



Starting point - Trust

Before approaching the teaching point activities, it would be beneficial to explore with young people what we mean by trust. Below you will find a bank of questions and mini activities which can be used to facilitate a discussion with young people about trust. All or some of the questions and activities can be selected by an educator to suit the needs and level of understanding of the young people they work with.

The questions and activities can also be used to revisit the concept of 'trust' throughout the teaching point activities, if young people would benefit from continued reminders to develop concrete understanding.

1. Where have you heard the word 'trust' before?

E.g. within our friendships, families, at school, in stories, on TV etc.

2. What do you think the word 'trust' means?

*The Oxford Dictionary defines 'trust' as,
'To have confidence in somebody; to believe somebody is good, sincere, honest';
'To believe that something is true or correct or that you can rely on it.'*

3. Can we trust everything and everyone?

(Consider things from people we know as well as people we haven't met before.)

4. Can we trust everything online?

(Consider things we see as well as people we speak to.)

5. Have you got any examples of things or people we can trust?

6. Have you got any examples of things or people we can't trust?



Suggested discussion activities



Can you trust it?

This activity is designed to get young people thinking about the different meanings of trust and reflect on the things, and people, they trust offline and online.

How to run this activity:

1. Place around the room the classroom signs in **Appendix T1.1**, which say 'yes,' 'no,' 'it depends,' and 'I'm not sure.'
2. Explain that you will be reading out some statements (**Appendix T1.2**) and the young people need to point/ move to the sign which is their response.
3. Read out the statements below and ask the young people to stand next to the word or phrase which best describes how they feel about it.
4. Ask them to explain why they are stood next to their chosen statement.

Yes

No

I'm not sure

It depends

Yes

No

I’m not sure

It depends

Appendix T1.2 – Statements for ‘Can you trust it?’

You get a friend request from someone you don't know.

Can you trust this person?

You have come across a story online that Apple are giving away the new iPhone next week in a competition.

Can you trust the story?

You are at a set of traffic lights and you see the green person light up.

Do you trust that it is safe to cross the road?

Your friend from school has a picture of you both. You've told them you do not like it and they have said they won't share it with anyone.

Do you trust them?

A friend of a friend asks to meet up with you.

Can you trust this person?

Your mum rings to tell you she is going to be late to collect you, but she will be there soon.

Can you trust her?

Your friend from school sends you a link for a video as they think you'll like it.

Do you trust them?

Someone on the bus asks for your mobile number.

Do you trust them?



Who do you trust?

The aim of this activity is for the young people to think about who the people are in their lives that they know and trust, and the reasons why.

How to run this activity:

1. Hand each young person a copy of **Appendix T1.3**.
2. Ask them to think about someone who they trust the most and write their name in the middle of the sheet.
3. Around the sides of the sheet they will see different reasons for why you might trust this person. Go through them together and then ask the young people to draw an arrow from their trusted person's name to each reason for why they trust them.
4. Blank boxes have been provided for the young people to write their own reasons as well.
5. This activity could be repeated for all the key people the young people know and trust in their lives.



Appendix T1.3 – What makes a trustworthy person?

- Write the name of someone you trust in the middle.
- Draw a line to all the boxes around the outside which give a reason for why you trust them.
- Fill in the empty boxes with your own reasons.

I see this person every day.

My family knows this person.

I have met this person before.

I see this person every week.

This person listens to me.

They are part of my family.

This person supports me.

They help me.

They are a friend.

This person tells me the truth.



Starting point - Motives and reasons

Before approaching the teaching point activities, it would be beneficial to explore with young people what we mean by a motive or reason. Below you will find a bank of questions and mini activities which can be used to facilitate a discussion with young people to build their understanding of what we mean by a 'motive or reason'. All or some of the questions and activities can be selected by an educator to suit the needs and level of understanding of the young people they work with.

The questions and activities can also be used to revisit the concept of a motive or reason throughout the teaching point activities if young people would benefit from continued reminders to develop concrete understanding.

1. Have you ever heard the word 'motive' before?

Where have you heard it? Who used it? Can you remember the sentence it was used in?

2. What is a motive?

*A **motive** is a **reason** for doing something. **Motives** can be both good and bad.*

3. Tell me something you have done today...why did you do it?

*...the answer was your **reason** or **motive**. Let's try another one...*



Good motives/reasons:

Motives or **reasons** are good when we do something for someone else which might make them smile, feel happy. They can also be good if we do something to help someone else.

For example, if we save a slice of cake for someone our **motive** or **reason** might be to make them smile.

Can you think of an example of a good motive or reason?



Bad motives/reasons:

Motives or **reasons** are bad when we hide our reason for doing something because it will make someone feel sad or upset. They can also be bad if we do something which would be bad for someone else.

For example, if we hid the last slice of cake from someone our **motive** or **reason** might be to keep it to ourselves and stop them from having any.

Can you think of an example of a bad motive or reason?



Suggested discussion activity

Finding the motives

The following activity allows young people to explore the **motives** or **reasons** behind why someone might do something. They can also consider whether they think the **motives** and **reasons** are good or bad.

How to run this activity:

1. Cut out **Appendix T1.4** and give young people a copy either individually, in pairs or as a group.
2. Explain to them that the orange cards show things that have happened, and the black cards show the person's **motives** or **reasons**.
3. Ask them to match each action to its **motive** or **reason**.
4. Follow up as a group by discussing how they have matched the cards.
5. Extend by asking the young people which motives and reasons they think are good and which they think are bad.

Appendix T1.4 – Cards for ‘Finding the motives’

Things that have happened

Someone you’ve been chatting to online sends you a link to a cool website but when you click on it, it stops your phone from working.

Someone you’re chatting to in a game sends you some top tips to help you in the game.

One of your friends shares something private about you with other people in a group chat where you can’t see it.

Someone online tells you that you must be mean to other people in the game or you can’t stay in the game.

Your parent/carer encourages you to try a new vegetable with your dinner.

Your friend offers to help you with something you’re stuck on.

Motives and reasons

To be unkind to others.

To be a good friend.

To spread viruses and break people’s phones.

To make sure you don’t know other people have been told.

To help you be healthy and strong.

To be a helpful teammate.