

# Character and Life Skills: **Loyalty**

## Lesson Title: **Loyalty Tested**

Grade Level: **3-5**



### Project and Purpose

Students analyze various scenarios that test a person's loyalty and work within a small group to defend possible reactions to the assigned scenario.

### Essential Question

How can we exercise loyalty in situations where we are conflicted?

## Materials

- Pens, pencils
- Paper
- Smart board or White board
- **Loyalty Tested** worksheet

## Procedure

### Introduction

1. Ask students to define "loyalty". What does it mean to be loyal to someone or something?
2. Make a list on the board of their responses.
3. Explain to students that in this session, they are going to be presented with various scenarios where loyalty is tested. Their job is to determine how they are going to respond to the scenario and come up with a good argument to defend their response.

### Direct Instruction (I do)

1. Model the process that the students will go through to come up with their response. Start by reading the following scenario aloud:
  - You overhear some kids in your class making fun of your best friend during lunch. They turn to you and ask if you agree with them. What do you do? Do you remain loyal to your best friend and stand up for him/her or do you side with the kids who are making fun of him/her so they don't get mad at you?
2. Think out loud as you determine a response to the scenario. Model how you think of both sides before deciding how you will respond.

## Guided Exploration (We do)

1. Tell students that they will work through a scenario together and read the following aloud:
  - Your class is playing softball during physical education class. Your team is on the field, and your position is second base. There are runners on first and second. When Carlos comes up to bat, he hits the ball right at you. The ball hits the ground first and then lands in your glove. Your teammates say you had your foot on the base, and they call the runner out. Members of the other team say you didn't have your foot on the base and that you never tagged the runner; therefore, it's not an out. You know that you didn't have your foot on the base and that you never tagged the runner. When your teammates ask you if your foot was on the base, what do you do? Will you display allegiance to your team, or are you dedicated to telling the truth? Explain your reasoning.
2. Allow time for students to respond to the scenario and discuss their answers. Make sure that students who respond to the questions defend their answers with valid reason.

## Independent Practice (You do)

1. Split the class into three groups. Explain to students that they will work in small groups to analyze a scenario that test a person's loyalty. They will share what they would do and defend their answer just as they did in the above scenario.
2. Distribute one slip of paper with a scenario from the **Loyalty Tested** worksheet to each group.
3. Give groups time to work together to come up with their response to the given scenario.
4. Have each group present their scenario and response aloud.

## Conclusion

As each group presents their scenario and response aloud, ask questions to give them an opportunity to defend themselves. After the three scenarios have been presented, ask students: what does it mean to be loyal? Are there going to be times when our loyalty is tested? Why is it important to be loyal?

## Vocabulary

### allegiance (n.)

**Definition:** loyalty to a leader, country, belief, etc.

**Context:** When we recite the Pledge of Allegiance, we are promising our loyalty to our country.

### dedicated (adj.)

**Definition:** having the desire and commitment to work very hard to accomplish a goal or task

**Context:** Ashley practices her soccer drills every day because she is dedicated to becoming a better player.

### loyalty (n.)

**Definition:** sticking by someone; the quality of remaining faithful to your friends, principles, country, etc.

**Context:** Choosing to help his grandparents instead of watching the football game is proof of Jaime's family loyalty.

# Character and Life Skills: Loyalty

## Activity: Loyalty Tested

Grade Level: 3-5

Student Name \_\_\_\_\_

**While riding the bus to school, your best friend asks if he or she can copy your homework. How do you react?**

Answer:

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**Your two best friends are fighting. They tell you that you have to choose which one of them you want to keep as your friend. How do you respond?**

Answer:

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**You invite your oldest friend to watch movies with you at your house. Before he or she arrives, some of your new friends call and ask if you want to come over and hang out with them. What do you do?**

Answer:

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