

Integrity

This is the second week of our Integrity unit. Students will expand their understanding of integrity and explore how it can fluctuate depending on the setting if we are not careful.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Notice The Difference

Students will examine the temptations present in peer focused situations versus family/home focused situations as it relates to demonstrating integrity. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Academic Integrity

Divide into groups of 4-6. Explain that each group will create a poster illustrating academic integrity. Provide a brief overview of academic integrity and how it relates to cheating and honesty. Posters can include any combination of words and illustrations. Have each group share and explain their posters.

For Partners
15 minutes



What does Integrity LOOK like?

With a partner, identify a scenario that illustrates integrity. The scenario must be something one of you has personally experienced. Create a short skit and present it to the class. (Or, as an alternate idea, write up a scene and read it to the class.)

For Individuals
15 minutes



Integrity Poem

Using the letters from the word INTEGRITY, create a poem that helps to explain this concept. Example: "I" - I act in a way that is right and kind, "N" - Need to be honest at all times, etc. Hang the poems up throughout the room as a reminder of the importance of integrity within your classroom.

Technology-Focused
15 minutes



Digital Integrity WORDLE

Divide up into pairs. Using www.wordle.net or another online resource, create a wordle to summarize digital integrity. Remind students of the meaning of integrity and have each pair brainstorm 4-10 words that relate to integrity. Make sure they include integrity as the most frequent word. To create a wordle, you simply select 4-10 words and place them in the generator. The more importance the word has, the more frequently you repeat it. Print out the wordles and hang them in the hallway to inspire ongoing integrity!

Notice The Difference

Students will examine the temptations present in peer focused situations versus family/home focused situations as it relates to demonstrating integrity.

Lesson Timeframe

30 minutes

Required Materials

- Sticky notes
- Pencils

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Explore how they currently demonstrate integrity in a variety of settings.
- Identify areas of struggle as it relates to integrity and create a plan for increasing integrity on a personal level.

Teacher Connection/Self-Care

Being a teacher requires a higher-than-normal degree of integrity. In fact, it can sometimes feel like we are under the microscope; our students are watching us, their families are watching us, and our community is watching us. We often can't go to the grocery store or out for dinner without being recognized (or cornered!). Our middle school students are especially perceptive and look to their teachers for how to act, think, and relate. If you are feeling like there is too much pressure on you, remember that you are also an individual. You get to live your life as you choose to and you do have a life outside of school. Honor your free-time, your family, your hobbies, and your "me-time". Teachers are often held to a very high standard without necessarily receiving the respect, pay, and prestige the position and the individual deserves. Reclaim your personal integrity by feeding your mind, body, and soul with good things that are separate from the job. If you are at your best, then your students will be at their best, too.



Share

5-7 minutes

Let's discuss a time in the past when it was extremely easy to demonstrate integrity through honesty and kindness. (Invite student responses.)

Why were these situations fairly easy for you? (Invite student responses. Lots of witnesses, younger children were watching, parents/adults of authority around, etc.).



Inspire

3-5 minutes

Last week we introduced the concept of integrity as it connects to honesty. This week we will go even deeper into the choices we make and how we can choose integrity and kindness regardless of whether we are alone, with friends, or even in the presence of adults. Remember, integrity is defined as acting in a way you know to be right and kind in all situations. This week our focus is identifying situations that are more difficult and creating plans to increase our overall integrity.



Empower

15 minutes

Explain that the class will now explore integrity in different group situations. Many times we assume that people only struggle with integrity because they are alone and no one can see what they are doing. While this is definitely a temptation for all of us, how we act with different groups of people can also tempt us to lower our level of integrity if we are not careful.

Directions:

- Ask for 3-5 volunteers to role play different scenarios in front of the class.
- Using the following scenario, have the group act out the scene as a group of friends. Encourage them to be silly and have fun.
 - You are at a party and your favorite song comes on! You've learned a new dance move and can't wait to show it off!
- Now have the group reenact the scene again BUT with a change in who is present at the party.
 - You are at a party and your favorite song comes on! You've learned a new dance move, but remember that your parents might not approve of it. The party is for your grandmother's birthday.
- As a class discuss the differences in how the group behaved in the first scene versus the second scene. Why were there such big changes in behavior? Did the first scene demonstrate the same level of integrity as the second? Why or why not?
- As a class, brainstorm 2 additional scenarios that might tempt you to decrease your level of integrity when you are around your friends rather than your family or other adults. What are some ways to check yourself before giving in to temptation?



Reflect

5-7 minutes

Provide each student with a sticky note. Ask the question, "What part about Integrity stuck with you today?" As they leave, have each student place their completed sticky note on the door as an exit ticket. Use the answers to gauge which mini lessons you will choose this week based on their level of comfort and understanding about the concept. (For example, if the majority of the class was able to easily connect with the concept, select 2 deeper options. If they struggled, try to incorporate 3-4 for added practice.)