Say It or Think It?

At this age, the concept of integrity can be difficult to understand. This lesson focuses on honesty and how it connects to integrity. Students will learn the difference between when to say something honestly out loud and when to simply think it. It can be difficult for students in this age group to understand that being honest doesn't mean being rude as well.

Integrity Sub-Concepts
Kindness

Lesson Timeframe
45 minutes

Required Materials
❏ *"Being Frank,"* by Donna Earnhardt
❏ Whiteboard or Smartboard

Standards Map
This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the Standards Map for more information.

Lesson Objective

Students will be able to:

- Demonstrate integrity through being honest in words and thoughts.
- Explain how being honest doesn't mean being rude.

Teacher Connection/Self-Care

Integrity means teaching from 'bell to bell'. Examine how wisely you use your student contact hours. What can be done during planning instead of when they are present?

Tips for Diverse Learners

- Break the class up into two smaller groups with another adult to help if students need more personalized explanations.

Share

5-10 minutes

Play Two Truths and a Story:

One person stands up and thinks of two true things about themselves and one story that is not true. They must tell all three things to the teacher. The person will then announce the three things about themselves. Write all three things on the board. The rest of the class will vote on which two are true and which one is the story.

People can ask 3 questions to help them decide which is true.
The person will then reveal the correct answers.
Repeat this with 3-4 volunteers.

Ask the class: Were you able to figure out the lie? Did asking questions help you? If so, you used perseverance to find out the answers!

Inspire

What does it mean to 'be frank'?
7-10 minutes

Explain that idioms are a group of words that mean something figurative (something you can imagine) and not something literal (something you can see). Examples include:
- Raining cats and dogs (no animals are falling from the sky! But it IS raining very, very hard!)
- Piece of cake (you're not really eating cake! This means something is very easy for you)

Explain that in the book you are going to read, they use the idiom, "being frank". **Ask:** Has anyone heard of this expression?

Invite student responses.

Excellent answers! Being frank means you are honest about everything, even if it hurts someone's feelings. Being frank means you just blurt out your honest thoughts, which can be hurtful at times. Some honest thoughts are best left unsaid, especially if they are harmful and not asked for.

Read: *"Being Frank,"* by Donna Earnhardt
Read Aloud Link: https://youtu.be/5gG99iwAbrQ?si=YkUa6B1e7cVV7E8f (6.5 min)

After the story, review the ways that Frank was honest and rude.
- How did his honest words make others feel?
- Why did people get mad at him?
- How was his grandpa able to be honest and kind?
- Think back to some of the things Frank said- what are examples of some things he could have chosen to simply think instead of say aloud?

Explain that being frank can really hurt people's feelings. *Today we are going to practice deciding when we need to say our honest thoughts out loud and when it's best to just think them.*

Empower

20 minutes

Explain that students will now play the game, "Say it or Think it?" Create a T chart on the whiteboard/smartboard and label one side with Say It and the other side with Think It.
The teacher will read aloud each scenario and students will then decide if the person should say their honest thought or simply think it. Decide how you want the class to vote. Ideas could include standing up for saying it and sitting down for thinking it, etc.

After the class votes, review the correct answer and write it on the T chart. Ask students for feedback on why they voted to say it or think it.

Scenarios:

- Georgia comes to school with a new haircut. It's much shorter than before and she complains that she's worried she "looks like a boy." You think she looks a lot like a boy. She asks you what you think of her haircut. Do you say your thoughts out loud?
- Hamman is trying to show his friends a new trick on the playground. He climbs up much higher than is allowed and you are worried about him getting hurt. He asks you if he looks cool that high up. Do you say your thoughts out loud?
- Kayla walks into school carrying her backpack and a big stuffed animal for show and tell time. She drops the stuffed animal three times. You want to help her, but she looks very upset. Do you say your thoughts out loud?
- Alex comes to school with a new outfit. He's really excited about it, but you think he looks like a baby in it. He asks you for your honest opinion about his outfit. Do you say your thoughts out loud?

Reflect

5-7 minutes

Being honest is very important, however, we don't need to say everything out loud. Take time to think before you speak, especially if your words are going to hurt someone's feelings. However, if someone is in danger, or asks you specifically for your thoughts, even if they might be negative, you should be honest out loud.

Extension Ideas

- Go through each scenario and brainstorm ideas on WHAT exactly to say out loud instead of the mean thoughts that initially came to mind. Use Frank's grandpa in the story as an example.
  - Example: Georgia's new haircut
    - Wow, the fade is so smooth, I love it.