



# TRUSTWORTHINESS, PT. 1



**Grade:** **Third Grade**

**Lesson time:** **30-45 min**

**VA School Counseling Standards**      **EA6; EP1; EP2.**

**Curriculum Standards Addressed:**      **Oral Language 3.1a,b; Knowledge and Skills 3.1d.**

**LEARNING OBJECTIVES:**

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

**MATERIALS NEEDED:**

- Multiple blindfolds
- Plastic or rubber cones
- Large open room like a gym or outdoor space

**LESSON SUMMARY/PARENT CONNECTION:**

Students will learn about trustworthiness and discuss how being trustworthy relates to being a good friend. The counselor will demonstrate what being trustworthy looks like by leading a willing, blindfolded student around the classroom. The students will then pair up and practice being trustworthy with one another by leading each other around an obstacle course while one partner is blindfolded. The group will then debrief about the activity and how being trustworthy and trusting others feels.





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## LESSON PLAN:

### Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Discuss** with students what it means to be trustworthy.
  - a. We are worthy of others' trust when we are honest and do the right thing.
2. **Write** the word trustworthy on the board and ask what behaviors are associated with this term. (e.g., You tell the truth, people can count on you, you do what's right even when it's hard, etc.)
  - a. Trustworthy people are reliable (i.e., they can be counted on to do what they say they will do). They do the right thing even when no one is watching.

### Step 2: Direct Discussion (I Do)

1. **Discuss** what being trustworthy looks like.
  - a. How you can tell if someone is trustworthy?
  - b. What do they do?
  - c. Why and how does being trustworthy help you make friends?

### Step 3: Guided Practice (We Do)

1. **Request** a willing volunteer to put on a blindfold and place their trust in you.
2. **Explain** the class will get a chance to complete the following activity.
  - a. Carefully guide the volunteer around the room while they are blindfolded using kind words and explicit instructions. Offer to take the student's hand or use verbal cues.
3. **Ask** students what they noticed during the demonstration. Did you let the student walk into things? Did they trip or fall down? How were you trustworthy?
4. **Ask** the volunteer if they felt like they could trust you to keep them safe while they walked around the room.





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## LESSON PLAN:

### Step 4: Independent Practice (You Do)

1. **Encourage** students to select a trustworthy partner to complete the exercise. Allow them to talk with one another to build trust and ensure that they will take the task seriously and be considerate of their partner's safety.
  - a. Once students have paired off, explain that they will be guiding their blindfolded partner through an obstacle course with cones in a large, open space.
  - b. The goal is to walk each 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.
  - c. Remind students that they are to move slowly and speak with their partner about which direction to go and to warn them about who or what is near them.
  - d. One partner will put on a blindfold. You will space students out so that each pair starts the course at a different time. Allow students to walk the course several times before switching roles. Continue in this way until everyone has had a chance.
2. **Discuss** with the group the activity.
  - a. How did it feel to be blindfolded during the activity? Was it difficult to trust your partner to keep you safe?
  - b. How did it feel to be the guide? Was it difficult to think about yourself and someone else at the same time?
  - c. What did your partner do to make you feel comfortable and show you they could be trusted?

### Step 5: 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?

### Evaluation Form

Please consider submitting an evaluation of this lesson to us at The FACE Project so we can continue improving our materials: URL

[https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt\\_w4GrFm4byVQc/edit](https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit)



# TRUSTWORTHINESS, PT. 2



Grade: **Third Grade**

Lesson time: **30-45 min**

VA School Counseling Standards **EA1; EA2; EP1; EP4.**

Curriculum Standards Addressed: **Oral Language 3.1b,c; Reading 3.5f,i.**

**LEARNING OBJECTIVES:**

1. Students will identify why telling the truth is important.
2. Students will identify the consequences of not being honest.

**MATERIALS NEEDED:**

- Copy of The Boy Who Cried Wolf, B.G. Hennessy and Boris Kulikov
- Blank paper, illustration supplies

**LESSON SUMMARY/PARENT CONNECTION:**

Students discover the consequences of not being trustworthy in this lesson. After defining what it means to be trustworthy, students practice being trustworthy by responding to situations provided by the counselor. The counselor then reads or shows a video story of The Boy Who Cried Wolf and processes the story with the students. The group then discusses how this story is relevant to the students' own lives. After this discussion, students will illustrate their own versions of the story and then share their interpretations with the class.





# TRUSTWORTHINESS, PT. 2

Grade: **Third Grade**

Lesson time: **30-45 min**

## LESSON PLAN:

### Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Discuss** with students what it means to be trustworthy.
  - a. We are worthy of others' trust when we are honest and do the right thing.
2. **Write** the word trustworthy on the board and ask what behaviors are associated with this term. (e.g., You tell the truth, people can count on you, you do what's right even when it's hard, etc.)
3. **Ask** students to identify people in their lives that they trust. This will most likely include parents, grandparents, friends, teachers, etc. Have the students tell why they trust these people. What do they do or not do that makes them trustworthy?

### Step 2: Direct Discussion (I Do)

1. **Explain** that when you are trustworthy, people believe in you and trust you to do what you say you're going to do. Ask students if they have ever had a time when they lost the trust of someone. How did that make them feel?
2. **Read** They Boy Who Cried Wolf and discuss with students.
  - a. What happened in the story?
  - b. Was the boy trustworthy?
  - c. What happened when he did not tell the truth?
  - d. What does this story teach us?
  - e. How can we use what we have learned here in our daily lives?
3. **Help** students relate this story to their everyday lives.
  - a. What would happen if you pretend to be sick because you want to stay home and watch TV?
  - b. What might happen if you really do get sick later on?
  - c. What would happen if you weren't honest with a friend, a parent/guardian, etc.?



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## LESSON PLAN:

### Step 3: Independent Practice (You Do)

1. **Distribute** blank paper and illustration materials to students. Ask students to make their own illustrations to go with the story that was just read. These illustrations will serve as a reminder to tell the truth and be trustworthy.
2. **Have** students share their images with the class.

### Step 4: Assessment

Do students recognize the importance of telling the truth even when you're scared to?

### Evaluation Form

Please consider submitting an evaluation of this lesson to us at The FACE Project so we can continue improving our materials: URL  
[https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt\\_w4GrFm4byVQc/edit](https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit)