

CL-10C

Building Trust

Grades 4–5

Interpersonal Effectiveness

Earning and Repairing Trust

Students learn how integrity and kept promises earn trust, why rebuilding trust takes time, and when to tell a trusted adult even after a friend says “Don’t tell.”

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Trust Dilemmas

BIG IDEA

Trust is earned when no one is watching and rebuilt one kept promise at a time.

1 I CAN

- ☐ say what trust means: people can count on me to tell the truth and do what I say.
- ☐ explain integrity and use the four repair steps to rebuild trust over time.
- ☐ decide when to tell a trusted adult, even if a friend says, “Don’t tell.”

KEY WORDS / PALABRAS CLAVE

trust	confianza
integrity	integridad
honest	honesto, honesta
promise	promesa
rebuild	recuperar, reconstruir
trusted adult	adulto de confianza

2 MATERIALS

- ☐ Clear jar or plastic cup, about 20 pom-poms (or cubes, beans or paper circles), and a tray or bowl to catch spills
- ☐ Projector page (p. 4) on the document camera
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Trust Dilemma cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Put 10 pom-poms in the jar: the trust Renata has already earned. Keep 10 more beside it.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once; cut the Dilemma cards apart if you plan to do the extension.
- Know which adults students can tell at recess and on the bus (recess teacher, bus driver, any teacher, the counselor).

3 STANDARDS

Texas Model
5th ed., 2018

Interpersonal Effectiveness

ASCA Standards
Mindsets & Behaviors, 2021

B-SMS 1 Responsibility for self and actions · B-SS 5 Ethical decision-making and social responsibility

Health TEKS
Gr 4 §115.16(b)(3)(E)

explain the importance of being a positive role model. Used for integrity: doing the right thing, even when no one is watching.

Health TEKS
Gr 5 §115.17(b)(3)(C)

explain ways of maintaining healthy relationships and resisting negative peer influence in social groups

Health TEKS
Gr 4 §115.16(b)(14)(C)

explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues. Used for “Could someone get hurt?”

PE TEKS
Gr 4 §116.16(b)(12)(A)

accept and take responsibility for personal actions that affect self and others

Character traits
TEC §29.906(b)(2)–(3)

trustworthiness, including honesty, reliability, punctuality, and loyalty; integrity. No grade 4–5 TEKS names honesty, so this is the main anchor.

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. Use the names in the stories. Trust means people can count on you to tell the truth and do what you say. This is Renata's trust jar. She filled it one choice at a time."

DO Teach two signals. **Builder:** stack your fists, one on top of the other, like building a tower. **Breaker:** hold a pretend stick and snap it. Read each part of Renata's week; students show a signal, then you add or spill.

ADD 1 "The teacher steps into the hall. Renata keeps working, even though no one is watching."

ADD 1 "Renata promises to help a classmate practice multiplication facts at recess, and she does."

SPILL 8 "Renata promised her group she would finish their poster's title during work time. She chatted instead. Then she told them, 'The teacher needed my help.' That wasn't true."

ASK "Why did one choice spill so much of Renata's trust? How long will it take to fill her jar again?" Take two answers, then say: "Trust takes a long time to build, one moment to spill, and time to rebuild."

TEACH 5 min

DO Show the projector page. Say, "Here are five ways to build trust." The class reads each TRUST line aloud.

SAY "**Integrity** means doing the right thing, even when no one is watching. Renata kept working when the teacher stepped out. That's integrity. When trust breaks, use the four repair steps: 1. Tell the truth. 2. Say sorry and mean it. 3. Make it right. 4. Keep your word next time. Step 4 takes the longest. People need to see you keep your word again and again."

SAY "Keeping a promise builds trust, with one exception. If a friend says, 'Don't tell,' ask: **Could someone get hurt?** If yes, tell a trusted adult right away, even if you promised. That isn't breaking trust or tattling. It's keeping people safe."

Use only the school, bus and playground examples given here; this is not a body-safety lesson. If a student starts a real story, thank them, move on, and talk privately after (see p. 3).

PRACTICE 9 min

DO · 2 MIN Keep it or tell it? Read each one. Partners whisper, then show a signal: **Keep it** = zip your lips; **Tell it** = raise your hand. For each "tell it," ask, "Who could the character tell?"

KEEP IT 1. Marisol's class is making a surprise thank-you banner for the custodian. Marisol says, "Don't tell him yet!"

TELL IT 2. Andrés tells Harper, "Don't tell, but I'm going to climb the fence to get our ball."

TELL IT 3. At the bus stop, Leonardo hears two kids plan to trip a classmate "as a joke." They tell him, "Don't tell."

KEEP IT 4. Esteban tells Maya he is nervous about the spelling bee. "Please don't tell everyone."

Key: 1 Keep it (a fun surprise) · 2 Tell it (Andrés could get hurt; Harper tells the recess teacher) · 3 Tell it (Leonardo tells the bus driver or a teacher) · 4 Keep it (private news; no one gets hurt).

DO · 7 MIN Worksheet. Partners talk about Part 2 for one minute ("I see it differently because ____"); then everyone writes on their own.

Answer key. Part 1: Build 2, 3, 5; Break 1, 4. Part 2: tell the truth and say sorry ("I forgot. I'm sorry."), make it right (water them now, make a reminder), keep her word (water every day); probably not right away, because rebuilding takes time. Part 3: TELL IT. Someone could get hurt; she can tell the recess teacher, her teacher or the counselor.

WRAP-UP 3 min

SAY "Renata wants to rebuild trust with her group. Which repair steps can she use?" Add one pom-pom for each step students name. "Her jar went from 12 down to 4, and now it's at 8. Not back to 12 yet. Each kept promise adds one more."

CHECK "Keep it or tell it? A friend tells Héctor, 'Don't tell, but I'm going to jump off the top of the slide.'" (Tell it: someone could get hurt.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 2 and 4 only, and do worksheet Part 1 aloud as a class so everyone finishes Part 3.

5 OPTIONAL EXTENSION · 10 MINUTES

Trust Dilemmas. Groups of 3 or 4 each draw one Dilemma card from page 6. Rules: use the names on the card, never a classmate's name, and act out only the good choice.

- 1 Read the card. Each person says what the character should do: "I think ___ because ___." Disagree respectfully: "I see it differently because ___" (3 minutes).
- 2 Agree on the best choice, using the four chips on the card. Practice a 30-second scene of that choice (3 minutes).
- 3 Two or three groups show their scene. The class names the TRUST line or repair step they saw (4 minutes).

No time to act it out? Groups write their plan on a sticky note, so the cards stay clean for the next class. For cards 4 and 7, the answer is always to tell a trusted adult.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *integridad*, *honesto*, *promesa*, *responsabilidad*.
Let partners talk in Spanish first.
Frames: "___ builds trust because ___." and "I see it differently because ___."

EXTRA SUPPORT

Read the worksheet aloud and pair students. In Part 2, students may write two repair steps, using the projector page. In Part 3, they may circle and tell you the reason.

STRETCH

Ask: "Why does step 4, keep your word next time, take the longest?"
Early finishers write a repair plan for one Dilemma card on a sticky note.

7 QUICK CHECK

During practice: listen for "Could someone get hurt?" If many partners pick "keep it" for item 2 or 3, model the question out loud with item 2 before the worksheet.

After class: I collect the worksheets and sort Part 3 into "tell + who" and "not yet," and reteach the "not yet" group at the next lesson. Worksheets go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 10

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Trust is built one choice at a time. Today, be a trust builder: do what you say you will do."

ES "¡Buenos días, Yellow Jackets! La confianza se construye con cada buena decisión. Hoy, sean constructores de confianza: hagan lo que dicen que van a hacer."

8 PICTURE BOOKS (OPTIONAL)

The Empty Pot by Demi (Henry Holt, 1990). Spanish edition: *La maceta vacía* (*Juventud*, 2010). Ping is the only child who brings the emperor an empty pot, and his honesty wins. A strong start for an integrity talk.

The lesson works without a book. Preview any book before you read it to a class.

HALLWAY IDEA

Post a big paper "Yellow Jacket Trust Jar" near the office. When a teacher spots a trust builder, the class adds a paper circle with its class name, such as "Room 12."

TEACHER TIP

Name integrity when you see it: "No one asked you to pick up that trash, and you did it anyway. That's integrity!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Renata could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Earn trust. Rebuild it over time.

Trust means people can count on you to tell the truth and do what you say.

T

Tell the truth.

R

Respect people and their things.

U

Use kind words, even when someone isn't there.

S

Stick to your promises.

T

Take responsibility for your mistakes.



Integrity

Do the right thing, even when no one is watching.



Keep it

No one gets hurt: a surprise or a friend's private news. Signal: zip your lips.



Tell it

Could someone get hurt? Tell a trusted adult now, even if you promised. Signal: raise your hand.

Trust Repair Steps · Rebuilding trust takes time. Keep going.

1

Tell the truth.

2

Say sorry and mean it.

3

Make it right.

4

Keep your word next time.

Di la verdad · Pide perdón de corazón · Arréglalo · Cumple tu palabra

Earning and Repairing Trust

Trust means people can count on you to tell the truth and do what you say.

Part 1 Build or break? Read each one. Circle BUILD or BREAK.

- | | | | |
|---|--|--|--|
| 1 | The teacher steps out. Karla copies from the answer key. |  BUILD |  BREAK |
| 2 | No one sees Óscar spill paint. He says, "That was me." |  BUILD |  BREAK |
| 3 | Jack promises to return a book by Friday, and he does. |  BUILD |  BREAK |
| 4 | Liam finds a classmate's lost library book and keeps it. |  BUILD |  BREAK |
| 5 | Isaac uses kind words about a classmate who isn't there. |  BUILD |  BREAK |

Part 2 Repair it Help Fernanda rebuild trust.

Fernanda is her class's plant helper. She promised to water the plants every day, but she forgot two days. When the teacher asked, Fernanda said, "Someone moved the watering can." That wasn't true.



Use the repair steps. What can Fernanda say and do?

Tell the truth and say sorry: Fernanda can say, _____

To make it right, she can _____

To keep her word, she will _____

Will the teacher trust her right away? I think _____

Part 3 Keep it or tell it? Circle one. Then explain.

Yaretzi's friend tells her, "The top bar on the monkey bars is loose. Don't tell, or they'll close the playground!"



- | | | | |
|---|-------------------------|--|--|
| 1 | What should Yaretzi do? |  KEEP IT |  TELL IT |
|---|-------------------------|--|--|

This is the best choice because _____

Yaretzi can tell _____

Trust Dilemmas

✂ Cut on the dashed lines.

1. Read your card. 2. Each person shares: “I think ____ because ____.” 3. Agree on the best choice. 4. Act out only the good choice in 30 seconds.

DILEMMA #1



Rodrigo finds tomorrow’s quiz answers on the hallway floor. No one saw him pick them up.

Build or break?



Could someone get hurt?

Repair steps?



Best choice + why

DILEMMA #2



Ramón promised to sit with a new student at the assembly. Then his best friends wave him over.

Build or break?



Could someone get hurt?

Repair steps?



Best choice + why

DILEMMA #3



Chloe told her group she finished her part of the poster. She didn’t, and it’s due tomorrow.

Build or break?



Could someone get hurt?

Repair steps?



Best choice + why

DILEMMA #4



A friend tells Emiliano, “Don’t tell, but I’m going to climb onto the school roof to get our ball.”

Build or break?



Could someone get hurt?

Repair steps?



Best choice + why

DILEMMA #5



Noah hears some kids saying untrue things about a classmate who isn’t there. They want him to join in.

Build or break?



Could someone get hurt?

Repair steps?



Best choice + why

DILEMMA #6



A fourth grader borrowed the class basketball and lost it. Coach asks who had it last.

Build or break?



Could someone get hurt?

Repair steps?



Best choice + why

DILEMMA #7



A fifth grader sees kids trip a second grader in the lunch line every day. They say, “Don’t tell.”

Build or break?



Could someone get hurt?

Repair steps?



Best choice + why

DILEMMA #8



The class has a substitute. Some kids say, “Let’s tell her we get free time all afternoon.”

Build or break?



Could someone get hurt?

Repair steps?



Best choice + why



Building Trust

La confianza

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5

ENGLISH

Dear Family,

This week, your child's class had a lesson about **earning and repairing trust** with the school counselor. Trust means people can count on you to tell the truth and do what you say. We talked about integrity (doing the right thing, even when no one is watching), why trust takes time to rebuild, and when to tell a trusted adult even if a friend says, "Don't tell."

FOUR STEPS TO REPAIR TRUST

1. Tell the truth. · 2. Say sorry and mean it. · 3. Make it right. · 4. Keep your word next time. Step 4 takes the longest: trust grows back one kept promise at a time.

TRY THIS AT HOME

1. When you see integrity, name it: "No one asked you to do that, and you did it anyway. That's integrity!"
2. Talk about the safety rule we practiced: if a friend says "Don't tell" and someone could get hurt, tell a trusted adult right away. That is not tattling; it is keeping people safe.

TALK ABOUT IT AT HOME

"Why does it take longer to rebuild trust than to break it?"

Your child may bring home a worksheet about Fernanda and Yaretzi. Ask your child what Yaretzi should do and why. If you ever have a safety concern at school, please call me.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo ganarse y recuperar la confianza** con la consejera escolar. La confianza significa que los demás pueden contar con nosotros: decimos la verdad y hacemos lo que decimos. Hablamos de la integridad (hacer lo correcto aun cuando nadie nos ve), de por qué toma tiempo recuperar la confianza y de cuándo hay que avisarle a un adulto de confianza, aunque un amigo diga: "No le digas a nadie".

CUATRO PASOS PARA RECUPERAR LA CONFIANZA

1. Decir la verdad. · 2. Pedir perdón de corazón. · 3. Arreglar lo que pasó. · 4. Cumplir su palabra la próxima vez. El paso 4 es el que lleva más tiempo: la confianza vuelve a crecer con cada promesa cumplida.

PARA PRACTICAR EN CASA

1. Cuando vea que alguien actúa con integridad, dígalos en voz alta: "Nadie te lo pidió y lo hiciste de todos modos. ¡Eso es integridad!"
2. Platiquen sobre la regla de seguridad que practicamos: si un amigo dice "No le digas a nadie" y alguien podría salir lastimado, hay que avisarle de inmediato a un adulto de confianza. Eso no es acusar: es cuidar a los demás.

PARA PLATICAR EN FAMILIA

"¿Por qué toma más tiempo recuperar la confianza que perderla?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Fernanda y Yaretzi. Pídale que le cuente qué debe hacer Yaretzi y por qué. Si alguna vez tiene una inquietud sobre la seguridad en la escuela, llámeme.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar