

## Lesson 13

### *Who Can I Trust?*

#### TEACHER PREPARATION

##### KEY CONCEPTS

Children who develop trustworthiness will be able to know who they can trust.

Children need to have people in their lives they can trust.

##### OBJECTIVES

By the end of this lesson, students should be able to:

1. understand what trust is and what makes a person trustworthy.
2. be able to identify people in their lives they can trust.
3. choose to become a trustworthy person.

##### KEY TERMS

**Trust:** reliance upon the integrity, honesty, surety of a person or thing; confidence.

**Trustworthy:** deserving of trust or confidence; dependable, reliable.

##### BACKGROUND INFORMATION

Our world is not always a safe place and, sadly, not all people are good. Many children have an innate knowledge of right and wrong, fair and unfair, safe and unsafe. As they develop a greater awareness of the world around them, some innocence is lost to the reality of living life. As a teacher, your goal should be to teach your students about the world and people they can trust while also developing a character of trustworthiness in them.

It is important you model what trustworthiness looks like. Your students need to be able to trust you.

##### MATERIALS/PREPARATION

1. In the *Discovering the Lesson*, you will need material to make several blindfolds.

2. In the ***Applying the Lesson***, you will need paper, crayons or markers and paper for writing letters. Create a “TRUST” board or wall for the **younger elementary students**.
3. For ***Going Deeper***, you will need to prepare 4 statement papers depending on which question you choose to use in the lesson.

## LESSON

### BEGINNING THE LESSON

*[Say to the students:]* **It important for you to have people in your life whom you can trust. These are the people whom you know will protect you, keep you safe, keep a promise and be honest with you. Let’s look at what our three friends discover about trust.**

### READINESS (5 minutes)

*[Read to the students:]* **Chapter 13 — The Sky Room**

“If we are going to continue with Trish’s list, then I guess our next task is to figure out what trust is,” said Dugan as he winked at Hector.

“I’m glad to see my list of the Librarian’s ***DreamMakers*** can be of service,” laughed Trish as she curtsied toward them.

With the sound of her laugh, a high-pitched bell drew their attention to a piece of furniture about six feet high and 30 feet wide, faced with hundreds of small indexed drawers on its front. One of the drawers near the very bottom opened.

“What do you think this is?” asked Hector.

“I haven’t the faintest idea,” said Dugan.

“It is the card catalog,” announced the Librarian. “Every book in our library has a card to describe what kind of book it is, who wrote it and where it is to be found.”

One of the cards in the open drawer began to wiggle its way above the rest. Dugan reached in and pulled the card out and read the following –

Folio	Inkle, Nicolae P.
198.4213	The Highest Levels of Trust / 2ed.
INK	Abudabi Ancient Press Publications, 1574
	xxi, 487p. : 22 cm. Index included
	ISBN 001-0007-89-7

“Apparently there is a book on trust we’re supposed to get. Do you think the number in the upper left corner is its location?” asked Dugan.

“Indeed it is!” smiled the Librarian. “That particular book is in the Sky Room, judging by the number.”

“The Sky Room?” said Trish. “Why is it called the Sky Room?”

“I think you are about to find out,” said the Librarian.

She took off at a brisk pace and passed through a confusing maze of rooms and corridors. Some open spaces contained life-sized sculptures carved out of marble and others held wall-to-wall paintings of strange landscapes. Finally, she entered a courtyard with a large fountain and dozens of potted trees which had grown to magnificent heights.

“This is the Sky Room!” she proudly announced.

As they took in the watered courtyard, they began to notice beyond the forest of trees were tiers of bookshelves reaching to the sky. A series of ladders, short and long, seemed to be the only way to access the upper books. An occasional cloud drifted by and blocked their view of the top shelves.

“Exactly where IS this book on trust?” asked Trish.

The Librarian smiled and pointed to a raised stone on the side of the fountain, which had a slot on its top. “Might I suggest putting your card in the card reader?” she said.

Dugan dropped the card through the slot. When he did, a slight vibration began, accompanied by the sound of machinery grinding and turning. There was a momentary lull and then the books on the shelves began to light up, one after another with increasing speed until everything was just a blur of swirling light.

“This is the coolest library in the world!” exclaimed Dugan as he spun around watching the light show.

Finally, all the books went dark except for one. In the highest reaches of the Sky Room, they could just make out the pulsating light marking the book they were after.

“Okay, so who wants to climb up there and fetch our book?” asked Trish.

“Hector, it is okay with me if you want to have the honor,” offered Dugan.

“No, I wouldn’t dream of depriving you of the exercise,” responded Hector.

“You two are something else!” said Trish. “I’ll get it.”

“No!” both boys said together. “We need you down below to direct us,” they informed her. “We will get the book.”

“Well, okay,” Trish said.

The boys quickly climbed the ladders on the lower sections of the bookcase beneath the book on trust that was perched far above.

“More to your left!” yelled Trish when one set of ladders proved to be a dead end.

Higher and higher they went, rung after rung. Time and time again, they found themselves relying on each other and having to test the various ladders. Some were safe to climb but others only looked safe. One ladder actually crumbled in Hector’s hand as he was about to swing onto it. They learned not to go by appearances and one would hold the other as he put his full weight on a new section of ladder.

“Are they going to be all right?” Trish asked the Librarian.

“I certainly hope so, but the risks are real,” warned the Librarian.

By the time they finally reached the book on trust, they were seasoned climbers, able to quickly determine if a particular ladder was reliable or not and would take them where they needed to go.

“It has been hard enough to climb up here without also having to hold a book on the way down!” observed Dugan as he lifted the heavy book in one hand.

Out of the sky, an eagle swooped by and grabbed the book from Dugan’s hand. “Yowl! Don’t do that! You scared the living daylights out of me,” he said grabbing his chest with his empty hand.

As they watched, the eagle glided down and down on its magnificent wings and finally landed on the side of the fountain where it set the book down.

“Got it!” shouted Trish.

“Where was that bird when we started this climb?” frowned Hector.

“Let’s get back down before we start worrying about that,” suggested Dugan.

### **EXPLORE (10 minutes)**

*[Say to the students:]* **Dugan and Hector had some scary moments on the ladders. They learned they needed to trust each other as they made decisions on their adventure. It is important you have people in your life you can trust. We need to talk about what makes a person trustworthy**

and how you can know whom to trust. Are you a person someone can trust? Why? *[Give students time to answer. Their answers might include: I'm honest; I keep my word and commitments and I pay what I owe.]* We need to know what trust looks like, so we can become a person who can be trusted; and so we will know whom we can trust. What does it mean to trust someone? *[Allow time for discussion. It may mean they feel safe with that person, they know that person would treat them fairly, not cheat them or they know that person cares about them.]* Now, let's consider the character of trust in people you know. Who is your best friend? What qualities do they have to make them your friend?

*[Write the answers on the board. Guide them to answers like:]*

1. They like me and are not mean to me.
2. They keep a promise they make.
3. They don't talk about me behind my back.
4. They give back things they borrow.
5. They share their things with me.
6. They tell me the truth.

*[Say to the students:]* These are some of the characteristics of trust. You want to have a friend you can trust. In order to do that, you must also be a person who displays these same qualities. I am going to read a description of a person and you tell me if this person is trustworthy or not by raising your hand up for yes, and keeping your hand down for no.

1. Mary kept the extra change the storekeeper mistakenly gave her.
2. Larry said "no" to the soccer game with friends to babysit his little sister as he said he would.
3. John copied the answers to the test from Jane's paper.
4. Linda gave back the pen she borrowed from her friend.

*[You can develop more trust questions for your class level and culture.]*

**DISCOVER** (20-30 minutes)

*[Say to the students:]* We are going to experience some activities requiring you to develop trust in other people. You will each feel the responsibility to guide someone who trusts you and to develop trust in the ability of someone else to lead you.

### **For Younger Elementary Students**

#### **Activity 1: Maze Fun**

*[Set up the obstacles ahead of class. In this activity, each student is paired with another student. One student of each pair is blindfolded. The goal is for the seeing student to lead the blindfolded student through a maze of objects or obstacles safely to the finish line. The blindfolded student must trust the sighted student to lead them without bumping into any obstacles that would harm them or impede forward movement. Obstacles may include chairs, desks, trash cans, building blocks, etc. When the team is safely to the finish line, blindfold the other student and go back through the obstacles. You may want to rearrange the obstacles. When all the students have experienced this activity, ask the following questions:]*

- 1. How did it feel to be blindfolded and not know where you are going?**
- 2. How did it feel to be responsible to lead someone who is blindfolded?**
- 3. How did you feel if you led someone and they bumped into something and hurt themselves?**
- 4. How did you feel if you were blindfolded and you bumped into something and it hurt?**
- 5. Would you change the person to lead you blindfolded if you did this activity again? (Do you trust your partner?)**

### **For Older Elementary Students**

*[Use the above activity only have the sighted person stand on the finish line and give verbal instruction to the blindfolded student as to how to proceed around the obstacles. For example: take two steps forward, one step to the left, now forward one step, etc. At the end of the activity, ask the following questions:]*

- 1. Did your partner lead you safely around the obstacles?**
- 2. Does this make you trust or distrust your partner?**
- 3. How did you feel if you hit an obstacle?**
- 4. How did you feel if you let your blindfolded partner hit an obstacle?**

### **Activity 2: Wind in the Willow**

*[Have eight students stand shoulder to shoulder in a circle. Ask the tallest student to begin the exercise by standing in the middle of the circle with arms folded across his or her chest, making his or her body stiff. The student begins to lean in one direction until he or she begins to fall. The students in the circle put out their hands to stop the fall and push the student back to an upright position where he or she begins to fall in another direction. After a few “falls,” change the middle person so each student can experience the middle position. At the end of the activity, ask the following questions:]*

- 1. What did it feel like to be in the middle?**
- 2. Were you ever afraid that you would fall? Why or why not?**
- 3. Did you feel safe in the circle?**
- 4. When you were in the circle, how did you feel about the student who was falling?**
- 5. Did you trust each other? Why or why not?**

#### **APPLY** (20-30 minutes)

*[Guide your students into making a list on the board of people they trust. Some may be parents, grandparents, teachers, principal, doctors or nurses, friends, neighbors, etc.]*

#### **For Younger Elementary Students**

*[Have the students draw a picture of a person, an adult, they can trust. Put the person’s name at the bottom and hang it on the “TRUST” board or wall of the classroom. Students could also create a “Trusted” medal to give to these adults.]*

#### **For Older Elementary Students**

*[Have each student choose someone in their life whom they trust and invite each student to write a letter to their “trusted” person thanking them for being a trustworthy person in their life.]*

#### **SHARE** (20 minutes)

*[Invite some of your students to share about the person they chose to write or highlight on the “TRUST” board. Option: As a follow-up to this lesson, you may want to invite one or more of these trusted adults to the classroom to share about themselves. In the follow-up session, ask some students in the*

class to tell your guest why he or she is trusted by the children. **Younger elementary students** can give the guest a “Trusted” medal made by the class. Thank them for being trustworthy for the students. If one of the **older elementary students** has written their letter to this particular person, they can give it to them or read it to them at this time.

*[Encourage the students to deliver the letters or medals to their trusted individuals.]*

### **ENDING THE LESSON**

*[We have focused on the positive, trust-developing side of this characteristic. It is also true students should be taught when they feel uncomfortable around a person or do not trust a person, they should avoid and go away from that person or situation. They should go to someone they trust and tell the trusted person what they are feeling. Trust has two sides. Distrust can become a protection for our students as well. Have a discussion with your class about feelings of distrust and what they should do when they feel distrust. The school, classroom and the teacher need to be places and people students can trust. Your classroom needs to become a safe place, a place of protection for the students.]*

### **GOING DEEPER (optional)**

*[If you use the first question listed below, prepare four slips of paper with these statements:*

*1,000 (one thousand)*

*10,000 (ten thousand)*

*100,000 (one hundred thousand)*

*1,000,000 (one million)*

*If you use the second question listed below, prepare four slips of paper with these statements:*

*About 55 years*

*About 60 years*

*About 65 years*

*About 70 years*



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*Ask for four volunteers. Have each volunteer stand in a different part of the room. Give each volunteer one of the four statements depending on which question you use. Instruct them not to show the statement to anyone.]*

*[Say to the students] I'm going to ask a question. Each of the four volunteers is going to give a different answer. When you hear an answer, if you think it is true, go and stand with that volunteer. If you think it is false, stay seated.*

**The question is: How many hairs does the average person have on his or her head? [Or you may ask this question:] Throughout the world, how long does the average person live? [Ask the first volunteer to read his or her answer.] If you think the answer is true, go stand with (student's name). If you think it is not true, stay seated.**

*[Ask the second volunteer to read his or her answer.] If you think the answer is true, go stand with (student's name). If you are currently standing with volunteer 1, and you now think 2's answer is better, you may move and stand with 2. [Note: the four volunteers should not move, even if they think their own answers are wrong. Continue the same procedure with volunteers 3 and 4. Then, give everyone a final chance to move to a different answer.]*

*[Tell the students one of the following, depending on which question you used.]*

**The average person has about 100,000 head hairs. [If you wish, add the following:] The number varies from person to person. People with light-colored hair (blondes) tend to have more individual hairs. People with reddish hair (redheads) tend to have fewer.**

**Worldwide, the average person lives about 70 years. [If you wish, add the following:] This varies from country to country. On average, women live a few years longer than men.**

*[Say to the students:] Our volunteer [say the name of the student who gave the right answer] was giving God's answer. Why do you think I called the right answer "God's answer?" [Let one or more students respond.] The*

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**Bible says God knows how long we are going to live, even before we are born (“You saw me before I was born. Every day of my life was recorded in your book” *Psalm 139:16, New Living Translation*), and He even knows the number of hairs on our heads (“And he pays even greater attention to you – even numbering the hairs on your head” *Luke 12:7, The Message*).**

**Listen to the advice of Solomon, who the Bible says was the wisest man who ever lived.**

*[Ask a student to read the passage, or for younger students, read the passage to them.]*

**Trust in the Lord with all your heart; do not depend on your own understanding. Seek his will in all you do, and he will show you which path to take (*Proverbs 3:5-6, New Living Translation*).**

*[Say to the students:]* **If we want to know the right answer, to any question, we should ask, then listen to and trust the answers given by the One who knows everything — God Himself. You can trust the God who created you. He knows you better than anyone else.**

## **PARENT-TEACHER CONNECTION**

Trust has two sides: Positive and negative. The focus of this lesson was on the positive, trust-developing side of this characteristic. Our goal was to teach your child about the world and people they can trust, while also developing a character of trustworthiness in your child.

The negative side of trust is the reality there are people your child should not trust. We trust you think part of your responsibility as a parent is to teach your child whom not to trust, who is not trustworthy. We will help you in upcoming lessons when we address some of the problems with tobacco, Internet abuse and other issues.

### **Questions you might ask your child:**

1. What can you tell me about the Sky Room? (The Sky Room had bookcases reaching to the sky with ladders to reach the highest books.)
2. What did you experience in the middle of the trust circle? (Students had to trust the circle around them to not let them fall.)
3. Who are some of the people you trust? What makes them trustworthy?
4. Did you write a trust letter to someone?
5. Let's talk about some people you cannot trust.

Parents, share with your child about someone you trust.



