

# Integrity Lesson

## Thumbs Up, Thumbs Down

### Introduction:

Samantha and Zach Riedford chose to fake an illness so they could stay home from school, while Clinard Stokes acted with integrity when he witnessed friends take a lost wallet.



Essential  
Question:

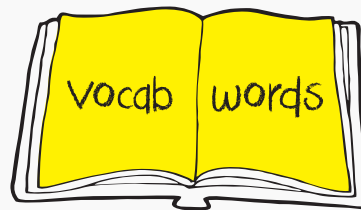
How do we  
show integrity?



A broken item

Chairs/spots in a circle

Handout: Integrity  
Scenarios



circumstances

integrity

scenario

consequences

# Pre-viewing:

The following can be asked/done before watching video.

- Teacher will need to do some pretending for this section.
- Teacher brings out a broken item and tells a story about how this was a gift from a friend and it was broken by accident. Tell students how the friend loves to see the item, and you don't know what to do. Should you tell your friend what happened or just say nothing? Should you tell your friend a story or the truth? Why?
- Thank them for their input and discuss the right thing to do.
- Explain that the video they are about to watch is about integrity: doing the right thing, even when nobody is watching.

Notes:

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## Discussion Questions:

The following can be asked/done after watching the video.

- The students at the beginning of the video tell us that integrity is “how much you believe in yourself,” and “doing what’s right.” How do you define integrity?
- Samantha and Zach try to trick their mother into letting them stay home from school. Did they act with integrity? Why or why not? What did they learn from the experience?
- Was it easy or hard for Clinard to tell someone about his friends and the wallet? Why? How did he act with integrity?
- Why do you think some children choose NOT to do the right thing or choose NOT to tell the truth?
- Can people count on you to do the right thing all the time? Explain your answer.

Notes:

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## Procedure:

### Introduction:

- ✦ Ask students to demonstrate thumbs up and thumbs down.
- ✦ What does thumbs up mean? Thumbs down?
- ✦ Tell students that today they will be integrity experts: they always know the right thing to do and can talk about it.

### Direct Instruction (I do):

- ✦ Tell them you will read a scenario; a scenario is a very short story about something that really could happen. They will listen to the scenario and vote with a thumbs up or a thumbs down.
- ✦ Read one scenario, model thinking about it, and then vote. Model telling why you gave the thumb signal.

### Guided Exploration (We do):

- ✦ Read a scenario.
- ✦ Ask students to think, then vote thumbs up or down.
- ✦ Tell students you will select 1-3 volunteers to explain their choices and/or comment on others' choices.
- ✦ Repeat this process with other scenarios.

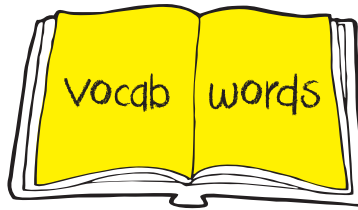
### Independent Practice (You do):

- ✦ Ask students to work with a partner to create an original scenario, a situation that could happen here in school that would require the person to act with integrity.
- ✦ As time permits, share several scenarios and vote and discuss.

### Conclusion:

Ask students to tell you ways they can act with integrity in class. How do the class rules help us act with integrity? How do rules in games help us act with integrity?

# Vocabulary & Definitions



**circumstances (n., plural)** Definition: the specific details of an event OR the facts that affect a situation

Context: Under the circumstances, we cannot possibly hope to compete with the healthy competitors.

**consequences (n.)** Definition: something that happens as a result of a particular action or set of conditions

Context: Alice knew that if she stained her sister's sweater there would be serious consequences for her action.

**integrity (n.)** Definition: being honest; doing the right thing; the quality of always having high moral principles

Context: Sandra acted without integrity when she cheated on her history exam.

**scenario (n.)** Definition: a situation that could possibly happen

Context: One possible scenario is that our class wins all of the events at Field Day this year.

# Scenarios

**Integrity Scenario A:** Saba saw Maria taking something out of Pedro's desk earlier in the day, but Saba is not sure what Maria removed. Maria has been Saba's best friend for three years, and she doesn't want her to get into trouble. Saba decides to talk to the teacher about what she saw.

**Integrity Scenario B:** Sula receives a brand new bike for her birthday and rides it to school the following day. Andrea really wants a bike, but her parents have told her they cannot afford one right now. At recess, Andrea checks to see that nobody is watching her. She bends down near Sula's new bike and sticks a thumb tack in the tire.

**Integrity Scenario C:** The teacher leaves the room and puts Alex in charge of monitoring the class. As the monitor, Alex must write on the board the name of anyone who talks or disrupts class. Alex writes Pattie's name on the board, even though Pattie has not been talking or being disruptive. Alex is angry with Pattie and wants to get even with her by getting Pattie into trouble.

**Integrity Scenario D:** It is Ismenia's mother's birthday, and she wants to buy daisies because they are her favorite. However, she does not have any money. On her way home, she stops and asks her neighbor if she can pick a few daisies from her garden.

**Integrity Scenario E:** For homework, Andrew must write a story on any topic he selects. Andrew's friend attends a different school on the other side of town, so Andrew copies one of his friend's stories and turns it in as his own.

**Integrity Scenario F:** Kanara and Divine play on the same soccer team. Kanara dribbles the ball down the field and Divine runs close by to help. Kanara kicks the ball into the goal, but the referee thinks Divine kicked it in the goal. He gives Divine credit for the score. Divine tells the referee that Kanara scored the goal for the team.