HOW TO BE
TRUSTWORTHY

BE HONEST. . .
Don't lie, cheat, or steal.

BE RELIABLE. . .
Keep your promises and follow through on your commitments.

HAVE THE COURAGE. . .
to do what is right, even when it seems difficult.

BE A GOOD FRIEND. . .
and don't betray a trust.

DISCUSSION QUESTIONS

1. What would you do if a friend of yours gave you an expensive present, but you found out it was stolen?
2. How do you feel when someone tells you a lie?
3. Do you think that lying can ruin a friendship? Explain. Has that ever happened to you?
4. If you tell just one lie, does that make you a liar? How many lies do you get to tell before you are a liar?
5. Would you trust somebody who lies? Who cheats? Who steals? Why, or why not?
6. How do you know if you can trust someone?
7. Do you consider yourself to be an honest person? Why?
8. What does trustworthiness mean to you? What is a trustworthy person?
9. Do you consider yourself a trustworthy person? In what way are you a trustworthy person?
10. Do your parents trust you? What could you do that would make your parents stop trusting you? What would be bad about that?
11. It’s been said that cheating is just another form of lying. Do you agree?
12. Describe a time when you lied, cheated, or stole something. What happened? How did you feel? What were the consequences?
13. How can simply being honest make life a lot easier. Have you ever experienced this in your own life?
14. How important is trust in your relationships with friends and family? How would these relationships be affected if you found out someone was lying to you?
15. What does trust have to do with honesty?

WRITING ASSIGNMENTS

1. How trustworthy are you? For each of the four trustworthy behaviors listed at the top of this page, rate yourself on a scale of one to five (1=awful, and 5=terrific). For each of these behaviors give an example of how you are either trustworthy or not, and what you could do to improve.

2. Write an essay about a situation in which you were dishonest (lied, cheated, or stole). Why did it happen? How did you justify it? How did you feel about it at the time? Did it affect any of your relationships? Did it cause any problems for you? How do you feel about it now? What did you learn from it?

3. If your children are old enough to write book reports, have them write about how the charac-ters in the book behaved in either a trustworthy or an untrustworthy way. Do the same with movies or television programs they have seen. If your children are too young to write book reports, do this as a class discussion about the books they are reading or that you are reading to them.

4. Write about someone you trust. Why do you trust that person?

5. Write about how it makes you feel when somebody lies to you or misleads you.

6. Write about a time somebody broke a promise to you. How did that make you feel? Have you ever broken a promise to someone? How do you think it made that person feel?

HOW TO BE RESPECTFUL

* **Treat other people the way you want to be treated.**
* **Be courteous and polite.**
* **Listen to what other people have to say.**
* **Don't insult people, or make fun of them, or call them names.**
* **Don't bully or pick on others.**
* **Don't judge people before you get to know them.**

DISCUSSION QUESTIONS

1. Are teasing, putdowns, and insults fun or funny?
2. Is there anything you dislike about the way people treat each other here at school? Do you know of any disrespectful behavior? Describe it. How do you feel about it?
3. What do you like most about the way people treat each other here at school? Does it have anything to do with respect?
4. What is a bully? Is bullying an act of disrespect? In what way? Are there bullies here at school? Can someone be a bully without meaning to be? How?
5. How can treating people with respect prevent fights?
6. When you are with a group of kids, what things might other kids do or say that make you feel good? What things make you feel bad?
7. How does treating people with respect affect your friendships?

STUDENT ACTIVITIES

1. What does it mean to treat other people with respect? Have your class brainstorm a list of do's and don'ts for treating people with respect. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder.

2. Go through each item on the list (#1, above), and have the children describe how Burna did just the opposite. Then ask them what Burna could have done to be more respectful.

3. Make a class contract in which the kids lay out a set of rules for having a respectful classroom. What will be the penalties for violating the rules?

4. Brainstorm ways to make your school environment more respectful. Create a list of recommendations, and place them in your school newspaper or on a poster.

5. Have the kids role play or use puppets to act out the following situation: Four good friends are planning to spend a day at an amusement park. Two of them want to invite another kid who's new in school. The other two don't want to include this person because he/she is different in some way (different race, a "dweeb," from a foreign country, etc.). After the role play have a class discussion. Then, have four others do another role play changing what it is that's different about the new kid. Repeat this process changing the difference each time.

6. Bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Talk about who is acting respectfully, and who is acting disrespectfully in these situations.

WRITING ASSIGNMENTS

1. Watch a movie or TV show and write about how the characters treated each other. In what ways were they respectful or disrespectful? Give some specific examples.

2. Write about an experience you had with bullying. Were you the bully? Were you the victim. Were you just watching? What happened and how did it make you feel?

3. Are kids ever picked on at your school? What do they get picked on about (height, weight, appearance, disability, accent, skin color, etc.)? Exactly how are they picked on? How do you think these kids feel about this? How do you feel about it?

4. In what ways do you treat people with respect? Are there any ways in which you don't?

5. Write a letter to an imaginary bully, telling this person what he or she is doing that you don't like, why you don't like it, and how you want this person to behave instead.

HOW TO BE
A RESPONSIBLE PERSON

**Be reliable and dependable; when you agree to do something, do it.**

**Take care of your own business. Don't make others do what you are supposed to do.**

**Take responsibility for your actions; don't make excuses or blame others.**

**Use your head; think before you act; imagine the consequences.**

DISCUSSION QUESTIONS

1. Have you ever let somebody else take the blame for something you did? What happened? How did the other person feel about it?

2. How can acting irresponsibly hurt people's friendships? How can being responsible make you a better friend?

3. What does it mean when someone is described as being a "responsible" person?

4. Do you consider yourself to be a responsible person? Why? In what ways?

5. Does it matter to you whether or not people think of you as responsible? Why, or why not?

6. How do you feel about people who are irresponsible?
- How do you feel about people who are responsible?
- What difference does it make to you whether or not your friends are responsible people?

7. What is good about being a responsible person?

WRITING ASSIGNMENTS

1. How responsible are you? For each of the responsible behaviors listed at the top of this page, rate yourself on a scale of one to five (1=awful, and 5=terrific). For each of these behaviors give an example of how you are either responsible or not, and what you could do to improve.

2. Can you think of a time you did something really irresponsible? Describe it in detail. Why did it happen? How did you feel about it at the time? Did it affect anybody else? Did it cause any problems for you? How do you feel about it now? What did you learn from it? Or, perhaps you would prefer to write about something you did that was very responsible.

3. If your students are old enough to write book reports, have them write about how the characters in the book behaved in either a responsible or irresponsible way. Do the same with movies or television programs they have seen. If your children are too young to write book reports, do this as a class discussion about the books they are reading or that you are reading to them.

4. Write about someone you think is very responsible. What do you like about that person?

5. Write about how it makes you feel when somebody lets you down.

HOW TO BE
A FAIR PERSON

  **Treat people the way you want to be treated.**

**  Take Turns.**

**  Tell the truth.**

**  Play by the rules.**

**  Think about how your actions will affect others.**

** Listen to people with an open mind.**

**  Don't blame others for your mistakes.**

**  Don't take advantage of other people.**

** Don't play favorites.**

DISCUSSION QUESTIONS

1. Have you ever said, "that's unfair"? How do you know when something is unfair?

2. Has anybody ever tricked you or cheated you? How did you feel about it

3. In every situation is it possible to be fair to everyone? Should you try? Why, or why not?

4. What does treating people fairly mean? Does fairness mean everyone gets the same amount, like an equal piece of a chocolate bar? Does fairness mean enforcing the rules for everyone, even if it means losing a game?

5. How should you treat people who are not fair with you?

6. How does fairness affect your relationships with other people - your friends, for example?

STUDENT ACTIVITIES

1. What does it mean to be a fair person? Have your class brainstorm a list of do's and don'ts for being fair. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder.

2. Take some of the behavioral examples from activity #1, above, and turn them into role-play situations. The kids can act them out themselves or use puppets. First have them role-play the unfair behavior, and then the fair behavior. Have the group analyze each of the role-plays.

3. Bring in articles from newspapers and magazines reporting on events in which fairness and justice are at issue. Have a discussion about who is acting fairly, and who is acting unfairly in these situations.

4. Invite a judge (or a trial attorney) to come and talk to your class about how the justice system works and about how he/she tries to keep things fair in the courtroom.

WRITING ASSIGNMENTS

1. If your students are old enough to write book reports, have them write about how the characters in the book behaved in either a fair or an unfair way. Do the same with movies or television programs they have seen. If your children are too young to write book reports, do this as a class discussion about the books they are reading or that you are reading to them.

2. Think of a time when you've taken unfair advantage of a person or a situation, or when someone has taken unfair advantage of you. Describe it. What was unfair about it? How did it make you feel? What did you learn from the experience?

3. How is fairness related to having respect for others? How is it related to honesty? To being reliable? To being a good citizen?

4. Think of something that you consider to be unfair. Describe it in detail, and write what you think should be done about it. Is there anything you can do to help change it? If so, what?

5. Sometimes to make a fair decision you have to consider the "stakeholders" - all the people who will be affected by your decision. Set up a situation in which you have to make an important decision. For instance, choosing someone to play on your basketball team. Are there more stakeholders than just the two applicants? How can you tell who has a stake in your decision? How does considering the stake-holders help you make a fairer decision.

6. Did you know that almost every decision you make (even small ones) affects other people? Think of a few decisions you have made, and write about how those decisions affected other people.

HOW TO BE
A CARING PERSON

**Treat people with kindness and generosity.**

**Help people in need.**

**Be sensitive to people's feelings.**

**Never be mean or hurtful.**

**Think about how your actions will affect others.**

**Always remember - we become caring people by doing caring things!**

DISCUSSION QUESTIONS

1. If I told you I thought you were a very caring person, what would that mean? What is a caring person?

STUDENT ACTIVITIES

1. What does it mean to be a caring person? Have your class brainstorm a list of do's and don'ts for being caring. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder.

2. Take some of the behavioral examples from activity #1, above, and turn them into role-play situations. The kids can act them out themselves or use puppets. First have them role-play the uncaring behavior, and then the caring behavior. Have the group analyze each of the role-plays.

3. Bring in (or have the children bring in) articles from newspapers and magazines describing situations that show caring and uncaring actions on the part of individuals, groups, or governments. Discuss these situations. In what ways do they demonstrate either caring or uncaring? Perhaps write a group letter to the people involved.

4. Ask your students to list different things that kids at your school do which are either caring or uncaring. Discuss how they feel about these things. Brainstorm ways to make your school environment more caring. Create a list of recommendations. Design a poster that lists these ideas.

5. Group discussion: Imagine that someone gives you $20,000 but you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?

WRITING ASSIGNMENTS

1. Read a story, or watch a movie or TV show, and write about how the characters treated each other. In what ways were they caring or uncaring? What affect did their behavior have on each other? Give some specific examples.

3. Describe the most caring thing anyone has ever done for you. How did it make you feel? What effect did that have on you?

4. You have the power to make other people feel good through a simple act of kindness. Think of something you can say or do for another person that would make that person happy. Perhaps it's a simple compliment. Perhaps it's offering to do something helpful for that person. Do it, and then write about how you think it affected the other person. How did it make you feel? Was it worth doing? What would happen if you made a point of doing something like this every day?

5. If you ever had an experience doing community service, write about what you did and what you got out of doing it.

6. Imagine that someone gives you a lot of money on the condition that you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?

7. Publish a class book on how to be a caring person. Draw pictures of caring behaviors and write descriptions of them

HOW TO BE
A GOOD CITIZEN

**Do your share to make your school, your community, and the world a better place. .**

**  Take responsibility for what goes on around you.**

** Participate in community service.**

**  Help take care of the environment.**

** Be a good neighbor.**

**  Treat other people with respect and dignity.**

** Follow the rules of your family, your school, and your society.**

DISCUSSION QUESTIONS

1. What is a hero?

2. Who is one of your heroes? Why, what makes that person a hero?

STUDENT ACTIVITIES

1. What does it mean to be a good citizen? Have your class brainstorm a list of do's and don'ts for citizenship. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page.

2. Take the rules from #1, above, and turn them into role-play situations. The kids can act them out themselves or use puppets. Role-play poor citizenship, and then, good citizenship. Have the group critique each of the role-plays.

3. Have your older students go to an internet search engine (e.g., Google) and type in "kids making a difference." They will find countless inspiring examples of how young people have made their communities and the world a better place. Have them select stories they like and present them to the class and tell why they chose them. Do these stories give them any ideas about things they might like to do? If your students are pre-readers, do the search yourself and select stories to read to them.

4. Have your students visit this website <www.goodcharacter.com> and click on "Opportunities for Action." There they will find opportunities to become involved in community service projects and other activities relating to citizenship and civic responsibility.

5. Have the class identify needs in the school or community, and plan a service project to meet those needs. For guidance in planning a service project, visit [www.goodcharacter.com and click on "service learning."](http://www.goodcharacter.com/SERVICE/service.html)

6. Have a class discussion about heroes. Have kids select their heroes and write about them. Introduce the idea of heroes as people who do things to help others. For ideas about how do expand this activity visit [<www.giraffe.org>](http://www.giraffe.org)

7. Are you doing a really cool eco-project at your school? If so, visit Captain Planet™ Foundation's website, and the Captain may be able to assist in providing the seed money to get your project growing. Go to: [www.captainplanetfdn.org](http://www.captainplanetfdn.org)

WRITING ASSIGNMENTS

1. Write about someone you consider to be a hero.
- What is the main reason you think this person is a hero?
- What are some other good things about this hero?
- What qualities do you admire in this person?
- What obstacles did s/he overcome?
- Did s/he take any risks?
- How has s/he made a difference, and to whom?
- How does this person make you feel?
- Does this person inspire you in some way?

2. Identify a problem in your community that needs to be fixed.
- What is the problem?
- Why is it a problem (what bad things happen because of this problem)?
- What needs to be done to fix the problem?
- Whose responsibility is it to fix the problem?
- What good will come of fixing the problem?
Write all this in letter to the editor of your newspaper.

3. From a newspaper, magazine, TV show, or movie, find an example of someone demonstrating good citizenship. Write a letter of appreciation to this person, describing what s/he did and how you feel about it.

4. Think of some kind of volunteer work you might like to do. Describe it and tell why you think you would like it. Who would it help, and in what way? For some volunteer ideas, visit <www.goodcharacter.com> and click on "Opportunities for Action."

5. What does it mean to be a good citizen? In what ways are you a good citizen? Give some examples of things you've done that show good citizenship. What things could you do to be a better citizen?

6. Research and write a history of your city or neighborhood or community. Identify individuals and organizations who made especially important contributions or who had a big influence on its development. Publish your book and present it to the library. Make sure the kids understand that things got the way they are because people (citizens) made that happen. For very young children, tell them stories about people and events that shaped the present.

http://www.goodcharacter.com/EStopics.html