



LESSON

2

Honesty and Integrity Unit Grade 5 • Ages 10-12

TIME FRAME

Preparation: 10 minutes
Instruction: 30 minutes

MATERIALS

Signs that say "Strongly Agree" and "Strongly Disagree", posted on opposite walls before starting the activity

How Honest Are You? Story and Question Sheet, one copy for the teacher

Foundation for a Better Life "Purse: Honesty" video: <http://www.values.com/inspirational-stories-tv-spots/112-purse>

RAK Journals

[Kindness Concept Posters](#) for Integrity, Responsibility, Self-Discipline

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.5.1 Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c

[Learning standards key](#)

How Honest Are You?

Students will be able to show how strongly they agree or disagree with a variety of statements about honesty.

Lesson Background for Teachers

This lesson builds on the previous lesson in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

- | | |
|------------------------|--|
| RESPONSIBILITY | Being reliable to do the things that are expected or required in your life, home, community and environment. |
| INTEGRITY | Acting in a way you know to be right and kind in all situations. |
| SELF-DISCIPLINE | Controlling what you do or say so you don't hurt yourself or others. |
| HONESTY | Being truthful and sincere with your words, actions and thoughts. |

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Doing this activity in a meeting circle, where they hold up construction paper signs that say Strongly Agree and Strongly Disagree to take a poll within the group. Class movement can be overwhelming and distracting for some students.
- Discussing the responses to the scenarios in small groups; this may serve as a pre-writing strategy for those students who need more time to process the information before they write.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

Creating a Culture of Integrity in the Classroom <http://www.edutopia.org/blog/8-pathways-creating-culture-integrity-marilyn-price-mitchell>

Share (2 mins)

Have a few students offer to share with the class their **honesty** quote from the Defining Honesty and Integrity lesson. Alternatively, ask students to share a time when they gave something to the lost and found.

Inspire

Video Clip (5 mins)

Share Foundation for a Better Life "Purse: Honesty" video with the students: <http://www.values.com/inspirational-stories-tv-spots/112-purse>

Empower

Your Opinion Game (12 mins)

Today we are going to ask for your opinion about three different stories. Your group will line up along the wall between these signs based on how strongly you agree or disagree with how the people in the stories act. If you can't decide, you should stand in the middle or somewhere in between the two signs.

Divide the class into three groups with an equal number of students. Follow this procedure for each story on the attached sheet:

- Read the story situation from the activity sheet.
- Ask the three questions and have the students in the group walk to the signs according to whether they agree or disagree. Then, ask a couple of the students why they chose to stand where they did. Have the group return to their seats.
- Ask the class questions and write the responses on the board, if desired.

To extend this activity, have students create and perform role-plays using examples of what it means to be honest and have integrity.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What actions did the people in the scenarios take that showed **integrity**?
- What is **self-discipline**?
- What does **self-discipline** have to do with **integrity**?

Reflection Questions

- What was most meaningful from our discussion about **honesty** and **integrity** today? Did you learn anything new?
- Would you have done anything differently from the characters in these scenarios?
- Does it make a difference if we return things if we know the person or if we don't know who something belongs to? For example a jacket versus money found on the street?



Summary

Living your life with integrity can sometimes be difficult and isn't always straightforward. Staying true to your values and being honest is key to living a life of integrity. It is kind to be honest with others and yourself.

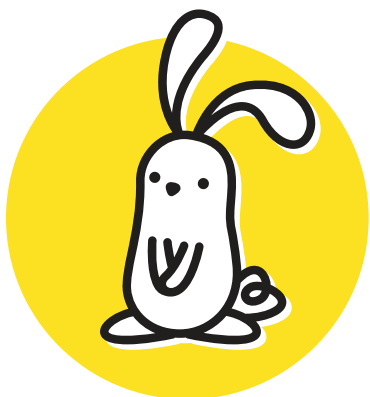
Act (3 mins)

Kindness Minute

Being kind to yourself is the best way to send the message to others that you deserve to be treated with kindness. Be kind to yourself right now by giving yourself a shoulder rub. Massage your own shoulders and see how you feel.

Kindness in Action

Home extension activity.





How Honest Are You?

Story & Question Sheet

Situation #1: "Borrowing" a Basketball

After school one day, Beth saw some kids playing basketball on the playground. She overheard them say they were going to "borrow" the basketballs and take them home because the school had plenty. Suddenly, Beth realized that she had forgotten her sweatshirt in the gym. When she got back to the gym, she saw the teacher looking everywhere for the basketballs. When the teacher asked Beth if she knew where the basketballs were, Beth said she didn't know.

Do you strongly agree or strongly disagree with the following statements or are you unsure?

1. Beth was truthful in her answer.
2. Beth should have suggested to the boys that they return the balls.
3. If you know someone has done something wrong, you shouldn't tell on them.

Class questions:

In this story, why do you think it was difficult for Beth to tell the teacher what she knew? (Possible answers: She didn't want to snitch on the other kids. She was afraid of telling the truth.)

Do you think that she showed integrity? Responsibility? Self-discipline? Why or why not?

What would you do if you were in this situation?



Situation #2: The Missing Money

As the students were leaving their class, Greg saw \$5 lying on the floor near the door. He picked it up and put it in his pocket. When he was getting ready to go home, Greg realized that he still had the money and should turn it in before the end of the day. He thought about it for a moment and then decided to keep it for himself.

Do you strongly agree or strongly disagree with the following statements or are you unsure?

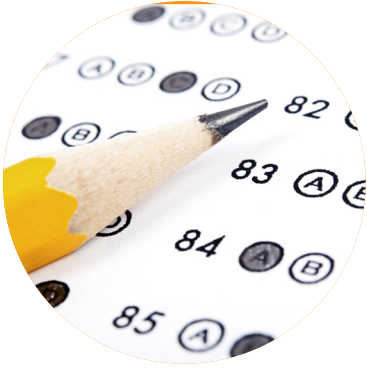
1. It is OK that Greg kept the five dollars since no one asked him if he found it.
2. Greg should have turned in the five dollars as soon as he found it.
3. Finding a coat or something that you know belongs to someone is different than finding money.

Class questions:

In this story, why did Greg keep the money? (Possible answers: Greg didn't think anyone would find out. He figured no one would notice that the money was missing.)

Do you think that he showed integrity? Responsibility? Self-discipline? Why or why not?

What would you do if you were in this situation?



Situation #3: The Answer Key

Alicia is not doing well in math class. Her dad told her that if she didn't bring up her grade on the next test, she would be grounded for one month. A few days later, Alicia saw her math teacher drop something in the hall. No one was around. Alicia picked up the piece of paper and realized it was the key to the Math test. Alicia thinks if she memorizes how to do the problems she could get an "A" on the next test.

Do you strongly agree or strongly disagree with the following statements or are you unsure?

1. Alicia should tell her teacher that she found the test.
2. Alicia should do whatever it takes to get the "A."
3. It would be wrong for Alicia to memorize the answers.

Class questions:

Why did Alicia keep the answer key?

(Possible answers: She didn't want to be grounded;

Since no one would find out, she thought this was an easy way to get an A.)

Do you think that she showed integrity? Responsibility? Self-discipline?

Why or why not?

What would you do if you were in this situation?

Home Extension Activity

NAME

PLEASE RETURN BY

Background

As part of the Random Acts of Kindness program, we have been talking in class about what it means to be honest and have integrity.

Vocabulary Words

INTEGRITY Doing what is right even when no one is watching.

RESPONSIBILITY Doing what you need to do.

SELF-DISCIPLINE Controlling what you do or say so you don't hurt yourself or others.

Instructions

Please review the vocabulary words above. Then, ask your student what he or she has been learning about these concepts. Then discuss the following questions and write or have your student write responses below or on the back and return to school by the date shown:

What does it mean to you to have honesty or integrity?

How can we show honesty and integrity in our household?

