

Trust Throughout the Day

Overview:

Students discuss how trust plays a role in their lives all day, every day, and draw a picture of a world with trust and a world without it.

Materials:

- blank white paper, one sheet for each student
- crayons or markers

Procedure:

1. Ask students: *What do you think it means to trust someone?* Prompt them to think of all the times they trust someone in a typical day. For example, they trust that:
 - Their parents will wake them on time in the morning.
 - No one will run a red light on the way to school.
 - The teacher will tell them correct facts.
 - Their friends will play games by the rules.
 - No one will take the papers from their desk when they go to the bathroom.
 - The cook in a restaurant will prepare food cleanly.
2. Then ask children to notice how many ways other people trust them. For example:
 - Their parents trust them to eat the lunch they packed, or buy nutritious food at the cafeteria.
 - Their parents trust them to clean their rooms if told.
 - Their teacher trusts them to return art supplies in good condition.
 - Their teacher trusts them to deliver a message to the office without goofing around on the way.
 - Their friends trust them to keep secrets.
3. Next, say: *Imagine what life would be like if you couldn't trust people.* Walk them through a typical day, as before, this time asking, "What if you couldn't trust them to do what they are supposed to?"
4. Have students draw a picture of a world where everyone is trustworthy, and next to that, draw a picture of a world where no one is trustworthy. Display the artwork on a bulletin board entitled, "Trust Means the World to Us."

Trust Throughout the Day

This lesson is from the *Good Ideas Book*, available for purchase from the CHARACTERCOUNTS! online store: <http://www.charactercounts.org/materials>

McREL standards

Arts

Standard 1. Understands and applies media, techniques, and processes related to the visual arts

Level II Benchmark 3. Knows how different media (e.g., oil, watercolor, stone, metal, etc.), techniques, and processes are used to communicate ideas, experiences, and stories

<http://www.mcrel.org/compendium/browse.asp>