

TRUSTWORTHINESS

... is honoring your commitments and being reliable.

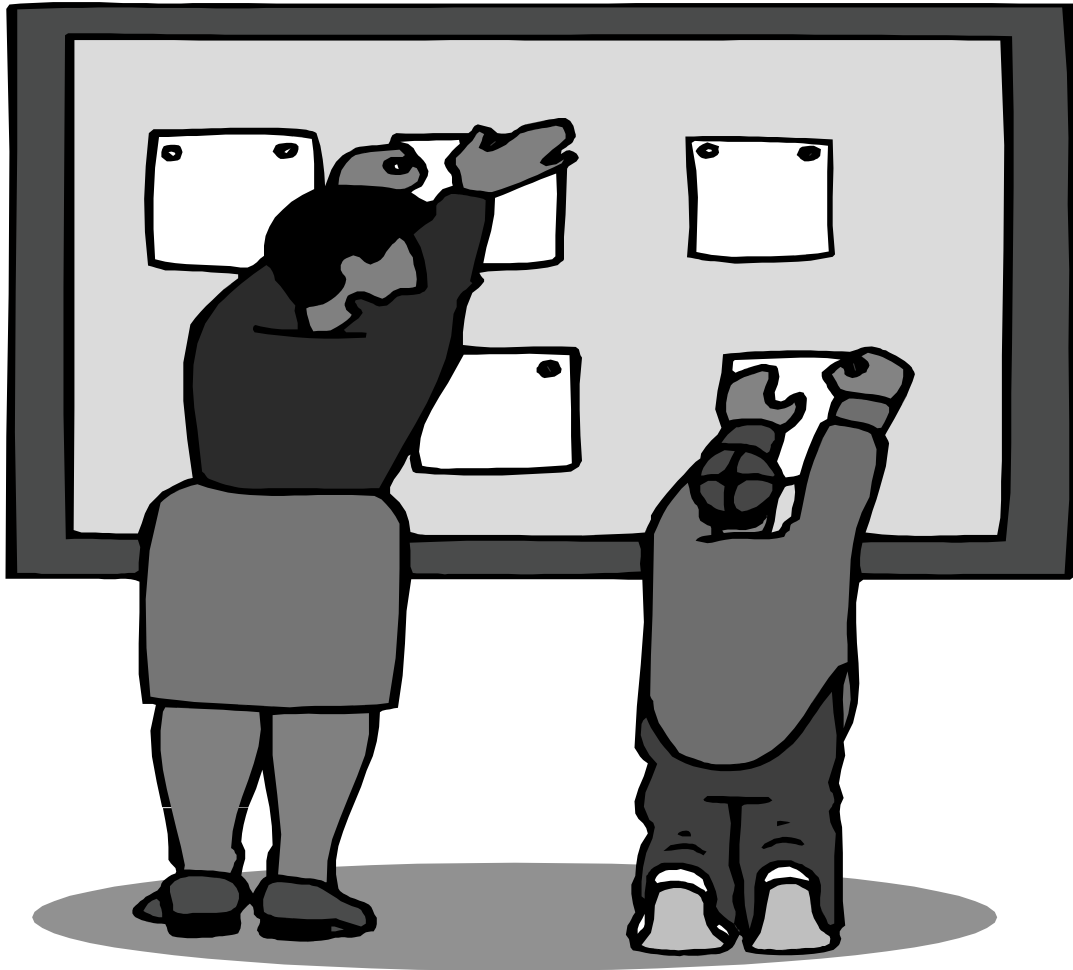
Behavioral definition (To be determined by the campus):

TRUSTWORTHINESS

Classroom Activities

Grades K – 6

1. Have the children think of as many examples of trustworthy behavior as they can, and write them on the board. Can they think of any other trustworthiness behaviors that should be added to the list? Have a class discussion about these behaviors. Have the children make posters of these behaviors to put up around the school.
2. Have the students keep an "Honesty-Dishonesty" journal for one week. In this journal, document examples of honesty and dishonesty in everyday life. Keep track of all the times you hear or tell "white lies." Pay particular attention to television. Note how often dishonesty is basic to the plot of TV sitcoms and dramas. At the end of a week, write your conclusions and share them with the class. What did you learn about your own behavior from doing this project?
3. As a class, brainstorm all the excuses and rationalizations people give for lying, cheating, and stealing, and then have a discussion about them. How valid are they? What's wrong with each of them?
4. Conduct a survey in your school or community asking questions like the following: Do you think people are honest enough? What are some examples of dishonesty you really dislike? What are some examples of honesty that you especially appreciate? Compile the results into a scrapbook.
5. Role-play or use puppets to act out various situations where one or more students are under pressure to be dishonest. Example: lying to cover up for a friend.
6. 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?
7. If your children are old enough to write book reports, have them write about how the characters 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.
8. Write about how it makes you feel when somebody lies to you or misleads you.
9. 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?



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Classroom Activities



Grades 7 – 12

1. Are you a trustworthy person? In what ways are you trustworthy? In what ways are you, perhaps, not so trustworthy? What could you do to improve?
2. Write an essay describing what this society might be like if nobody were trustworthy, if suspicion, dishonesty, and betrayal were the norm, if nobody could be counted on to keep commitments.
3. Write about someone you trust. Why do you trust that person? How important is that trust to you? How do you reciprocate?
4. If your school doesn't have a peer counseling program, find out what peer counselors do, and then write an essay or an editorial for your school newspaper advocating that your school start such a program. If your school does have a peer counseling program, write a short article describing the program and its benefits to the school community.
5. Keep a journal for a month that focuses on your relationships with your friends and family in the area of trustworthiness. If there are things that displease you, develop some ideas for improving the situation.
6. Write about a time you lost somebody's trust or somebody lost your trust. Was this trust ever regained? How? What did you learn from the experience?
7. Many people complain that political leaders cannot be trusted. Develop a checklist for evaluating the trustworthiness of political leaders. Test out your checklist by listening to a politician speaking on TV. You can see entire speeches on C-SPAN.
8. Divide the class into small groups. Have each group develop a list of do's and don'ts for being a trustworthy person. (*See our list at the top of this column, or look on page 5 of the video discussion guide.*) Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines? What happens when they don't? In what ways does trustworthy and untrustworthy behavior affect our community and society? In what ways can/do young people demonstrate trustworthiness?
9. Have the students watch a movie, TV drama or sitcom, paying particular attention to the behavior of the main characters with regard to trustworthiness. How much trustworthy behavior did they find? How much untrustworthy behavior? Have a class discussion about these issues. (*A great many TV plots are based on a deceit.*)

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Quotes for Character Education Skills

These quotes related to our AISD Touchstone of character skills can be used in a variety of ways by the entire campus and in classrooms. The quotes are designed to be used as practical, applicable, and easily modified enhancements to your Character Education plan. They can be used to help you plan a variety of activities that reinforce the character skills in many ways. Remember, effective character education is not a program or an initiative, but rather the continuous and deliberate process and practice of teaching, modeling, and reinforcing these skills to enable each of our students to reach their full potential by putting forth their maximum effort to succeed.

Here are some specific suggestions for using these quotes:

- Read or have students read a quote each day as part of the announcements for the skill you are teaching.
- For our younger students, paraphrase the quotes so they can understand the meaning.
- Make bulletin boards featuring the character skill of the month.
- Use the quotes as banners, posters, coloring sheets, bumper stickers, and/or computer screensavers.
- Print quotes in the newsletters and in communications to parents.
- Post the quotes on the school web site and on the school marquee.
- Have students compose their own character quotes, songs, raps, bumper stickers, poems, etc.
- Use character quotes for student writing prompts and/or journal writings.
- Use the quotes for classroom discussion.
- Have students create their own classroom/campus character pledge.
- Create a Character Quote mural or collage by having students do drawings or bring pictures from magazines that illustrate the quotes.
- Have students create a character message or story using several of the quotes.
- Have students do a report on the people quoted in the character quotes and explain what character skills these people demonstrated in their lives.
- Ask students to bring in songs that are related to the specific character skills in the quotes and play the songs along with the quote.

Remember, "People of character are the conscience of society." Ralph Waldo Emerson

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2008 -2009

April – May

"Trust is the highest form of human motivation."	<i>Stephan Covey</i>
"Trust is a passionate intuition."	<i>Anonymous</i>
"Trust is an assent of the mind and a consent of the heart."	<i>E.T. Hiscox</i>
"Trust helps the soul ride at anchor."	<i>John Billings</i>
"Trust underlies the foundation of civilization."	<i>W. Bourke Cockran</i>
"Trust is the feeling that makes one man believe in another."	<i>Henry Louis Menchen</i>
"Trust is what every great pioneering people have."	<i>Ben Yehuda</i>
"Trust, but verify."	<i>Russian Proverb</i>
"Trust, like the soul, never returns once it is gone."	<i>Publibius</i>
"Trust is the only bond of friendship."	<i>Syrus</i>
"You must first trust in yourself before you can trust others."	<i>Anonymous</i>
"No one can trust for us."	<i>Sue Halpern</i>
"Trust everyone until you have reason not to."	<i>Anonymous</i>
"Trust people, and they will be true to you."	<i>Ralph Waldo Emerson</i>
"Trust one who has gone through it."	<i>Virgil</i>
"It is impossible to go through life without trust; that is to imprisoned in the worst cell of all – oneself."	<i>Graham Henry Greene</i>
"You may be deceived if you trust too much, but you will live in torment if you don't trust enough."	<i>Frank Crane</i>
"Woe, to the man whose heart has not learned while young to hope, to love – and to put its trust in life."	<i>Joseph Conrad</i>
"Who would not rather trust and be deceived?"	<i>Eliza Cook</i>
"She knew how to trust people...a rare quality, revealing a character far above average."	<i>Cardinal Jean Francois de Retz</i>
"Trust thyself: every heart vibrates to that iron string."	<i>Ralph Waldo Emerson</i>
"Trust dies but mistrust blossoms."	<i>Sophocles</i>
"It is an equal failing to trust everybody, and to trust nobody."	<i>18th Century English Proverb</i>
"Love all, trust a few, Do wrong to none."	<i>William Shakespeare</i>
"The best proof of love is trust."	<i>Joyce Brothers</i>
"Mistrust makes life difficult. Trust makes it risky."	<i>Mason Cooley</i>
"Trust builds relationships. Relationships build people."	<i>Duane Hodgkin</i>
"Trust is the healing ointment of the soul."	<i>Duan Hodgkin</i>
"If you are unwilling to trust, prepare to be lonely."	<i>Duane Hodgkin</i>

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Inappropriate Behaviors Related to Specific Character Skills in the AISD Touchstone

- Absenteeism
- Cheating
- Failure to complete tasks
- Inability to accept correction
- Incomplete work
- Lying
- Tardiness



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Classroom Management Strategies

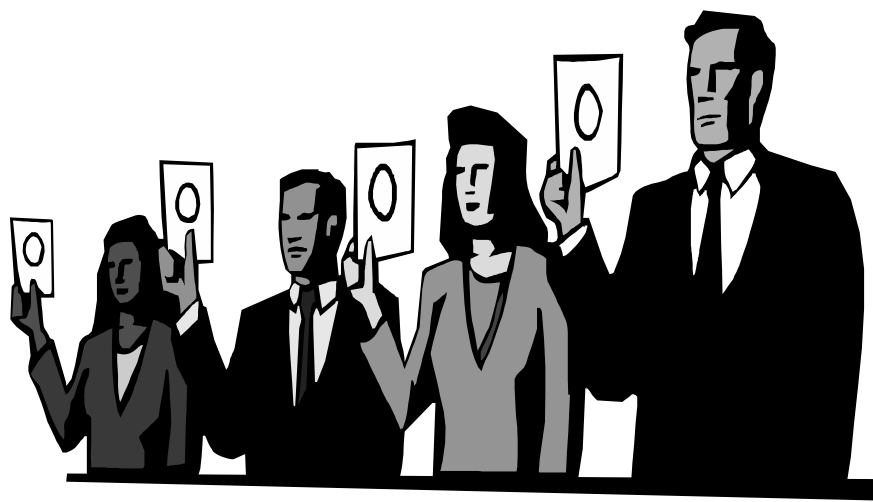
- Increase positive interactions (greet students as they enter the room, talk quietly with one or two students as they walk in the hallway, discuss work with students individually during independent work time, engage students in tasks like putting up bulletin boards before or after school or during lunch or recess).
- Teacher organizes the daily schedule to reflect consistency and variety with academic lessons that are clearly focused and relevant to students.
- Teacher establishes smooth, efficient classroom routines and procedures.
- Teachers interact with all students in a positive, caring manner.
- Teachers provide incentives/recognition/rewards to promote excellence.
- Teachers set clear expectations/standards for classroom behavior and apply them fairly and consistently.
- Teacher engages students in helping solve classroom problems.
- Teacher moves around room for increased proximity to students.
- Teacher visually scans the room for opportunities to acknowledge responsible behavior.
- Teacher makes eye contact with students and smiles.
- Teacher acknowledges responsible behavior verbally or with tangible rewards (like a written note from the teacher). Teacher sends a written note to parents about the responsible behavior.
- Teacher establishes a positive attitude about the potential for success for every student.
- Teacher models and reinforces the expected behaviors.
- Teacher provides opportunities for positive practice of expected behaviors.



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Classroom Level Interventions

- Teacher places hand on student's shoulder to remind and show support.
- Teacher gives a verbal reminder to redirect behavior.
- Teacher corrects behavior errors in a manner that provides instruction.
- Teacher makes accommodations in areas such as daily schedule, class structure, physical arrangement of classroom to increase the student's chance of success.
- Teacher develops lessons to help students manage situations that cause difficulties. Some examples are: transitions between lessons and activities, how the rules relate to various activities in the classroom, conflict resolution strategies, and study strategies.
- Student is given quiet time to think about behavior.
- Student and teacher discuss better choices.
- Student is given time-out in the room.
- Teacher and student develop a signal to help the student realize when he/she is engaging in inappropriate behavior.
- Teacher uses a pre-correction to help a student avoid an inappropriate behavior when there seems to be a good chance of the inappropriate behavior occurring based on prior history.
- Teacher Ignores behavior to deprive student of desired attention.
- Teacher contacts parent.
- Teacher consistently praises expected behavior and/or gives consequences for inappropriate behavior (such as loss of recess time, loss of other privileges, etc.).
- Teacher follows through on problem behavior with predetermined consequences.
- Teacher changes student's seat in the room or physical arrangement of the room to enable teacher to respond consistently to minor misbehavior, to prevent misbehavior from escalating, and to engage more frequently in positive interactions with students.
- Have student fill out a Behavior Improvement Form.



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Service Learning Projects

“To develop character, students need opportunities for moral action.” Thomas Lickona

We want our students not only to learn about 10 character skills in our touchstone but also to have the opportunity to internalize them by practicing them through community service and/or service learning. In the purest design for service learning, students should be given the opportunity to reflect on their service, identify what they have learned from the service, and to celebrate their contributions to the community. It is best to allow students to identify a campus or community need or issue that focuses on a particular character skill and plan a project to address that need or issue. The more ownership we give our students in these projects, the stronger their leadership will become. Below are some suggestions for service learning opportunities for each of the character skills to help you in getting started:

- Create a mural of people students trust. Have students draw or bring in pictures of the people they trust. They can also write words that relate to trust (honest, reliable, dependable, etc.) on the mural.
- Have students sponsor an essay contest on “The Importance of Earning Trust from Others”. The essay should address what other character skills must be demonstrated to earn trust. The winners can read their essays on the morning announcements, at a PTA meeting a school assembly, etc.
- Have students interview members of the community who have earned the trust of others. Create a profile display of these people and some quotes from each one on how they earned the trust of others, why it is important to earn the trust of others, what rewards they received from having earned the trust of others.

