

Reliability

Syllables

re•li•a•bil•i•ty

Pronunciation

rih-lahy-uh-bil-i-tee

Definition

Doing what is expected or has been promised.

(*The Krones chose Shelly to baby sit because she had a reputation for **reliability**.*)

Simply put: You can count on me!

Related Terms

Consistency: Ability to maintain a standard.

Fundamental Question:

Can others rely on me?

Students will investigate the idea that a reliable person has a track record of keeping promises, even promises that are implied or assumed.

Objectives

Each student will:

1. Assist in the development of a list of traits that describe a reliable person;
2. Identify a character in a book and evaluate his or her reliability according to the list of traits;
3. Evaluate his or her *own* reliability according to the list of traits; and
4. Identify and examine a particularly difficult reliability trait to develop.

Before you begin

- Identify (perhaps with the assistance of the media specialist) one or more books (preferably with strong central characters) that you would like your students to read; and
- Print out a copy of *Tricky Traits* for each student.

Suggested Sidebars:

Speaking of Reliability (Discussion Idea)

Discuss: A reliable person is one who completes a job as agreed. If someone breaks promises, (s)he will be known as unreliable. Why would it be good to be thought of as reliable? Why would it be bad to have a reputation for being unreliable?

Taking It to the Next Level

On Monday, ask your parent or teacher what you can do to help out during the week. Complete the task. On Friday afternoon, evaluate your job. Were you reliable?

Reliability

Procedure

1. Say: “Think about a time when you or someone you know showed great reliability. Tell us about it.”
2. Ask: “What might be some characteristics of people who are reliable?” (Examples: They complete tasks, do what needs to be done, don’t make excuses, use time wisely, have self-control, and so forth.) Record all agreed-upon responses (after all, this is a class list) on the board. Have a student type them directly into the computer as you write them on the board.
3. Hold up one of the pre-selected book choices and say: “Today you will (choose, receive) a new book. I will print out copies of our list of characteristics of reliable people that (student’s name) was kind enough to put on the computer for us. I’d like you to choose one of the main characters in the story. Use your list to determine if the character seems like someone reliable. Make notes on your paper about specific events to back up your opinion.” Discuss this in detail. Distribute the books and lists. (Optional: Have the students work together in pairs or small groups.)
4. Review the class findings. Compare and contrast the characters and attributes.
5. Distribute a second copy of the class-developed list of characteristics of reliability. Say: “This time, instead of looking at a storybook character, evaluate your *own* reliability based on the list. At the bottom write and complete these sentences: ‘I think I am (or am not) a reliable person because _____. I can become *more* reliable by _____.’”
6. **Follow Up:** Distribute the *Tricky Traits* sheets and guide the students as needed. If possible, allow them to develop a real bulletin board display for the classroom.

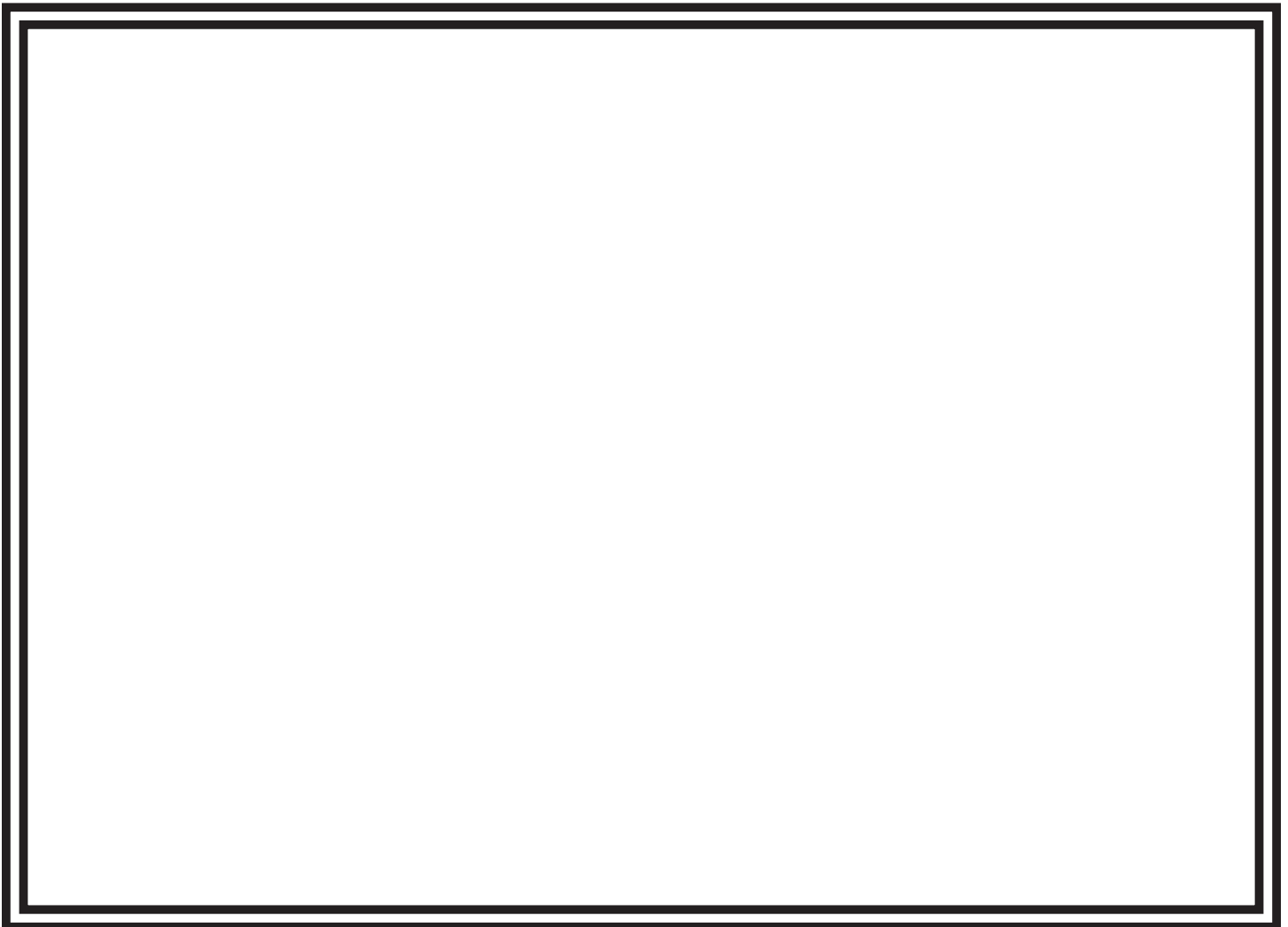
Name _____

Reminder: Reliability means doing what is expected or has been promised.

Tricky Traits

Look at your list of characteristics of a person who is reliable. Which of the traits do you think would be the most difficult to learn? Design a bulletin board to give people hints about how to develop the trait and to remind people about its importance.

Sketch your ideas here:



Today's Thought: *The only lifelong, reliable motivations are those that come from within, and one of the strongest of those is the joy and pride that grow from knowing that you've just done something as well as you can do it.* — **Lloyd Dobyns, journalist**