

# Integrity Through Honesty

This lesson introduces students to the Integrity unit through the use of Pass It On videos that demonstrate kids making honest choices in difficult situations. Students will analyze integrity through the lens of honesty as they watch and make predictions about behavior. They will also role play situations they could face and facilitate large group discussion around their enactment and the choices they have their characters make.

## Integrity Sub-Concept(s)

Kindness

## Lesson Timeframe

35-40 minutes

## Required Materials

- Computer or speakers to play the videos

## 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:

- Analyze integrity through the lens of honesty.

## Teacher Connection/Self-Care

As we continue to move through our unit on integrity, let us take some time to focus our attention on the parents our students have. This week's promise reminds us to look at parents in a slightly different light. Promise #2 is, "I will remember that parents send me the best children they have." As teachers, we receive children from every possible background, socioeconomic status, and level of preparedness. It is easy to place blame or judgment when a child's home life appears substandard according to our own personal measures. However, we have a duty to make a positive assumption that parents are doing the best they can. We must respect where they are coming from and use the common ground of education as a bridge to meet them halfway during this joint journey of learning we are on during this school year. You only have each child for one school year. Worrying about what you cannot change is unproductive. Show up, be present, and follow through on your words.

## Tips for Diverse Learners

- Divide the groups into heterogeneous groups so that everyone can participate.
- Assign roles in the group if needed.
- Eliminate the question facilitation if the groups are not able to manage that part or if there isn't time.



## Share

3-5 minutes

*In our first unit, we talked about integrity through kindness. Can someone give a short summary of the story we heard in lesson one?*

Invite students to summarize the story of the softball players and how two players helped an opposing team member score her first home run after she got hurt running bases.

*Good! In the previous lesson, we looked at how showing kindness can also show integrity. In this lesson, we are going to talk about how we show integrity through honesty. Can someone tell us what honest means?*

Invite student responses.



## Inspire

12-15 minutes

*Let's look at two situations where people have choices to either do what is right and honest or to do what is wrong and dishonest. We are going to watch the first part of each short video and then I am going to stop the video and ask you to write down what you think the character facing the choice is going to do and what you would do if you were in that position. Then we will share our thoughts.*

Have students either get out their class journals or a piece of paper they can write their answers on. You will need a smartboard or computer to show the videos. There are transcripts for each video, however, and you could describe the situation or tell the story if showing the videos is not an option. Stop each video or retelling of the story at the following points and ask the associated questions:

1. Cheating Video: (1 minute)

<https://www.passiton.com/inspirational-stories-tv-spots/91-classroom>

Pause the story after the boy (who was asked to cheat) writes the note and folds it over. *What do you think the note says? What would you do?*

2. Peer Pressure Video: (1 minute)

<https://www.passiton.com/inspirational-stories-tv-spots/115-peer-pressure>

Pause the story after the girls says, "You have to do it if you want to hang with us." *What do you think they want the boy looking at the CDs to do? What would you do?*

*This has a wonderful surprise ending where the two kids are actually encouraging the main character to put back two CDs that he had pocketed presumably with the intention to steal. The message is that we can pressure our friends to do the honest thing as much as we can pressure people to do a dishonest thing; the former feels much better than the latter. Take some time to examine the non-verbal messages: the relief on the boy's face when he puts back the CDs, the pride on the girl's face, and the non-judgement as they walk out together.*



## Empower

20-25 minutes

### Honesty Role Plays

Put students in groups of 4-5 and give each group one of the following scenarios. Give groups 5-7 minutes to prepare their short skit and one or two anticipatory or reflection questions they will ask the audience. Like the video activity, groups may pause their role play to ask the class what they think the main character faced with the tough choice will do. Similarly, they can ask follow up reflection questions after the skit to get the audience's reactions and thoughts. One of the group members should serve as the facilitator who reads the situation they received and facilitates audience questions.

Note that students may opt for their character to do the wrong thing. They can role play the consequences of making a bad choice and being dishonest. This will surprise the audience and will allow further discussion about why the choice was wrong. Minor characters in the situations (the friends, parents, teachers, etc.) can also play a role in influencing the outcome.

#### Situation #1:

You have a math test on Friday. Math is hard for you, no matter how hard you study. You especially worry about doing well on this week's test because your parents have said you can go to the waterpark on Saturday with your friends if you get an A on the test. You have good friends in another section of 4th grade and they are all awesome at math. Their class will take the same test, but they will take it on Friday morning. You take your test on Friday afternoon. You ask your friends if they can show you their tests at lunch so you can see the questions and answers ahead of time. Role play this situation; how does this story end?

#### Situation #2:

Your parents really want you to try out for the school play. You haven't been in any activities for a few months and they want you to make some new friends. Plus, they believe you are really good at theater; in fact, you have done some acting in a local community theater play and enjoyed it. You don't want to do the school play, though. None of your friends are trying out and you don't know any of the other kids who are in it. You have told your parents you do not want to do it, but they insist. The try outs are after school today. Your parents are out of town on business, though, and you are staying with your grandma, who doesn't know about the play and plans to pick you up after school. Role play this situation; how does this story end?

#### Situation #3:

You are walking in the mall with your friends when you see a woman drop a twenty dollar bill as she is putting her wallet back in her purse. She doesn't notice and your friends don't notice either. You were just in a store with some video games that you have been dying to get. They cost \$15. You only have \$10. That \$20 would make it easy to get your game and even get one for your sister. Role play this situation; how does this story end?

#### **Situation #4:**

You ride the bus to school everyday. You like riding the bus because your friends are on the bus and you can talk and listen to music and just hang out. And, while you normally follow the rules, you do like to be loud and have fun. You often yell to the back of the bus at other friends back there and eventually get up and walk back. You play games that involve switching seats or standing up, even though the bus rules clearly state you need to sit down and stay in your seat. The bus driver has talked to you about this many times and for a while you stay in your seat, but eventually you are moving around again and being pretty loud. Finally, the bus driver writes up a behavior report for you and tells you to give it your parents when you get home that day. When your mom gets home from work, she asks you how your day went. Role play this situation; how does this story end?

#### **Situation #5:**

Your parents got you a smart phone so you could call for rides after school and for checking in when you are playing at a friend's house. You are allowed to put music on your phone, but you are not supposed to download any games. Your parents never check your phone, though. They would never know if you added some games and your friend showed you this really cool game that is on her phone. You could download it, play it for a while, and then delete it if your parents asked about it. Plus, it's free, so what's the harm? Role play this situation: how does this story end?



## Reflect

5 minutes

*In each of these situations, there was a real conflict wasn't there? It isn't that the main characters in each situation were bad people or even that they regularly made bad choices. It was just that they found themselves, as we all do, in situations where we are presented with options to be honest or options to be dishonest. When we are honest, we have integrity; we show others that we can be trusted, that we make wise decisions, and that we think about the consequences of our actions. When we make dishonest choices, however, it does not mean that we are bad people or that we have no integrity. It does mean that we may need to say we are sorry and work to make something right, though. It also means that we have a responsibility to learn from our mistakes and do better next time.*

*Remember these lessons going into the next week. Think about all the choices you make on a daily basis and ask yourself if they are honest choices that lead to integrity. If they are not, rethink your options. Look for another way or ask others to help you find it. Being a person of integrity is not something you are necessarily born with; it requires awareness, practice, and support. We will all make mistakes but with lessons like these and the help of others who are working hard to be people of integrity too, we can build the skills we need to make honest choices all of the time.*



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AS A RECOMMENDED  
PROGRAM FOR SOCIAL  
AND EMOTIONAL  
LEARNING.

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/>