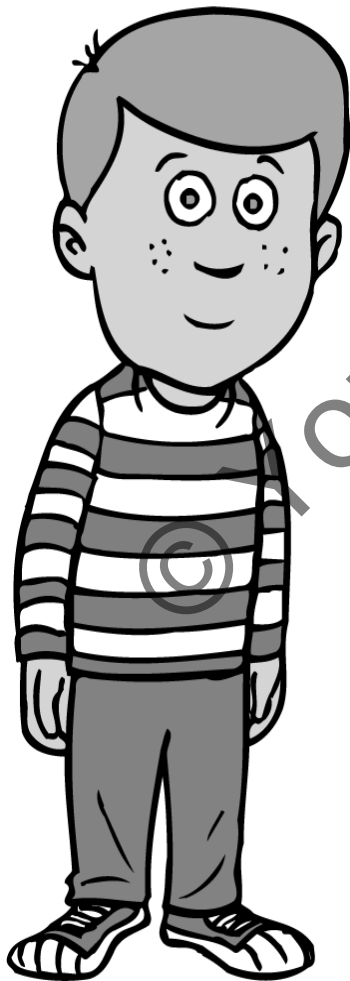


ALEX & MADDIE

LIFE-SKILL LESSONS THROUGH ROLE-PLAY



Eight Units
Based On
Good
Character
Traits



WRITTEN BY
PAT VARGAS



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TOPIC OBJECTIVES

Chapter 1: TRUSTWORTHINESS

- Tell the truth.
- Be loyal to your family, friends, school, community, and country.
- Be dependable. Do what you say you will do.
- Don't lie, cheat, or steal.

Chapter 2: RESPECT

- Do unto others as you would have them do unto you. Follow *The Golden Rule*.
- Don't threaten, yell at, hit, or hurt another person or an animal.
- Mind your manners and use appropriate language.
- It is okay for people to look different, speak different languages, or dress differently.
- When confronted with anger, bad language, or disagreements, handle them respectfully and peacefully.

Chapter 3: RESPONSIBILITY

- Try to always do your very best.
- Remember to think before you act—actions have consequences.
- Don't give up! Keep trying.
- If you are supposed to do something, do it!
- Use self-discipline and self-control.

Chapter 4: FAIRNESS

- Share and take turns.
- Listen to others and be open-minded.
- Follow the rules in everything you do.
- Don't blame others if things don't work out.
- Be sure not to take advantage of others or of their trust.

Chapter 5: CARING

- Help others in need.
- Show kindness and compassion.
- Forgive others readily.
- Show gratitude to others.

Chapter 6: CITIZENSHIP

- Show respect for the United States flag.
- Do your part to make your family, school, and community a better place and to take care of the environment.
- Be informed and vote in school elections.
- Help your neighbors.
- Cooperate.
- Obey rules and laws.

Chapter 7: PERSEVERANCE

- Don't give up.
- Keep trying even in the face of defeat.
- See a job through to the end.

Chapter 8: VOLUNTEERISM

- Offer to help others without expecting anything in return.
- Perform a service at home, at school, or in the community, just because you want to do it.
- Volunteer your talents/time to benefit others.

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TRUSTWORTHINESS: INTRODUCTION



Purpose:

To help students understand the meaning of *trustworthiness*

Materials Needed:

For the leader:

- ☐ Chart paper and marker
- ☐ Masking tape
- ☐ Dictionary (optional)

For each student:

None

Pre-Presentation Preparation:

None

Procedure:

- Introduce the topic by having the students define, in their own words, what *trustworthy* means to them. Guide the students to a definition.

Possible examples: A trustworthy person does not lie, cheat, or steal. Someone you can trust. Someone who is honest.

- After the students have agreed on a class definition of *trustworthy*, write the definition on chart paper and post the paper in a place in the classroom where everyone can see it for future reference. The students may want to revise or add to the definition as the lessons on trustworthiness progress. You may give them the definition found above or the dictionary definition. Compare their definition to the formal definition. Make any changes the students or you believe are necessary at this time.

DEFINITION OF Trustworthy, Trust

Trustworthy: reliable, truthful, honest, dependable, deserving trust

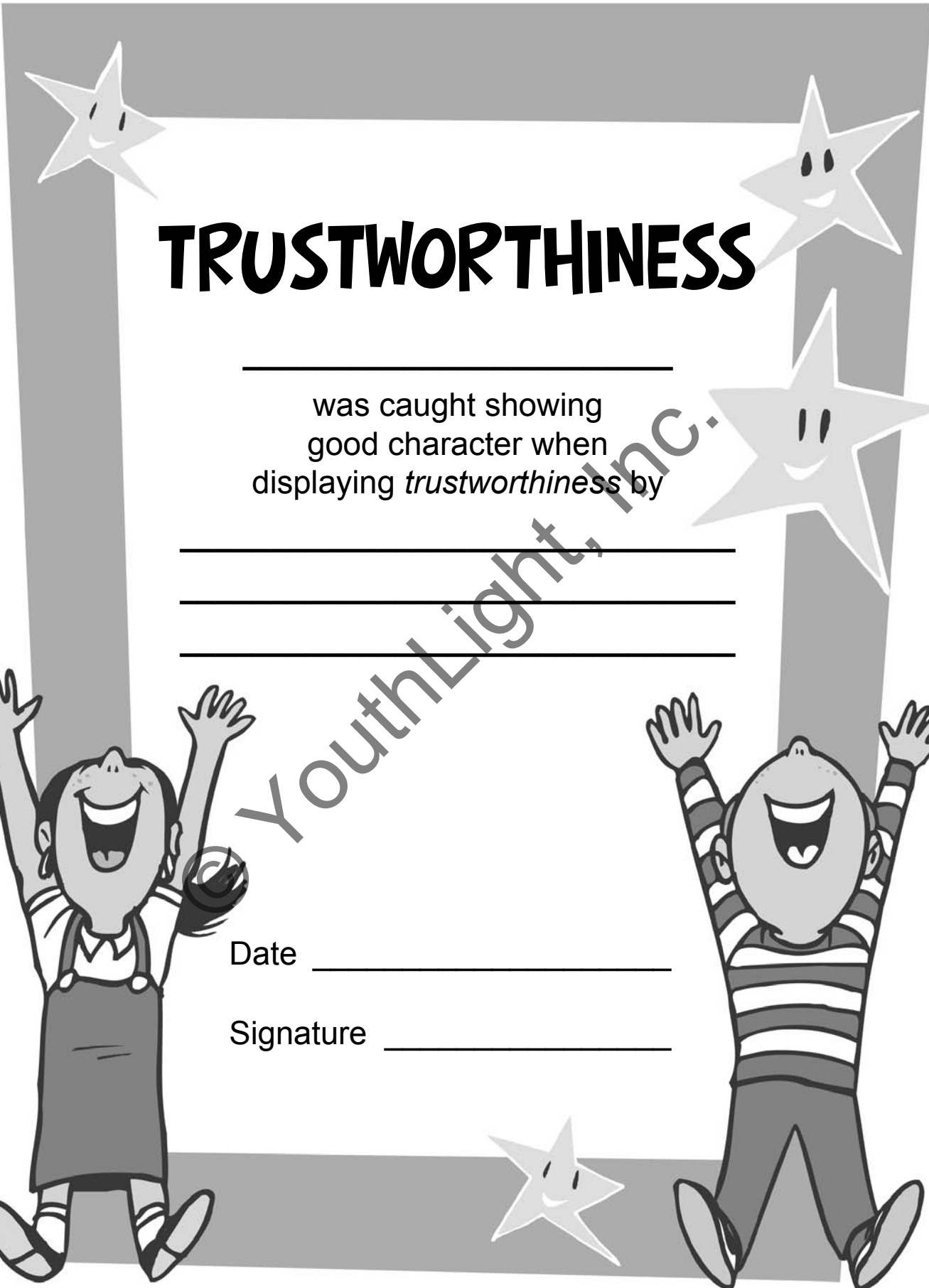
Trust: to have faith in, to believe, to rely on, to confide in, to have complete faith and assurance regarding the character, ability, strength, or truth of someone or something

SCENARIO #7

Maddie lost her math book recently and the teacher is getting ready for a “book check.” Maddie does not have the money to pay for the book and she knows her parents will be very upset with her for being so irresponsible. Maddie sits near Brenda, who has not put her name in any of her textbooks. Brenda always seems to have money, so it would be no problem for her to pay for a lost textbook. Maddie thinks Brenda probably won’t even notice for a while that her math book is missing. Brenda tends to be even more disorganized than Maddie.

What should Maddie choose to say or do?





TRUSTWORTHINESS

was caught showing
good character when
displaying *trustworthiness* by

Date _____

Signature _____

ACTIONS HAVE GOOD OR BAD CONSEQUENCES

Purpose:

The students will learn that all actions have either positive or negative consequences. After reading or role-playing the scenarios, the students will apply this knowledge to help guide Alex and Maddie through several situations.

Materials Needed:

For the leader:

- ☐ Chart paper and marker
- ☐ Masking tape

For each student:

- ☐ Copy of *Scenario #21* (optional, page 77)
- ☐ Copy of *Scenario #22* (optional, page 78)
- ☐ Copy of *Scenario #23* (optional, page 79)
- ☐ Paper (optional)
- ☐ Pencil (optional)

Pre-Presentation Preparation:

Divide the chart paper into two columns. Label the columns *Good Choices* and *Poor Choices*. Then hang the paper in the room where all of the students can see it.

Optional: Make a copy of the chosen scenarios for each student or for each student group.

Procedure:

Note: This lesson may be presented during one or more class periods.

- Begin by asking the students:

Have you ever made decisions? (Accept all appropriate responses.)

Were the consequences of your decisions positive or negative? (Accept all appropriate responses.)

SCENARIO #27

Alex is a smart young man and schoolwork has always been easy for him. It seems that he grasps concepts easily and manages to finish his projects and assignments very quickly. Mrs. Ray has given an assignment Alex can finish very quickly with little effort and do an okay job. On the other hand, Alex could really take his time, put a lot of effort into the assignment, and do an outstanding job.

What should Alex choose to say or do?



SCENARIO #47

Maddie's school is having a toy drive for the local Child Crisis Center. Maddie's mother bought a game for Maddie to donate. Maddie really likes the game and would like to keep it for herself.

What should Maddie choose to say or do?



MADDIE STICK-PUPPET PATTERN

