



Connect with Kids

Loyalty

Discussion Questions, Vocabulary and Activity

For Grades 3-5

Segment Summary

Ashley Martin's loyalty and dedication helped her to win her teammates' respect.

Ashley Martin is a typical teenage girl who has lots of friends, enjoys getting dressed up – and who also happens to be a member of her school's football team. Ashley has always been athletic, and she spent years honing her kicking skills by playing soccer. When her school's football coach asked her to join the team as a field goal kicker, Ashley decided to give it a try. It was a lot of pressure being the only girl on an all-boys team, but her loyalty and dedication to her teammates and her sport helped her to win their respect. Once her teammates realized that she was a good player and that she was serious about football, they decided to support her. During the team's state championship game, Ashley missed a kick that could have won the game for her team. But instead of blaming her for the team's loss, her fellow players hugged her and remained loyal. That experience helped Ashley realize just how important it is to demonstrate loyalty and faithfulness in every area of life.

Discussion Questions

1. How does Ashley demonstrate loyalty? How do people demonstrate loyalty to Ashley?
2. How important is it to be loyal to others? Explain.
3. What kinds of attitudes do you think Ashley had to face when she decided to become the kicker on the football team?
4. Has someone ever been loyal to you, even though you made a mistake? What happened? How did this make you feel?
5. Think of a time when you were disloyal to a friend or family member. Describe what happened. How did the person react to your disloyalty? How did his or her reaction make you feel?

Related Vocabulary Words

bullying dedicated helpfulness kindness loyalty

Loyalty

Vocabulary Words and Definitions

Allegiance (n.)

Definition: loyalty to a leader, country, belief, etc.

Context: When we recite the Pledge of Allegiance, we are promising our loyalty to our country.

Bullying (n.)

Definition: the act of threatening to hurt someone or frighten him or her, especially someone smaller or weaker

Context: The safety monitors at Juan's school help prevent bullying by telling teachers when they witness cruel behavior.

Dedicated (adj.)

Definition: having the desire and commitment to work very hard to accomplish a goal or task

Context: Ashley practices her soccer drills every day because she is dedicated to becoming a better player.

Helpfulness (n.)

Definition: reaching out to others; care or help provided to a person to make his or her life easier

Context: Because of Krystal's helpfulness, many of the children she tutors are improving their grades.

Honor system (n.)

Definition: an agreement between members of a group to obey certain rules, although no one checks to make sure the rules are being followed

Context: Even though Ricky knew no one was watching, he upheld the honor system by paying for the candy bar instead of stealing it.

Kindness (n.)

Definition: being nice to others; the state of being caring, compassionate, helpful, etc., toward someone

Context: One way that Shakira demonstrates kindness is by reading to younger students after school.

Loyalty (n.)

Definition: sticking by someone; the quality of remaining faithful to your friends, principles, country, etc.

Context: Choosing to help his grandparents instead of watching the football game is proof of Jaime's family loyalty.

Thankful (adj.)

Definition: grateful and glad about something that has happened

Context: Marla is thankful that her brother wasn't injured in the car accident.

Source: *Longman Advanced American Dictionary*. Harlow: Pearson Education Limited, 2000.

Activity

Loyalty Tested

Objectives:

Students will be able to

- As a class, discuss and defend possible reactions to a decision-making scenario
- Analyze various scenarios that test a person's loyalty
- Work with small groups to discuss the issues related to loyalty
- Support a personal opinion about loyalty

Materials:

- Pens, pencils
- Paper
- **Loyalty Tested** worksheet

Procedure:

1. Begin this activity by presenting the following scenario:

Your class is playing softball during physical education class. Your team is on the field, and your position is second base. There are runners on first and second. When Carlos comes up to bat, he hits the ball right at you. The ball hits the ground first and then lands in your glove. Your teammates say you had your foot on the base, and they call the runner out. Members of the other team say you didn't have your foot on the base and that you never tagged the runner; therefore, it's not an out. You know that you didn't have your foot on the base and that you never tagged the runner. When your teammates ask you if your foot were on the base, what do you do? Will you display allegiance to your team, or are you dedicated to telling the truth? Explain your reasoning.

2. Allow time for students to respond to the scenario and discuss their answers. Make sure that students who respond to the questions defend their answers with valid reasons.
3. Distribute the **Loyalty Tested** worksheet. Allow time for each student to respond independently to the questions on the left-hand side of the worksheet.
4. Divide the class into groups of four. Explain to students that they will work in small groups to analyze various scenarios that test a person's loyalty. Tell students that they will share what they would do in each scenario and then defend their answers just as they did in the scenario above.
5. When groups have completed sharing their answers, have students return to their desks to reconsider their original answers on the **Loyalty Tested** worksheet, taking into consideration how other students responded. If students change their minds based on another student's response, have them write their new answers on the right-hand side of the **Loyalty Tested** worksheet.
6. Allow time for students to share with the class their original answers, their new answers and their reasons for each answer.

Related Vocabulary Words

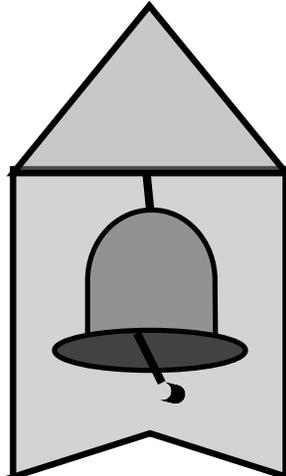
allegiance dedicated loyalty

Loyalty Tested

Name: _____

Directions: Read each scenario below. In the column labeled **Original Answer**, write what you think you would do in each scenario. When you finish, work with the members of your group to discuss your answers. If you decide to change your answers based on what your group members said, write your new answers in the column labeled **New Answer**.

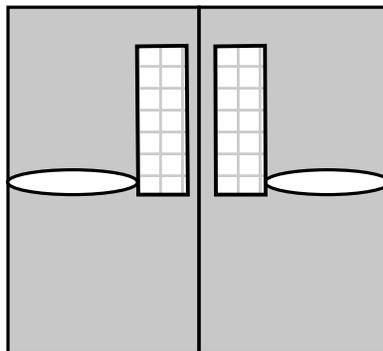
While riding the bus to school, your best friend asks if he or she can copy your homework. How do you react?	
Original Answer	New Answer
Your two best friends are fighting. They tell you that you have to choose which one of them you want to keep as your friend. How do you respond?	
Original Answer	New Answer
You invite your oldest friend to watch movies with you at your house. Before he or she arrives, some of your new friends call and ask if you want to come over and hang out with them. What do you do?	
Original Answer	New Answer



School-wide Connections

Research shows that the most successful character education programs are those that integrate character education throughout the school. Consider the following suggestions for bringing a school-wide emphasis to character education:

- **Student Newsletter:** Encourage your students to create a monthly or biweekly character education newsletter. Students could profile classmates who exhibit the qualities embodied in various character education words. They could also feature teachers and others in their school and community who demonstrate good character and who are committed to developing character in others.
- **Helping Hands:** Encourage your students and faculty members to perform helpful acts for others in your school and community. Each week, allow students and faculty members to record their helpful acts by writing them on their precut “hands.” (Have students trace their own hands on multicolored paper and cut around the outlines, or provide them with precut hand outlines.) Create a chain of helpful hands by displaying the hands in the hallways throughout your school. Challenge students and faculty members to be so helpful that the chain wraps around the entire school by the end of the year.



Standards

The following is an outline of the national Character Education/Life Skills standards and benchmarks for the **Loyalty** lesson/activity. National and state standards for language arts, social studies and health appear online.

Loyalty Loyalty Tested	<p>Self-Regulation</p> <p>Standard 2: Perform self-appraisal</p> <ol style="list-style-type: none"> 2. Identify personal styles 3. Identify personal strengths and weaknesses 5. Identify basic values 11. Determine explicit behaviors that are used and should be adopted to obtain wants and/or needs 17. Identify peak experiences and significant life experiences <p>Standard 3: Consider risks</p> <ol style="list-style-type: none"> 1. Weigh risks in making decisions and solving problems <p>Thinking and Reasoning</p> <p>Standard 2: Understand and apply basic principles of logic and reasoning</p> <ol style="list-style-type: none"> 1. Use formal deductive connectors (“if ... then,” “not,” “and,” “or”) in the construction of deductive arguments 2. Understand that some aspects of reasoning have very rigid rules but other aspects do not 3. Understand that when people have rules that always hold for a given situation and good information about the situation, then logic can help them figure out what is true about the situation 9. Understand that personal values influence the types of conclusions people make <p>Standard 3: Effectively use mental processes that are based on identifying similarities and differences</p> <ol style="list-style-type: none"> 3. Select criteria or rules for category membership that are relevant and important <p>Standard 6: Apply decision-making techniques</p> <ol style="list-style-type: none"> 1. Identify situations in the community and in one’s personal life in which a decision is required 2. Secure factual information needed to evaluate alternatives 3. Identify the values underlying the alternatives that are considered and the criteria that will be used to make a selection among the alternatives 4. Predict the consequences of selecting each alternative 5. Make decisions based on the data obtained and the criteria identified
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Source:

McRel: Mid-continent Research for Education and Learning, 2000 – <http://www.mcrel.org>