



The FACE Project

Functional Approach to Character Education

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Counselor Lesson Plan for Third Grade

Character Lesson: Trustworthiness

Estimated Length of Lesson: 30-45 minutes or more

Learning Objective (SOL): Oral Language 3.1a, b; Knowledge and Skills 3.1 d

VA School Counseling Standards: EA6, EP1, EP2

Objectives:

- o Students will identify characteristics of a trustworthy friend
- o Students will work in teams to complete a task in which they must rely on a friend to help them

Materials: enough blindfolds (handkerchiefs or pillow cases cut into strips) for half the class, plastic or rubber cones, a large open space such as the gym or blacktop

Steps of Lesson:

1. The counselor will introduce the topic of Trustworthiness. A trustworthy person is someone who:
 - o Is honest
 - o Is reliable - they can be counted on to do what they say they will do
 - o Does the right thing even if no one is watching
 - o Is loyal and stands by their family and friends
2. The counselor will ask:
 - o How can you tell if someone is trustworthy? What do they do?
 - o Why does being trustworthy help you make friends?
3. The counselor will demonstrate the task:
 - o Choose one student and blindfold them with their permission. Show the class how they will complete the activity by carefully walking the student around the room. Make a point of holding the student's arm and speaking to them about which direction they need to go.
 - o Discuss with students what they noticed about the example. Did you walk your partner into things? Did your partner trip or fall down? Were you being trustworthy?
 - o Ask the blindfolded person if they felt they could trust you to keep them safe as they walked around the room.
4. Students will choose one partner to work with on this task. Encourage students to choose someone who they can trust, someone who will take the task seriously, think about their safety, and try to be helpful.
 - o Once students have gotten in pairs explain that they are going to go out to an "obstacle course" that you have set with cones.
 - o The goal is to walk their partner through the course without knocking any of the cones down. If everyone acts in a trustworthy manner, no one should bump into anything or anyone.



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- o Remind students that they are to move slowly and speak with their partner about which direction to go and tell them who or what is near them.
5. The counselor will take students to the obstacle course.
 - o One person in each pair will put on a blindfold (being careful not to cover their nose or mouth).
 - o Space students out so that each pair starts the course at a different time.
 - o Allow the students to walk the course several times before switching roles.
 - o Continue until everyone has had a chance to be both the guide and the blindfolded person.
 6. The counselor will bring the group back together and discuss:
 - o How did it feel to be blindfolded during this activity? Was it difficult to trust your partner to keep you safe?
 - o How did it feel to be the guide? Was it difficult to think about yourself and someone else at the same time?
 - o What did your partner do to make you feel comfortable and show you they could be trusted?

Although the curriculum was designed to be challenging and to promote student growth, teachers and counselors are encouraged to modify the FACE Curriculum to meet the learning style and educational needs of individual students.

Assessment:

Were the students in the role of guide able to show their partner that they could be trusted? Are students able to identify characteristics of a trustworthy friend?