



# PROGRAMME 20: TRUST

## AIM

The aim of this unit is for students to develop their awareness of what trust is and how to use it more in their everyday lives.

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## LEARNING OBJECTIVES

Students will be able to:

- identify the difference between trustworthiness and untrustworthiness
  - develop skills which would encourage trustworthiness in their lives
  - understand that being trustworthy has benefits in society.
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## SKILLS

- Communication
  - Co-operation
  - Problem-solving
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## MATERIALS

- Episode Trust, DVD2, Bryan & Bobby Series 3
  - Props and furniture for role-play
  - Whiteboard or a large piece of paper
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## VIRTUES

- Courage
- Trust
- Fairness
- Caring
- Responsibility
- Knowledge
- Consideration

## LESSON (*please adapt for junior students*)

Play the episode 'Trust', DVD2, Bryan & Bobby Series 3.

1. Open your discussion with questions related to trustworthiness. Ask students: What does it mean to be trustworthy? Allow students to talk about times when they felt people were treating them fairly and when they were seen as trustworthy.
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2. Brainstorm as a class or in groups examples of what it means to be trustworthy, eg:

- the teacher trusted me with telling another teacher an important message
- a friend told me something sensitive about her family and I did not tell anyone. I felt trustworthy
- I said I was going to do my homework and I did

Have them write down the experiences they have had from the list, and also what emotions they felt at the time.

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3. Write/discuss examples of when students have shown untrustworthy behaviour and unfairness (no names need to be mentioned), eg:

- the teacher made us clean up rubbish because I had dropped some on the floor
- a student said another student could eat their lunch with them, but backed out
- a student took some items from another student's desk
- a student cheated during a test.

Again, have your students write down the experiences they have had from the list, and also what emotions they felt at the time.

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4. Select students to share their experiences and discuss how being trustworthy can make you feel and how that differs to how you feel when you've been untrustworthy.
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### 5. Role-play

In groups of 3 or 4 have the students create a scene to role-play in front of the class that shows untrustworthiness and unfairness. The class will then discuss each incident and decide on actions to take in each scene that will result in better endings – ie, where trust is regained and fairness is shown. (The teacher can model an example to show students what to do and to encourage confidence in acting.)

Using the solutions that students came up from the first role-play, have students act out the same scenes using the alternative endings.

5. Discuss the positives of being trustworthy and the negatives of being untrustworthy.

**TRUSTWORTHY**

- people like you
- people trust you to do things
- you are reliable
- you are dependable
- you are more likely to be treated fairly yourself

**UNTRUSTWORTHY**

- people can't rely on you
- you don't follow through on your promises
- you could hurt others and yourself

Visit [www.bryanandbobby.co.nz](http://www.bryanandbobby.co.nz) for more information.

Watch the following episodes in the previous Bryan & Bobby Resource Kits:

Episode Secrets, DVD2, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1

Episode Liar, Liar, DVD2, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1

Episode Help, DVD1, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

Complete the WHAT WOULD YOU DO? worksheet.

# WHAT WOULD YOU DO?

Name: ..... Date: .....

(These scenarios may need to be read out by the teacher for junior students.)

**Please circle the most trustworthy answer.**

**1. You have a Maths test coming up and you are nervous. You are sitting next to the biggest maths brain-box in the class. You...**

- a. Have the urge to look at her work during the test, but don't.
- b. Look at her paper and copy one or two answers only.
- c. Whisper and ask her for the answer to number 3.

**2. You are given a bag full of loose change to go up to the office. On the way there you...**

- a. Take a couple of silver coins, no one is going to miss them.
- b. Take the bag up and give it to the office person with a big smile.
- c. You swing the bag up and down while on your way up to the office and fall over. The change flies everywhere. You pick up most of the change.

**3. During playtime a child asked you to go and hit someone in the playground, to entitle you to be invited to their party.**

- a. You go and hit that other child because you really want to go to the party.
- b. You walk away from the child asking you to hit another and become friends with the other child who was to be hit.
- c. You walk away from the child asking you to hit another.

**4. Your caregiver asks you to do the dishes when you get home from school, you...**

- a. Choose not to do them.
- b. Keep your word and do them.
- c. Don't do them but blame it on your brother or sister, saying that they said they'd do the dishes for you.

**Afterwards, discuss the different choices as a class and discuss the potential outcomes from each choice.**

# SUPPLEMENTARY ACTIVITIES

## Topic

Develop a code of behaviour motto.

Have an organised shared lunch where everyone gets to share the food each student brings in.

## Oral Language

Practice the art of saying 'thank you' and 'excuse me' as a class role-play.

Describe a movie or television programme where the theme was about trust.

Discuss people who you trust, and who are trustworthy within your community.

## Art

Draw or write the theme of trust in paints, coloured markers or pens.

## Written Language

Create a poem to express a feeling or value of trust.

Write journal entries that explain incidents where students experienced trust and fairness in their daily lives.

With trust as the theme, create a class story where each child writes a sentence of the story until a clear beginning, middle and ending is given. Read aloud.

Write down three things about yourself – two are the truth and one is a lie. Have each student read out their list and the other students give a show of hands as to which is the truth.

## Spelling

Write down as many words as you can think of that relate to the words 'trust' and 'fair', and use them in a variety of word activities.

## Outdoor Education

Dodge 'em! Scatter a variety of objects over a clear space either indoors or outdoors. In pairs, have one student verbally guide his or her blindfolded partner through the space ensuring that they don't step on anything. As the next pair prepares move the objects around the space so they're in different positions.