’s understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

### Modification of lesson:

\*For older students, have them write 1-2 sentences for each of the 4 parts of their picture story

\*For older students, you may have them research newspapers for stories that exemplify the trait of “trustworthiness” in place of the “Boy Who Cried Wolf” story. Use similar questions to guide the discussion after reading or sharing the story.

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### Boy Who Cried Wolf

There was once a shepherd boy who kept his flock of sheep near a village. One day, he thought he would have some fun and play a trick on the villagers. He ran towards the village crying out, "Wolf! Wolf! Help! A wolf is attacking my sheep!"

The villagers left their work and ran to the field to help him. But when they got there, the boy laughed at them – there was no wolf there.

A few days later, the boy tried the same trick, running and crying towards the village, "Wolf! Wolf! Help! A wolf is attacking my sheep!" Once again, the villagers came running to help and got laughed at again – there was no wolf there.

Then one day, a wolf did get to the flock and began killing the sheep. Frightened, the boy ran for help. "Wolf! Wolf!" he screamed. "There is a wolf in the flock! Help!"

The villagers heard him, but they thought it was another mean trick. No one paid any attention to the boy and no one went to help. The shepherd boy lost all of his sheep.

4-Part Picture Story example format

<p><b>Once upon a time...</b> There was a boy who was not trusted by anyone.</p>	<p><b>So...</b> The boy decided he needed to show that he was trustworthy and started by apologizing to those who he had betrayed.</p>
<p><b>Next ...</b> The boy talked to the villagers and came up with ways that he could earn back their trust together.</p>	<p><b>Finally...</b> The boy understood that it would take time to earn the trust of the villagers again and continued to follow through on his word.</p>

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<b>Component:</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Team Trust
<b>Focus:</b>	Trustworthiness

**Materials:**

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers

### Opening

#### State the objective

Today we will:

- Discuss what is important about building trust when working with a team or group of people.
- Brainstorm ways to build trust with a team or group of people.
- Play a trust building activity.

#### Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”

What are some examples of teams or groups that you participate in? (i.e. soccer team, school day class, afterschool class, circle of friends, science club, etc)

Why do you need to trust the other people in your team or group?

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion. (Leader should be part of the circle as well.)
2. Ask students to review what it means to be trustworthy.
3. Next, ask students, “What is important about building trust with a team or group of people?”
  - a. Ask students, based on some of the examples they gave about teams or groups that they participate in, “What would happen if you couldn’t trust... [Your teammates on your soccer team, your three best friends, etc]?”
  - b. Ask, “What would happen if you [soccer teammates, classmates, best friends, etc] couldn’t trust you?”
  - c. Ask, “What does it look like when your [soccer team, class, circle of friends, etc] can all trust each other?”
  - d. Ask, “Has there ever been a time where you were not trustworthy with you [soccer teammates, circle of friends, class, etc]? What happened?”
4. Next, ask students to help you brainstorm ways that a team or group of people can build trust with each other. Chart their responses. Some examples you might listen for are:
  - a. Learn each other’s names.
  - b. Get to know one another – hobbies, interests, likes and dislikes.
  - c. Spend time together.
  - d. Play trust building activities.
  - e. Create agreements that all members of the group or team can agree on.
  - f. Choose to be a trustworthy, honest person.

#### \*Activity → Teachable Moment(s) throughout

→ As students are sharing their responses, stop and take a moment to ask, “How are we acting (or not acting) as a trustworthy group by sharing our experiences and thoughts with the rest of the class?” (i.e. we trust that others will not laugh at what I share, etc).

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<p style="text-align: center;"><b>Students practice (“You do”)</b></p> <ol style="list-style-type: none"> <li>5. Next, ask students, “Are we (your afterschool class) a team or group that trust each other? Why or why not?”</li> <li>6. Explain to students that in order to build trust and/or continue the trusting relationship, we will play a trust building activity.</li> <li>7. First, ask students to review class agreements, and ask, “Can we still all commit to honoring the agreements?”</li> <li>8. Remind students that by committing to honoring the agreements, we are telling our classmates that they can trust you and that you trust them. Keeping our word shows that we are group that can trust each other.</li> <li>9. Next, explain to students that we are going to play an activity called “Take a seat”</li> <li>10. Have students stand in a circle, close enough to the person next to them so that shoulders barely touch each other</li> <li>11. Have all students turn 90 degrees to the right so that they are each facing the backs of the person in front of them. Have students place their hands on the shoulders of the person in front of them →</li> <li>12. Explain to students that, as a team, they are to all “Take a seat” as a group without letting anyone falls to the ground. They must “Take a seat” by sitting on the knees of the person behind them.</li> <li>13. Have the class “Take a seat”.</li> </ol>	<p>→At this point, tell students that this activity requires you to get physically close to another person. Let students know that they have the “Right to pass,” meaning they can opt out of the activity if they so choose. Ask, “What does the ‘right to pass’ have to do with trustworthiness?” (i.e. students can trust that the rest of the class or team will be able do the activity and not make fun of or point someone out for choosing to pass). Ask, “Does choosing the ‘right to pass’ mean that you don’t trust the group? Why or why not?” (i.e. choosing the ‘right to pass’ does not mean that that person does not trust the group, he or she just does not feel comfortable. He or she can still participate by being a ‘spotter’ and making sure that a team member does not fall).</p>
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<b>Closing</b>
<b>Review</b>
<p>Ask students what we learned today.          Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:          Today we will:</p> <ul style="list-style-type: none"> <li>• Discuss what is important about building trust when working with a team or group of people.</li> <li>• Brainstorm ways to build trust with a team or group of people.</li> <li>• Play a trust building activity.</li> </ul>
<b>Debrief</b>
<p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy most about this activity?</li> <li>2. What was the biggest challenge with this activity?</li> <li>3. What did you learn from the group?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Trust in Relationships – Family
<b>Focus:</b>	Trustworthiness

**Materials:**

- Chart paper or whiteboard
- markers

### Opening

#### State the objective

Today we will:

- Discuss what trust means within your family.
- Brainstorm some of the possible reasons why people choose to lie.
- Work in groups to perform ways that we can show trustworthiness.

**Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”**

Have you ever experienced a time when trust was broken with a friend? Describe it.  
What were some of the causes of mistrust?

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

1. Have students sit in a circle (Leader should be part of the circle, too).
2. Ask students to review what they know about trustworthiness.
3. Next, in small groups or pair shares, ask students to discuss the following questions, one at a time:
  - a. “What part does trust play with your family?”
  - b. “How is trust different with your parents than it is with your siblings?”
  - c. “Why is it important for your family to trust you?”
  - d. “Why is it important for you to trust your family?”
4. Next, ask students to discuss the following questions, and chart responses so students can see:
  - a. “What is a white lie? Is there a difference between a white lie and any other kind of lie?”
  - b. “Is avoiding the trust lying? Why or why not?”
  - c. “What are excuses that people give for telling a lie, or cheating or stealing? Are any of these excuses acceptable? Why or why not?”
5. Next, ask students to silently reflect on if they have ever given one of these excuses to their family and/or told a white lie.
6. Then tell students, “Now, we are going to think about what we could do differently the next time we might find ourselves in another situation where you feel like you might lie to your family and instead be more trustworthy”

#### \*Activity → Teachable Moment(s) throughout

→ As students are sharing their responses, stop and take a moment to ask, “How are we acting (or not acting) as a trustworthy group by sharing our experiences and thoughts with the rest of the class?” (i.e. we trust that others will not laugh at what I share, etc).

#### Students practice (“You do”)

7. Next, have students work in small groups to act out how someone could respond to some of the examples given and charted to show trust vs. mistrust or dishonesty (i.e., if one group chooses the example that “some kids lie about liking math because they don’t want to be called a ‘geek,’ they could respond to it by somehow acting out that he

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<p>or she should be proud of what he or she likes and is good at).</p> <p>8. Give groups a time limit about how long they could work on their skit.</p> <p>9. Then, have each group perform and give a short explanation of their skit</p>	
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### Closing

#### Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:

Today we will:

- Discuss what trust means within your family.
- Brainstorm some of the possible reasons why people choose to lie.
- Work in groups to perform ways that we can show trustworthiness.

#### Debrief

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



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<b>Component:</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Trust in Relationships – Friends 2
<b>Focus:</b>	Trustworthiness

### Materials:

- Large indoor or outdoor space
- Several objects to create an obstacle course (chairs, desks, balls, hula hoops, etc – please keep safety in mind depending on space, student age, etc)
- *Optional:* blindfold for every pair of students

### Opening

#### State the objective

Today we will:

- Brainstorm all the ways that not being trustworthy leads to challenges in a friendship.
- Work in partners to practice trusting a partner.

**Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”**

Have you ever experienced a time when trust was broken with a friend? Describe it.  
What were some of the causes of mistrust?

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

1. Have all students stand on one end of the space of what will be your obstacle course. (Have all of the objects that are going to be “barriers” of your obstacle course out in a pile or accessible right now – you are going to build the obstacle course as you lead this discussion).
2. Ask students to review what they know about trustworthiness.
3. Next, ask students, “What kinds of things make it hard or difficult for you to trust someone?”
4. For each answer, add an object to the obstacle course that creates a barrier.
5. Once your obstacle course is created, say to students, “This obstacle course represents a minefield of mistrust. Each of the examples you gave about what makes it difficult for you to trust someone is represented by one of these objects that is a barrier. Now we are going to practice navigating through this minefield of mistrust by working with and trusting in a partner.”

#### \*Activity → Teachable Moment(s) throughout

→ As students are sharing their responses, stop and take a moment to ask, “How are we acting (or not acting) as a trustworthy group by sharing our experiences and thoughts with the rest of the class?” (i.e. we trust that others will not laugh at what I share, etc).

#### Students practice (“You do”)

6. Next, have students pair up. Have pairs decide who is going to verbally guide and who is going to travel blindfolded through the obstacle course.
7. Safely have partners begin navigating through the obstacle course, letting pairs begin in intervals. Blindfolded (or the partner with the closed eyes) can be guided by his or her partner who can’t touch, but can give verbal directions and guidance.
8. Once the first round of partners has made it across the obstacle course, have partners switch and navigate the course again.

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<p>9. You should end the activity by asking these follow up questions:</p> <ol style="list-style-type: none"> <li>a. As the blindfolded partner, how did it feel to not be able to see where you were going, but hear your partner? Were you able to trust your partner?</li> <li>b. As the person guiding your partner, how did it feel? Did you feel your partner trusted you – why or why not?</li> <li>c. Has there ever been a time where you needed to trust a friend or a partner to guide you through something that was difficult?</li> <li>d. How will you use this practice with your friends?</li> </ol>	
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### Closing

#### Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:

Today we will:

- Brainstorm all the ways that not being trustworthy leads to challenges in a friendship.
- Work in partners to practice trusting a partner.

#### Debrief

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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<b>Component:</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Trust Wrap Up – Building a Chain of Trust
<b>Focus:</b>	Trustworthiness

**Materials:**

- Strips of construction paper (at least 1 for each student) about 2" x 8"
- Markers
- Tape, glue and/or stapler
- Optional: sample 2-3 links to show a visual to students

### Opening

#### State the objective

Today we will:

- Talk about how we will commit to being trustworthy people.
- Build a chain of trust to display our commitment.

**Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”**

What do you know about chains? Can some chains hold a lot of weight?

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

1. Have students sit in a circle (Leader should be part of the circle, too).
2. Ask students to review what they know about trustworthiness.
3. Next, tell students that we are going to build our own chain of trust to represent our commitment to be trustworthy people.
4. If you can, show students an example of two or three links that are going to start the chain of trust that include some of the commitments that you are going to make.

#### Students practice (“You do”)

5. Next, have students come up with at least one activity or behavior that they are going to do to be a more trustworthy person. Have students write that activity or behavior on the strip of construction paper.
6. Have students begin linking their strips to create a chain of trust.
7. Once the chain of trust is completed, decide on a place to display the chain of trust to remind us of our commitments.
8. Ask students these wrap up questions.
  - a. Even though our chain is made of paper, do you think it signifies a strong commitment to being trustworthy people?
  - b. Is being trustworthy easy or difficult? What is easy about it? What is difficult about it?

#### \*Activity → Teachable Moment(s) throughout

→ As students are sharing their responses, stop and take a moment to ask, “How are we acting (or not acting) as a trustworthy group?”

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### Closing

#### Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:

Today we will:

- Talk about how we will commit to being trustworthy people.
- Build a chain of trust to display our commitment.

#### Debrief

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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<b>Component:</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Who Do You Trust?
<b>Focus:</b>	Trustworthiness

**Materials:**

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Leader copy of *Trustworthiness feels like...Untrustworthiness feels like* example
- Blindfold

### Opening

#### State the objective

Today we will:

- Brainstorm how it feels when someone is trustworthy and how it feels when someone is not trustworthy.
- Talk about and practice how we determine if someone is trustworthy or not.

#### Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”

How do you decide if someone is trustworthy or not?

Is it based on what they look like? Why or why not?

Is it based on what they say? Why or why not?

Is it based on what they do? Why or why not?

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion. (Leader should be part of the circle as well.)
2. Ask students to review what it means to be trustworthy.
3. Explain that one of the ways someone is trustworthy is that he or she is honest in his or her actions and words.
4. Ask students to help you think of what it feels like when someone is honest or trustworthy. Chart responses (see *Trustworthiness feels like...Untrustworthiness feels like... example, attached*).
5. Explain to students that when someone chooses to not be trustworthy, it doesn't just affect him or herself – it could affect others as well. Ask students to help you think of what it feels like when someone is dishonest or untrustworthy. Chart responses (see *Trustworthiness feels like...Untrustworthiness feels like... example, attached*). →

#### \*Activity → Teachable Moment(s) *throughout*

→ As students are giving you examples of how it feels when someone is trustworthy or untrustworthy, ask, “What is important about that?” Be sure to repeat what students share and thank them for their contributions.

#### Students practice (“You do”)

6. Next, explain to students that we are going to practice determining whether to trust someone or not.
7. As a class, pick an object that is going to be the “treasure.” Make sure the whole class knows the “treasure.”
8. Pick one student to leave the room. This student is going to be the one who must determine who to trust and who not to trust to guide them to the “treasure.”
9. After the one student leaves the room, hide the “treasure” somewhere. (Make sure it is still accessible.)

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<ol style="list-style-type: none"> <li>10. Pick two students who are going to be the guides, except one will be trustworthy and lead the student as best they can to the “treasure” and the other will be untrustworthy and will lead the student away from the “treasure.”</li> <li>11. Have another student go outside and help blindfold the student and guide them to the doorway.</li> <li>12. Explain that the blindfolded student must now find the “treasure.” He or she must listen to the other two guide students to guide them to the treasure – one will be trustworthy and one will be untrustworthy (It is up to the Program Leader to determine how long the student can search for the “treasure.” Be sure that there is enough time to discuss the following questions.)</li> <li>13. After the blindfolded student finds the “treasure” (or does not, based on how long the activity takes),             <ol style="list-style-type: none"> <li>a. Ask the blindfolded student, “How did you determine who to trust and who not to trust?”</li> <li>b. Ask the two guides, “What did it feel like to be trustworthy or untrustworthy?”</li> <li>c. Ask the rest of the students, “What did it feel like to watch someone be lied to?”</li> <li>d. Ask the class again, “How do you determine who to trust and who not to trust? Is it based on what they look like, what they say, or what they do? Why or why not?”</li> </ol> </li> </ol>	
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<b>Closing</b>
<b>Review</b>
<p>Ask students what we learned today.</p> <p>Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:</p> <p>Today we will:</p> <ul style="list-style-type: none"> <li>• Brainstorm how it feels when someone is trustworthy and how it feels when someone is not trustworthy.</li> <li>• Talk about and practice how we determine if someone is trustworthy or not.</li> </ul>
<b>Debrief</b>
<p><b>What’s Important About That?</b> This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student’s opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child’s understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.</p>

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### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

### Modification of Lesson:

\*The "Find-the-Treasure" activity can be done obstacle course style, where students work in pairs to guide one of the partners safely through the obstacle course. The discussion questions that follow should be, "How did you know to trust your partner?" and "What did you do to let your partner know to trust you?"





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<b>Component:</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Who Trusts You?
<b>Focus:</b>	Trustworthiness

### Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Paper (1 piece for every student)
- Crayons, pencils, markers, etc
- Leader copy of *who Trusts You?* example

### Opening

#### State the objective

Today we will:

- Discuss who trusts you on a day to day basis.
- Talk about how trustworthiness and honesty are related.
- Think about the consequences of being untrustworthy or dishonest.

**Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”**

What kinds of things do you do every day to show that you are trustworthy?

Is there a time during the day where you could not be trustworthy? Why or why not?

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion. (Leader should be part of the circle as well.)
2. Ask students to give you examples of people that they encounter every day who trust them in some way.
3. Then ask students to give you example of how these people trust you. →
4. Chart student responses in two columns. (Column A: Who and Column B: How ) (See *Who Trusts You? example*, attached).
5. Next, ask students, “How are trustworthiness and honesty related?”
  - a. Trustworthiness means ...
  - b. Honesty means...

#### \*Activity → Teachable Moment(s) throughout

→As students are giving you examples of how they are trusted, ask, “What is important about that?”

#### Students practice (“You do”)

6. Next, have each student choose one of the examples from your list of Who Trusts You.
7. Explain to students to think about what could happen if you were dishonest to that person. Ask, “What would be the consequences of you being dishonest to your Program Leader?” for example.
8. Have students draw a picture of what could happen.
9. When students have finished, have them pair-share their picture by describing:
  - a. Who the person is that trusts you?
  - b. How that person trusts you?
  - c. What could happen if you were dishonest?

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:  
Today we will:

- Discuss who trusts you on a day to day basis.
- Talk about how trustworthiness and honesty are related.
- Think about the consequences of being untrustworthy or dishonest.

#### Debrief

##### Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

##### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

##### Modification of lesson:

\*For older students, have them write 1-2 sentences to accompany their drawing that describes the *who*, the *how* and the *what*.  
For example,

“My mom trusts that I am going to get on the bus when my afterschool leader makes the announcement. If I do not, I will miss the bus and my mom will have to drive out of her way to pick me up.”

## Consult 4 Kids Lesson Plans

### Who Trusts You? Examples

Who?	How?
Parents	They trust that you will eat your lunch
Friend	They trust that you will keep their secret
Teacher	They trust that you will give the important note about Parent-Teacher meetings to your parents
Classmate	They trust that you will not mess with their things while they go to the restroom
Afterschool Leader	They trust that you will go right to the afterschool program check in when the school bell rings
Bus driver	They trust that you will pay attention to the bus stops so you don't miss your stop
Teacher	They trust that you are responsible when you go to the restroom during bathroom breaks
Store clerk	They trust that you handle products carefully, even if you don't buy them, like produce.
Afterschool Leader	They trust that you will return the watercolor set in good condition after using it.
Sibling	They trust that you will tell them that a friend called while he or she was at practice.
Librarian	They trust that you will return the book you borrowed.
Friend	They trust that you will tell them when you have to change plans on them.
Coach	They trust that you will practice on your own if you have to miss a practice.
Team	They trust that you will arrive at the game on time and dressed out, even on early Saturday morning games.
Store clerk	They trust that if they mistakenly do not charge you for an item, but put it in your bag anyway, that you point out the missed item.