



Connect with Kids

Educate the mind *and* the heart

Trustworthiness

Discussion Questions, Vocabulary and Activity

For Grades 3-5

Segment Summary

Best friends Meredith and Molly, along with Rene Cowan, have learned the value of trust in a friendship.

Meredith and Molly have been best friends for nine years. They have learned to keep each other's secrets, and they have also realized the importance of helping each other when they encounter problems. Meredith brags that she knows she can trust Molly because her friend has never betrayed the trust they share. And Molly explains that it is important to her to have a friend in her life who is trustworthy and honest. But trust goes beyond keeping someone's secrets. Rene Cowan earned her friends' trust by listening to and being supportive of them when they needed help with their problems. Rene's friends now know they can count on her to be loyal to them and respectful of their friendship.

Discussion Questions:

1. What characteristics do Meredith, Molly and Rene possess?
2. How does trustworthiness involve more than just keeping a person's secret?
3. Do you feel that you are trustworthy? Explain.
4. Can your family and friends count on you to do what you say you will do?
5. Have you known someone who has betrayed your trust? What happened?

Trustworthiness

Vocabulary Words and Definitions

Betray (v.)

Definition: to be disloyal to someone who trusts you

Context: Barika betrayed Casper's trust by telling his secrets.

Confidence (n.)

Definition: the feeling that a person can trust someone or something to be good, work well or produce good results

Context: Dimitri lost confidence in his study skills after learning that he failed the test.

Trustworthiness (n.)

Definition: the state of being dependable; the amount a person can be depended on and believed

Context: Normally, students are not allowed to work in the office, but because of Tamara's trustworthiness, school administrators have made an exception.

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

Trustworthiness

Trustworthy Relationships

Objectives:

Students will be able to

- Identify the traits of trustworthy people
- Discuss examples of a betrayal of trust
- Work with parents to brainstorm relationships that require trust
- Recognize the value of trust in various relationships
- Describe the methods of coping with a betrayal of trust

Materials:

- Pens, pencils, crayons, markers
- Paper, index cards
- Chalkboard or overhead projector
- ***Trustworthy Relationships*** worksheet

Procedure:

1. Open this activity with a brief personal story of how someone betrayed your trust or confidence.

Examples: False advertising, misleading story in the news, political leader caught in a scandal, dishonest salesperson, etc.

2. Ask your students to discuss the traits that would make a person trustworthy.

Examples: telling the truth, doing what you say you're going to do, doing the right thing, keeping secrets, etc.

3. Using the examples your students provided, invite your students to share their own examples of times when they felt as if someone betrayed their trust or confidence. Allow time for your students to respond.

4. Explain to your students that many relationships in a person's life are based on trust. Ask your students to brainstorm a list of examples, and record their responses on the board or overhead.

Note: Encourage your students to think beyond personal relationships.

Examples:

- Trusting your bank to protect the money in your account
- Having faith that firefighters will put out a fire before it destroys a house
- Having confidence in the cashier at a local fast-food restaurant

5. Distribute the ***Trustworthy Relationships*** worksheet to the class. Explain the following procedure to your students:

- a. Students will work with their parents/guardians to complete the ***Trustworthy Relationships*** worksheet.
- b. Students and their parents/guardians will work together to brainstorm three additional relationships that require some amount of trust or confidence.

- c. Students and their parents/guardians will discuss the reasons why trust and confidence are important for each relationship listed in Column 1. Students will write their responses in Column 2.
 - d. Finally, students and their parents/guardians will discuss various methods of coping with betrayal of trust in at least two of the relationships listed in Column 1. Students will record these responses on the lines at the bottom of the page.
6. Assign a date for students to complete and return the ***Trustworthy Relationships*** worksheet.
 7. On the date you assign, distribute one index card to each student. Instruct students to write the following information on their index cards:
 - One relationship that requires trust or confidence
 - The reason the relationship requires trust or confidence
 - A coping method to deal with the betrayal of trust
 8. Allow all of your students to share their responses with the class. Display students' index cards on a bulletin board titled "Trustworthy Relationships."

Related Vocabulary Words

betray confidence trustworthiness

Trustworthy Relationships

Name: _____

Directions: Work with your parents/guardians to complete the chart below. Column 1 lists types of relationships with people, products, etc., that require some amount of trust or confidence in order to be successful. Read through this list with your parents/guardians, and then work with them to add three new relationships to Column 1. For each relationship, explain why it is important that you have trust or confidence.

It is important to trust a relationship with ...	Because ...
Advertisements	
Doctors	
Family	
Friends	
History books	
Newspapers	
Nutrition labels	
Parents	
Teachers	
President of the United States	

Select two relationships from the list to discuss with your parents/guardians. How could you cope with a betrayal or loss of trust in that relationship? Write your answers on the lines below.

1. _____

2. _____

Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.
2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.
3. The ***Trustworthiness Assessment/Evaluation*** form serves as a guideline for assessing each student's performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.
4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully it from the program.

Trustworthiness Assessment/Evaluation

Name _____

Class _____

<i>Lesson/Activity</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total</i>
<i>Trustworthiness Trustworthy Relationships</i>	No participation	Participated in class discussion	Participated in class discussion and worked with parent/guardian to complete <i>Trustworthy Relationships</i> worksheet	Participated in class discussion, worked with parent/guardian to complete <i>Trustworthy Relationships</i> worksheet and wrote about and shared example of trustworthy relationship	

Additional comments: