



High School

National FFA Organization

Lesson HS.61

EARNING TRUST

Unit. Stage Two of Development—WE

Problem Area. How Do I Build Relationships with Others?

Precepts. B1 Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability and listening.

National Standards. NSS-C.9-12.5 — Roles of the Citizen — What are the responsibilities of citizens?



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define trust.
- 2 Identify consequences of distrust.
- 3 Recognize actions that can aid in earning trust.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Heller, Robert. *Dealing With People*. New York, NY. DK Publishing, Inc., 1999.



Tools, Equipment, and Supplies

- ✓ One blindfold
- ✓ HS.61.TM.A
- ✓ HS.61.TM.B
- ✓ HS.61.TM.C
- ✓ HS.61.TM.D
- ✓ HS.61.TM.E
- ✓ A cover sheet to hide part of HS.61.TM.A
- ✓ Overhead Projector
- ✓ Writing Surface
- ✓ Scenario Cards—enough for half the number of students
- ✓ Pen/pencil
- ✓ Notebook



Key Terms. The following terms are presented in this lesson and appear in bold italics:

▶ Trust

▶ Distrust



Interest Approach

Open class with the following statement:



To get started today, we need a volunteer.

Choose a volunteer to blindfold. Lead the volunteer through a short obstacle course. After you have your volunteer, give the entire class this insight to what is going to happen.



Today we are going to do some building, conduct a risky activity, and see how we measure up to being a trustworthy person.



As a class, we will lead our volunteer through an obstacle course, located right here in the classroom. Volunteer, will you please wait outside the room while we construct the course?



Be sure the volunteer is out of the room before you reveal the next step to the rest of the class.

At this time, let the students know what things are off limits in your classroom.



When I say, “let’s build,” take two minutes to arrange this room into an obstacle course. We must be very quiet so the volunteer won’t hear what we’re doing. When you hear “stop,” stop immediately, find your seat, and give me your attention so we can move on to the next step. We have two minutes: “let’s build!”

Time them for two minutes. Make sure they follow your previous instructions for acceptable obstacles. After two minutes yell, “stop!”



Stop!

At this time they should take their seats and wait for your instructions. To be sure everyone is clear on the route to be taken by the volunteer, ask someone from the class to walk the path once or twice so everyone knows the way.



We need to have someone walk the course so we are all sure of the route to be taken by the volunteer.

Have one student walk the course.



Ok, now it’s time to test our ability as a class to lead our classmate through the obstacle course. I am now going to bring in the volunteer.

Step out and blindfold the volunteer without letting him or her see the obstacle course. Then bring him or her into the classroom and give everyone the rest of the instructions.



Our goal is to lead our classmate successfully through this obstacle course. Nod your heads if you are ready to find out how.

Pause until they are responding



Here’s how it will work: as a class we will use communication signs. Display *HS.61–TM.A*.

Pause and demonstrate the method of communication, after you explain it.



Clapping our hands continuously means to continue in the same direction.

Demonstrate



Snapping our fingers means to proceed with caution, there is an obstacle ahead.

Demonstrate





Stomping our feet means you need to step over something.



When we say “shhhh,” it means you are not going in the right direction, and you need to try another direction until you hear us reply.

Use the following questions to review the methods of communication. You will give them the action, and they are to reply with the correct method of communication.



I am going in the correct direction. Pause until everyone is *clapping*.

I am approaching an obstacle. Pause for the *snapping of fingers*.

I am going the wrong way. Pause to hear shhhh!

I am at a book bag on the floor. Pause for stomping feet.

Post HS.61.TM.A as a guide during the next activity.



Great job! One last thing: This is not a timed event. What questions can I answer before we begin?

If there is no response proceed with the activity.



Let's begin.

Continue the activity until the class successfully leads the volunteer through the obstacle course.

When the volunteer has completed the course, lead the class in a big round of applause. Take the blindfold off and let the volunteer see the course. Give them one minute to put the room back in order.



Now we must put the room back in order. Everyone will help. Let's see if we can accomplish this in one minute. When we are finished, let's return to our seats. Go!

Time them for one minute and have them return to their seats. Once they are seated, process the activity.



Great job! Let's talk a little about trusting people and being trusted. How was trust involved in this activity?

Allow several students to share. Possible answers: the volunteer had to trust the class; without trust, the volunteer wouldn't have moved with our commands

Then ask the volunteer.





These questions are for the volunteer.

Did you feel like you trusted the class during the activity. Why or why not.
Were there any specific times your trust for us was not quite as strong as it could have been.
Why or why not?

For everyone—how does this activity relate to trust?

Now we're ready to embark on our journey of becoming trustworthy people. I want you to think of someone you really trust.

Pause.



Keep that person in mind, because as insightful learners, we are going to look at how we can earn trust from others, just as that person has earned our trust, and avoid unpleasant consequences related to being distrustful.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define trust.

Students will need their notebooks and a writing utensil for this activity.



Keeping in mind a person you fully trust, let's dig in and investigate what trust really means. We are going to start this venture by answering several questions and recording our answers in our notebooks.

Display HS.61.TM.B. Using a cover sheet, reveal only one question at a time. Leave 30 to 60 seconds for students to record their answers in their notebooks after each question.



What characteristics does this person have that allows me to trust him or her?

Wait.



What do I expect that person to do when I trust him or her with something?

Wait. Then allow a few students to share their answers.





Who would like to share some of their thoughts to these questions?



Thank you, now let's do some quick brainstorming. In your notebooks, record as many endings to this statement as you can think of in 30 seconds:

Reveal next line on TM.



Trust is ...

Wait 30 seconds.



Let's compile our answers and see if we can define trust. What did we come up with?

Record the groups' ideas on the TM or any other public writing surface. Feel free to put check marks after repeated answers to show the most common answers.



These are all really great ways to explain what trust is. Look at all the ideas we listed. It certainly appears that trust is a very important word don't you think? I want to share with you a definition of trust I think will encompass all of our ideas.

Reveal HS.61.TM.C with the definition of trust.



Here's a definition I'd like to share with you. Let's record this in your notebook.

I. **TRUST**: confidence in the strengths and/or abilities of another person

After you post the definition, use several of the students' responses to point out how their thoughts tie into parts of the definition.

—Or—

Ask the students to explain how some of their answers relate to the definition.

Objective 2. Identify consequences of distrust.



Now that we have a better understanding of trust, let's look at what might happen if we are untrustworthy. You are going to receive a scenario that demonstrates untrustworthiness. You will then put yourself in the shoes of the character who cannot be trusted, and make a list of consequences for the character because of the decision to be untrustworthy. Please record your list in your notebook. Begin.



Pass out scenario cards to every student. Several students will get the same scenario. Give them one to two minutes to write their answers.



At this time, put yourself in the shoes of the untrustworthy person, and create a list of consequences that person might encounter because they chose to be untrustworthy.

After the time is up, they will find others in the class who have the same card. There is a letter in the top left corner of the cards. Have all the A's get together, and so on. This will help them find their groups. Once in their groups, give them about one minute to compare their answers. They will capture any new ideas they did not come up with to complete their own list.



Ok, stop. You should use the letter at the top left corner of your card to locate the group that has the same scenario as you. Once you are in your group, you will share your answers and add any new ideas to your list in your notebook. You have one minute. Go!

Wait about one minute, then yell "stop."



Stop! Let's hear from some of the groups. Please share your scenario and the consequences you found to be related to being untrustworthy. I will keep a list on the overhead/board so we can record several in our notes. Who will begin?

Have groups share and post HS.61.TM.D and record student responses in outline form. Possible answers include:

- I. Consequences of being untrustworthy
 - A. Losing friendships
 - B. Losing credibility
 - C. Affect future plans
 - D. Cause injury to yourself or others
 - E. Have a negative impact on the lives of others

Take time to hear from all of the groups and allow any discussion related to the situations. Encourage a serious atmosphere as students reflect on the difference lack of trust can make in someone's life.

After the discussion, ask the following reflective questions.



It certainly seems like being untrustworthy has many consequences, doesn't it. For just a moment, let's think of our own lives. Think of a time someone has broken your trust.

Wait.





It probably was not a very positive experience. Think if you have ever been untrustworthy?

Pause.



Were there consequences involved?

Pause.



We have all paid the consequences, and sometimes it may have been related to some level of trust. One lesson we learn in life is that there is no going back, but you can certainly change what's ahead. Let's make an effort right now to identify specific ways we earn trust from others.

Objective 3. Recognize actions that can aid in earning trust.

Telephone or gossip activity: Pass a message secretly around the class, and ask the last person to repeat it to you. Then say it aloud. Most often it will be quite different from the original message.

Go on to discuss as a class what actions could have been taken to make each person trustworthy and keep the message accurate throughout the activity.



How could we have been more trustworthy in this activity and assured the message remained the same?

Possible answers: give the person our full attention; listen carefully; write the message down; ask them to repeat it; repeat the message back to be sure you have it correctly

Tell them to expand beyond just passing an important message. Record those on a writing surface, then have them finish their outline in their notebooks.

B. How to earn trust

1. Actions related to earning trust
 - a. Fulfill your duties or obligations
 - b. Listen to others
 - c. Show that you care about people
 - d. Seek clarification
 - e. Be reliable
 - f. Be honest

You may want to add student input.



Review/Summary

Conduct a quick review activity by having students find a partner. One partner will be Socrates, the other Einstein. Einsteins will have one minute to teach their Socrates all there is to know about what a trustworthy person is like, as well as the benefits of being trustworthy. After the exchange, Socrates will then thank Einstein for the enlightening information and pass on what they know about consequences of untrustworthiness, and actions to become more trustworthy. They too will have one minute.

 At this time, find a partner close to your desk and listen for further instructions.

Wait.

 Quickly choose one partner to be Einstein and one to be Socrates.

Wait.

 Einsteins, you have one minute to teach Socrates all there is to know about what a trustworthy person is like, as well as the benefits of being trustworthy. You may use your notes. Begin.

Time them for one minute.

 Stop. Socrates, say, “Thank you, Einstein, for the enlightening information,” and shake their hand.

Wait.

 Socrates, you now have one minute to pass on what you know about the consequences of untrustworthiness, and what actions help you become more trustworthy. Begin.

Wait.

 Stop. Einsteins, say, “Oh, you are brilliant, Socrates, thanks for sharing,” and shake their hand. Then give me your attention.

Wait.

 It has been a full class period of important skills, and I hope you realize how important being trustworthy is in our lives and the lives of others.



►Extended Classroom Activity:

Have students describe a movie or a TV show that demonstrates how untrustworthiness can affect lives.

►FFA Activity:

Have students perform an act of service that shows the community they can trust their chapter to give back to the community.

►SAE Activity:

Instruct students to create a list of actions they have done to gain trust from their parents, advisor, or boss to have this project.

✓ Evaluation

HS.61.Assess.A

Answers to Assessment:

1. Trust is having confidence in the strengths and/or abilities of another person.
2. Answers may vary, some consequences of being untrustworthy are:
 - Losing friendships
 - Losing credibility
 - Affect future plans
 - Cause injury to yourself or others
 - Have a negative impact on the lives of others
3. Answers may vary; some actions are:
 - Fulfill your duties or obligations
 - Listen to others
 - Show that you care about people
 - Seek clarification
 - Be reliable
 - Be honest
4. Answers will vary

EARNING TRUST

► **Directions:**

Answer the following short-answer questions.

1. Define trust.
2. List several consequences of being untrustworthy.
3. Name two actions that can help you earn trust while working in a group on a school project.
4. Give an example of an untrustworthy situation, and include what consequences came about due to being untrustworthy.



◆ **CLAP** means they are going in the correct direction.

◆ **SNAPPING FINGERS** means they are approaching an obstacle.

◆ **“SHHHH!”** means they are going the wrong way.

◆ **STOMPING FEET** means they need to step over some thing.



What characteristics does this person have that allow me to trust them.

What do I expect that person to do when I trust them with something.

Trust is ...



TRUST

***TRUST*: confidence in the strengths and/or abilities of another person**



CONSEQUENCES OF BEING UNTRUSTWORTHY

- 1.
- 2.
- 3.
- 4.
- 5.



HOW TO EARN TRUST

◆ Actions related to earning trust

- ➔ Fulfill your duties or obligations
- ➔ Listen to others
- ➔ Show that you care about people
- ➔ Seek clarification
- ➔ Be reliable
- ➔ Be honest



Print this sheet off and cut into cards, one per student. You will want to have at least two of each scenario for team processing.

A

A person tells their significant other they could not go to the movies, but later was seen at the movies with someone else.

B

A person is watching their grandparents' dog while they are out of town, but doesn't put the dog inside at night. The dog was missing when the grandparents returned.

C

Not completing your model for a group science project

D

Losing an item of clothing borrowed from a friend

E

Drinking while being the Designated Driver

F

Driving over the speed limit in a school zone

G

Not wearing your seat belt



H

Not showing up for scheduled committee or group project work

I

Borrowing a vehicle without permission

J

Not calling home when you are not going to make curfew

