

Integrity



Concept
**Self-Management
Skills**



Length
20-100 Minutes



Recommended
5th Grade

About This Lesson

In this lesson, students explore the importance of integrity by evaluating what they would do in a bullying situation. They deepen their awareness by analyzing the actions and motivations of characters in a scenario about academic integrity, and by imagining the context of a famous quote about integrity.

Learning Objectives

By the end of this activity, students will

- Define integrity;
- Understand the importance of integrity;
- Identify and demonstrate behaviors that show integrity

Driving Question

What does it mean to do the right thing?

Future-Ready Skills

Honesty

Communication

Self-Management

Critical Thinking

Lesson Breakdown

15-20
minutes

Activity 1 - What Would You Do?

In this activity, students reflect on what they would do in a bullying scenario.

20-30
minutes

Activity 2 - Integrity Think Dots

In this differentiated activity, students work in groups to complete some activities that give them a chance to show their critical thinking skills related to an integrity scenario.

30-50
minutes

Activity 3 - Integrity Skits

Students create a short skit based on a quote about integrity.

5-10
minutes

Exit Activity - Students Rate Their Integrity in Skills

Have students update their skills inventory in Xello to reflect what they've learned and practiced about empathy.



Xello Entry Point

In Xello, students can add their own skills to the **Skills** inventory in the **About Me** section. Consider integrity a skill, something that has to be learned and practiced, and use this lesson in conjunction with the skills inventory.

Lesson Vocabulary

- Integrity
- Self-Respect
- Honor
- Ethical
- Consequences
- Academic Honesty
- Academic Dishonesty
- Skit

ASCA Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

B-SMS 1. Demonstrate ability to assume responsibility

B-SS 2. Create positive and supportive relationships with other students

What Would You Do?



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15-20 Minutes

Inquiry Prompts

- What is integrity?
- Why should you act with integrity?
- When can your decisions hurt someone else?

Instructions

In this activity, students reflect on what they would do in a bullying scenario. However, when discussing the scenarios, prompt students for examples of what people could do, and not necessarily what they themselves would do. That way, their reflections can stay private.

- 1 Ask students to think about what they would do in the following situation: Someone in class sends a group text to make fun of another student behind their back. The student doesn't know about the bullying. What do you do?
- 2 Ask students to help you list all of the possible actions (for example, you could text back, keep quiet, tell the bully to knock it off, tell a teacher).
- 3 Survey the class to see which option they think shows the most integrity. Now ask them to think again about how they would react. Did they choose the path of integrity?

Message for students: C.S. Lewis defined integrity as doing the right thing even when no one is looking. It's telling the truth, and acting in line with your values and principles. What are the consequences of not acting with integrity in the scenario? How could your choice affect others' feelings and well-being?

Materials Required

- None for this activity

Artifacts

None for this activity.

Integrity Think Dots



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20-30 Minutes

Inquiry Prompts

- Is it ever okay not to tell the truth?
- When do you find it challenging to be honest?
- Why do you think some people don't act with integrity?
- What kinds of things do you think could challenge your own integrity?

Instructions

In this think dots activity, students work in groups to complete some activities related to an integrity story.

How this activity works: Think dots is a differentiated activity that allows students to engage with the subject material at a level that suits their own readiness. The activities on the sheet ladder up in complexity and thinking skills (from remembering and understanding to creating), providing a range of challenges. Each activity is assigned a dot, from 1 to 6. Students can choose the activities they complete as long as the activities they do total 7 when they add up the dots. (You can also assign activities to students based on their readiness, or have them use dice to select activities randomly.)

- 1 Divide students into groups. You can divide students by readiness level, or mix readiness levels since students have a choice about which activities they are going to complete.
- 2 Give each group (or student) a copy of the [integrity story](#). As a class, read the story and discuss any questions students have.
- 3 Hand out a copy of the [Integrity Think Dots activity sheet](#) to each group. Point out that there are 6 activities on the sheet and that each is numbered with dots. Explain that they don't have to do all of the activities, but they must complete enough of the activities on the sheet to add up to 7 (or another number at your discretion).
- 4 Students should work together as a group to pick the ideal ones for its members to complete. Within a group, students can work in partners or smaller groups on an activity.
- 5 After students have completed their work, go over each of the activities with the class, asking for volunteers who have completed the activity to present their work.

Message for students: Sometimes the path of integrity isn't as obvious as it was in this story. Can you think of a situation or circumstance where your own integrity could be challenged?

Materials Required

- [Integrity Think Dots story](#)
- [Integrity Think Dots activity sheet](#)
- Paper
- Pencils, colored pencils, or markers
- Computers (tablets, phone) with Internet access

Artifacts

Depending on which activities students chose to do, they can upload the resulting artifacts to **Storyboard**, where they can reflect on their work.

Braydon's Big Dilemma

Isla, Braydon, and Denise are friends and they are all on the same competitive gymnastics team. Braydon is an excellent gymnast but has been struggling with math. He hasn't been getting good grades. His parents have told him that if he gets another C, he will not get to go to gymnastics for the rest of the month. The team has a meet this month and if he misses it, the team might lose their shot at the trophy.

The math assignment this week is tricky. Isla is really good at math. Braydon confides in Isla about his parents' demands. She suggests that Braydon ask their teacher for some extra help. But Braydon says he can't risk getting a low grade. He wants Isla to do the assignment for him. Isla tells him she won't do that. She says she wants to help but if she does his assignment for him, they would both be breaking their school's strict rules about cheating.

Braydon apologizes to Isla and tells her that he will try his best. But he is so afraid of doing poorly that he asks Denise if she will help him instead. Denise feels uncomfortable with the idea, but she also really wants their team to get an award this year. She agrees to do Braydon's assignment.

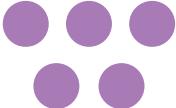
Braydon gets a B+ on his assignment. He competes at the meet, and the team wins the trophy.



Name: _____

Integrity Think Dots - Braydon's Big Dilemma

Read "Braydon's Big Dilemma." As a group, complete at least 2 of the activities described below. Pay attention to your teacher! They may want you to complete certain ones, or enough so that the number of dots on the activities you complete totals a certain number.

Using evidence from the story, explain who has integrity in "Braydon's Big Dilemma" and who does not. 	Create a T-chart and list the pros and cons of each character's possible decisions. (For example, what are the pros and cons of Braydon cheating? What are the pros and cons of Isla saying no?) 	Who do you think shows integrity in real life? Write 2 or 3 paragraphs about them, explaining why they are an integrity role model. 
You happened to witness what happened with Braydon, Isla, and Denise. Write a blog/journal entry about what you saw and your opinion on how each character acted. 	Write 3 paragraphs, predicting what you think happens to each of the characters in the future. How could this event impact their future decisions? 	Design an integrity award. Use imagery, quotes, and other elements that demonstrate the importance of acting with integrity. Then write a paragraph about the standards someone has to meet to win your award. 

Name: _____

Integrity Skits



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30-50 Minutes

Inquiry Prompts

- How does it feel to act with integrity?
- How does it feel when you don't act with integrity?
- If you caught someone acting without integrity, what would you say to them to make them think twice about what they were doing?

Instructions

In this activity, students create a short skit based around a quote about integrity. They put themselves in the speaker's shoes, and imagine the situation that may have prompted the speaker to make the statement about integrity.

- 1 Arrange students in small groups. Explain to them that you're going to give each group some [quotes about integrity](#). The speaker and his or her job or position have been identified.
- 2 Tell students that they are putting themselves into the speaker's shoes and writing a brief (5 mins) skit about the circumstances that led the person to make the statement about integrity. For example, if someone were an author, perhaps they were meeting with an agent or publisher who asked them to compromise their integrity for money.
- 3 You can ask students to research more about the speaker's life if you want to extend this activity.
- 4 Have students perform their skits, recording them on your phone if you want them to upload the performances to **Storyboard**. (For students who prefer not to perform in front of the class, you can assign them a comic-based story similar to the Get Gitty comic activity.)

Message for students: There are a lot of quotes about integrity and honesty. From inventors to writers to business and world leaders, acting with integrity is an important skill to develop. What would the world be like if everyone acted with integrity?

Materials Required

- [Integrity quotes](#)
- Paper
- Pencils, colored pencils, or markers
- Phone for recording skits (optional)

Artifacts

Upload students' skits to **Storyboard** where they can reflect on what it means to act with integrity.

Integrity Quotes

“If you don’t have integrity, you have nothing. You can’t buy it. You can have all the money in the world, but if you are not a moral and ethical person, you really have nothing.”

-Henry Kravis, businessman and philanthropist

“If you have integrity, nothing else matters. If you don’t have integrity, nothing else matters.”

-Alan K. Simpson, politician

“Integrity is telling myself the truth. And honesty is telling the truth to other people.”

-Spencer Johnson, author

“Whoever is careless with the truth in small matters cannot be trusted with important matters”

-Albert Einstein, scientist

“Don’t assume, ask. Be kind. Tell the truth. Don’t say anything you can’t stand behind fully. Have integrity. Tell people how you feel.”

-Warsan Shire, poet and activist

“To believe in something, and not to live it, is dishonest.”

-Mahatma Gandhi, lawyer, politician, and writer

Integrity Quotes

“Finally I was able to see that if I had a contribution I wanted to make, I must do it, despite what others said. That I was OK the way I was. That it was all right to be strong.”

-Wangari Maathai, author and political activist

“The way to right wrongs is to turn the light of truth upon them.”

-Ida B. Wells, journalist

“There can be no friendship without confidence, and no confidence without integrity.”

-Samuel Johnson, poet, playwright, and critic

“Our deeds determine us, as much as we determine our deeds.”

-George Eliot, novelist

“The thing, in general, about being a good person is just do the right thing as often as possible.”

-Sami Zayn, wrestler

“The greatness of a man is not in how much wealth he acquires, but in his integrity and his ability to affect those around him positively.”

-Bob Marley, musician

Name: _____