

# Character and Life Skills: Integrity

## SEL Focus: Responsible Decision Making

### Lesson Title: What Might Happen?

### Grade Level: 3-5



#### Project and Purpose

Students complete charts and write short stories that explore the consequences of decisions made in response to real-life challenges and how integrity is involved.

#### Essential Question

Why is it important to our integrity to consider our responses to real-life situations before they happen?

#### Materials

- **Choices of Integrity** Chart
- Writing tools and art supplies

#### Introduction

1. Review the definition of integrity: the quality of being honest, upright, fair, and staying true to one's morals and values.
2. Post the definition of responsible decision making and ask students to tell you what they think it means in their own words. If you have done the deconstruction lesson, remind them of the hard work they did to break down all the skills that are a part of responsible decision making.

**Responsible Decision Making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

3. Emphasize how today's lesson will concentrate on how integrity can change the story when we must make responsible decisions.

#### Direct Instruction (I do)

1. Talk about some experts say that in order to act with integrity, you should stop and ask yourself questions before making a decision using the acronym THINK:

**T** = Is it THOUGHTFUL?

**H** = Is it HONEST?

**I** = Is it INTELLIGENT?

**N** = Is it NECESSARY?

**K** = Is it KIND?

2. Give an example of a time you were faced with a difficult decision that would affect your personal integrity and how you thought through your decision.
3. What was the result of your decision? What would have happened if you had made the opposite decision?

### Guided Exploration (We do)

1. Gather examples of other kinds of choices and challenges students are faced with every day and write them on the board.
2. Ask students to discuss ways to handle these decisions with integrity and ways that might not give any consideration to integrity.
3. Have them brainstorm an imaginary storyline for someone who had the same choice: what might have happened if the person made either decision?
4. Distribute the **Choices of Integrity** worksheet and as a group, work through the first example.

**Note:** You might need to review the elements of a good story: character, setting, plot/action, problem, solution.

### Independent Practice (You do)

1. Have the students work alone or in pairs and fill out the second chart to create stories for another challenging choice.
2. Encourage students to think about how a character might THINK in order to decide if he/she will act with integrity or ignore all semblance of integrity in making decisions.

### Conclusion

Host an “Integrity Story Hour” and have students share their stories. Ask the class to discuss whether the characters acted with integrity or not in each tale and how they did or did not use the THINK process to make their decisions.

### Notes

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**SEL Focus: Responsible Decision Making**  
**Activity: Choices of Integrity**  
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Name \_\_\_\_\_

