

Personal Integrity Inventory

This lesson gives students a chance to self-reflect on how well they practice integrity in words and actions through a personal integrity inventory.. Students will also brainstorm ways to improve their performance within one area of integrity and will practice vulnerability by identifying a person who can hold them accountable for their progress.

Integrity Sub-Concept(s)

Kindness

Lesson Timeframe

30-35 minutes

Required Materials

- ❑ Personal Integrity Inventory (see below)

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.



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AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.
See last page for details.

Lesson Objective

Students will:

- Reflect on personal integrity fulfillment.
- Identify strategies for integrity self-improvement.
- Connect the concept of integrity and accountability.

Teacher Connection/Self-Care

Do your words and actions both inside and outside the classroom convey respect with regards to every student? Say what you mean and mean what you say. Your kind words and actions make all the difference!

Tips for Diverse Learners

- Students who struggle with reading may need help reading the Personal Integrity Inventory worksheet; this could be done in a large group setting where the teacher reads each responsibility and gives students time to answer personally.

**Share**

2-3 minutes

Review the definition of **integrity** - *acting in a way you know to be right and kind in all situations*. See if students can recite it without help.



Inspire

7-10 minutes

Today we are going to do a Personal Integrity Inventory. We'll take a few minutes to answer some questions about our personal responsibilities that we have here at school, at home, and in our community.

Handout the Personal Integrity Inventory and give students 3-5 minutes to complete it. It may go faster if you read each integrity prompt out loud; or, you may give students time to read and reflect on each one silently. Remind students that this inventory is personal and does not need to be shared with others. It does no good if you are not honest with yourself during this exercise. Every person in this room has areas that they can work on. However, if we are not honest, we cannot grow as a person.



Empower

10-15 minutes

Let's evaluate our inventories now! Count up your totals for each column and write them down in that last row.

Give students a minute to do this.

Note: Sharing personal ratings out loud is not suggested here as it can turn into a contest of who's the "best" and "worst", which isn't productive. If students want to share, invite them to do so later with you one-on-one.

*Now, we are going to talk about another component related to integrity called **accountability**. When we commit to doing what is right and kind, we are also accountable for our behavior, meaning people are counting on us to do what we said we would do. And, if we don't do what we need to do, we will be letting someone else down or creating more work or stress for others. It is good to ask others to help us be accountable for our words and actions.*

Who are some of the people that hold you accountable to follow through on your commitments?

Invite student response. Answers such as parents, teachers, friends, or coaches might be highlighted.

Now, look at your inventory again. Identify one area of integrity you marked in the mostly, rarely, or never column that you want to work on making an "Always". Then, answer the three reflection questions below your inventory. The last question asks you to identify one person who can help you be accountable for doing a better job at being responsible for the task you selected. Part of your job today will be to ask the person you identified to help you with this so you can increase your integrity.

Give students some time to answer the three reflection questions; float the room to help out and encourage.



Reflect

5-7 minutes

Invite a few students to share their reflections. Remind students that they should ask the person they identified as their accountability partner if they will help the student do a better job fulfilling their commitment they want to improve upon.



Extension Ideas

- Have students share their inventories with their parents/guardians and discuss the results.
- For a math extension, collect the inventory data and graph the results for the entire class while keeping personal scores anonymous.



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The Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the [CASEL Guide to Effective Social and Emotional Learning Programs](#).

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

Personal Responsibility Inventory

Put an "X" in the column that best represents your regular experiences.

Responsibility	Always	Mostly	Rarely	Never
When my parent or guardian asks me to do a chore at home (like set the table, do the dishes, clean my room, etc), I do it right away and to the best of my ability.				
When my teacher gives me homework, I do it myself without cheating or using any online tools to help me get the answers.				
I can be trusted to follow the rules in school, even if the teacher has to leave the room.				
When I am on a sports team, taking music lessons, in a theater group, or engaged in some other extra-curricular activity (community or religious), I follow the rules and give my best at every practice.				
I speak up to my friends when I see them doing something dishonest.				
My words can be trusted by adults because I tell the truth in every situation, including when no one else is around.				
I obey my parent/guardian when they limit my time on video, media, outside, etc.				
I quickly admit my lies when I catch myself not being honest.				
I choose kind words when I have to talk to someone about something that might upset them.				

I keep my room clean and organized.				
When I take something out (at home or at school), I put it back where I found it and in the same condition I found it.				
If I notice a student at school being unkind to another student, I will say something.				
If I see trash outside on the ground, I pick it up and put it in a nearby waste bin.				
When I leave a room, I turn the lights off (if no one else is in the room).				
When I brush my teeth or wash my hands, I do not leave the water running for long periods of time.				
I volunteer in my community to help others.				
TOTALS				

Integrity Reflection

1. What is ONE way you can increase your integrity?
2. How will you improve?
3. Who will you ask to be your accountability partner?
This should be a person who will help you be more responsible for this specific task.