

# Being Trustworthy: Before I Couldn't But Now I Can

## Lesson Set-Up

**Lesson author:** Deb Goodenbour  
**Disciplines:** Drama & Social Studies  
**Target Grade Level:** 3  
**Length of Lesson:** 30 minutes



### Big Ideas

In Drama - Imitation  
In Social Studies -  
Community &  
Trustworthiness

### Sample Standards Addressed (IOWA)

**Drama Standard #2:** Acting by assuming roles and interacting in improvisations.

**Social Studies Standard, Grade 3, WCSO:** Understand the physical and human characteristics of communities.

### Learner Objectives

#### Drama Objectives

- State the definition of imitation.
- Demonstrate the skill of imitation.

#### Social Studies Objectives

- State the definition of trustworthiness.
- Identify trustworthy and non-trustworthy actions imitated by peers and themselves.
- Identify reasons people should be trustworthy.

### Essential Question

How can we practice, through the drama skill imitation, and then *show* trustworthiness?

### Vocabulary introduced in the lesson

- Imitation: to act like you are doing something without actually doing it.
- Trustworthiness: doing the right thing even when no one is watching.

### Material and Resources

- *181 Favorite Level I Ideas for Drama* by Karen L. Erickson
- A "Character Counts" poster and calendar
- Character counts song (or materials for another hook)
- Overheads with Peanuts comic strips showing Snoopy imitating various people and animals from *Here Comes Charlie Brown!* By Charles M. Schultz, ©1955.

## Background/Prerequisite Knowledge

- Drama tools: mind, body, voice
- Concentration
- Imagination
- Space
- Six character traits (particularly responsibility)

## Lesson Steps

1. Sing the character counts song or lead another hook.
2. Review the trait of responsibility and actions that show responsibility.
3. Quiz the students regarding actions showing responsibility, ask them to state them verbally or show them with action (imitation). Discuss examples and non examples.
4. Tell students that today we will focus on the character trait of trustworthiness, as well as the drama skill of imitation.
5. Ask students if they can tell you what it means to imitate – acknowledge responses. Show the overhead(s) of Snoopy imitating others/objects:
  - a. Tell the students that Snoopy is showing the drama skill of imitation.
  - b. Ask students to stand like a solemn soldier, then sit down again quietly and slowly when they hear you say “imitate,” “imitation,” or “imitating” as you read the comic strips aloud to the students.
6. Ask the students again for a definition of imitation, acknowledging their answers. Then give them the definition: to act like you are doing something without really doing it. Ask them to repeat the definition with you.
7. Discuss with the students the reason for using imitation in drama – it keeps everyone safe because people do not really touch each other, etc.
8. Ask the essential question: How can we practice, through the drama skill imitation, and then show trustworthiness?
9. Introduce the definition of trustworthiness: doing the right thing even when no one is watching. Show some examples and non-examples of trustworthy behavior with another adult in the room (or a preadvised student).
10. Introduce the “Before I Couldn’t but Now I Can” activity. Model an activity they needed to learn as they grew (e.g. riding a bicycle, drinking from a cup, writing their name in cursive, etc.). Have students join you in imitating an activity.
11. Then pair students hand have them create and imitation actions for each other. Allow 3-5 minutes for this pair-sharing.
12. As a large group, discuss actions that various students demonstrated.
13. Tell students that now the focus of the imitations will be trustworthiness. Discuss with the students actions that do and do not show “doing the right thing even when no one is watching.”

14. Guide students in imitating actions: model 1 or 2 actions. Put students in groups of 4-6, to again plan and imitation actions. Each action can be an example or non-example of trustworthiness. Stress that the students should use concentration and imagination, and review the word imitation. The observers are to determine whether the action shows trustworthiness or not.
15. (Optional) Tell the students that because they did well with drama and social studies today, they may now imagine they are Snoopy, and imitate an action of any kind, using only their own space and concentration.

#### Reflection/closure:

- What is imitation?
- What went well when imitation the actions?
- What is trustworthiness? Name and example of being trustworthy.
- Ask the essential question: How can we practice, through the drama skill imitation, and then show trustworthiness?