

Trustworthiness Lesson

Cry Wolf! A Story Drama

Introduction:

Best friends Meredith and Molly, along with Rene Cowan, have learned the value of trust in a friendship.



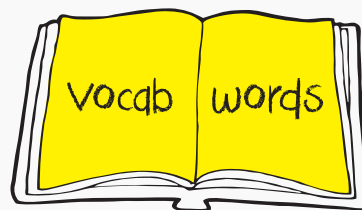
Essential
Question:

How do we
show our
trustworthiness?



materials

THE BOY WHO CRIED WOLF
by BG Hennessy and Boris
Kulikov (or another picture
book version)



vocab words

betray

confidence

trustworthiness

Discussion Questions:

The following can be asked/done after watching video:

- What characteristics do Meredith, Molly, and Rene possess?
- How does trustworthiness involve more than just keeping a person's secret?
- Do you feel that you are trustworthy? Explain.
- Can your family and friends count on you to do what you say you will do?
- What would cause someone to stop trusting you?

Notes:

Procedure:

Introduction:

Explain that in today's class students will perform a story drama about someone who was not very trustworthy and the consequences it brought.

Direct Instruction (I do):

PRESENT the story for the story drama.

- Read the story THE BOY WHO CRIED WOLF. (There are many different versions; the Hennessy/Kulikov interpretation provides illustrations that stimulate the imagination.)
- Point out the illustrations of the people in the village and ask about their jobs and how they feel each time they answer the boy's cry.
- Discuss the consequences for the boy.

Notes:

Procedure Continued:

Guided Exploration (We do):

PLAN the story drama.

- Explain that each class member today will play the role of one of the townspeople in the story. The teacher will be the boy who cried wolf.
- Ask students to select one of the townspeople (or, as another option, teacher can assign a role to each student) to act. It is absolutely fine to have more than one of each character.
- Have students select their locations. Where is the boy with the sheep? Where is the town? Where is each person in the town working? Set specific spaces.
- Ask students to solve a problem: there is no running allowed in school, but it says in the book that the townspeople came running to save the boy and the sheep from the wolf. How will we show we are running without running? (Students will design their own solution to the problem – remain adamant that they may not run in the classroom.)
- Ask students to show how they feel each time the boy cries wolf. What do they do with their faces? With their bodies?
- Rehearse the pattern:
 - The townspeople work in their spots.
 - They hear the boy cry wolf.
 - They ‘run’ to help him.
 - They see he is only joking.
 - They return back to work.
- How does the pattern break the last time? Why? What will they do instead of ‘running’ to help him?

Procedure Continued:

Independent Practice (You do):

PERFORM the story drama

- Narrate the story drama and direct the students through the main points of the story.
- Be sure to use the directions the students developed to show how the people come 'running' to help the boy.

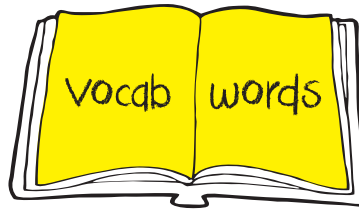
Conclusion:

REFLECT on the story drama

- How did the class do? Did everyone play their part? In story drama, all the actors must trust each other to play their part. How did we show we are trustworthy when doing a story drama?
- Discuss what the boy needs to do to become trustworthy again. Do they think he can do it? Why or why not?
- How does this story compare to our own behaviors in our classroom or our families?

Notes:

Vocabulary & Definitions



betray (v.) Definition: to be disloyal to someone who trusts you

Context: Barika betrayed Casper's trust by telling his secrets.

confidence (n.) Definition: the feeling that a person can trust someone or something to be good, work well or produce good results

Context: Dimitri lost confidence in his study skills after learning that he failed the test.

trustworthiness (n.) Definition: the state of being dependable; the amount a person can be depended on and believed

Context: Normally, students are not allowed to work in the office, but because of Tamara's trustworthiness, school administrators have made an exception.