

Character and Life Skills: Integrity

Lesson Title: The Right Thing to Do

Grade Level: 3-5



Project and Purpose

Students reflect on personal beliefs about the right thing to do, analyze a scenario that tests a person's integrity, and work with a group to reach a consensus on a solution to a problem that exemplifies integrity.

Essential Question

Why is it important to act with integrity?

Materials

- Pens, pencils
- Smart board, white board, or chart paper
- **The Right Thing To Do** Worksheet

Procedure

Introduction

Write the word "integrity" on the board or piece of chart paper. Have students pair with a partner and come up with a definition. Call on a few students to share their thoughts aloud and record them on the board or chart paper.

Direct Instruction (I do)

1. Share with your students a personal experience in which you made a difficult decision to do the right thing and discuss how integrity is exemplified.
 - Example: You witnessed your friend cheating during an important test while the teacher was out of the room, and you felt you had to report the incident to your teacher.

Guided Exploration (We do)

1. Following your personal story about integrity, add to the definition you made earlier on the board or chart paper.
2. Read the following scenarios aloud and have students answer with a thumbs up or a thumbs down if the person in the scenario showed integrity:
 - **Scenario 1:** 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.

- **Scenario 2:** 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.
- **Scenario 3:** 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.
- **Scenario 4:** 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.

3. Discuss each scenario so students understand when and how integrity was shown.

Independent Practice (You do)

1. Divide the class into groups of four or five students. Distribute one copy of **The Right Thing to Do** worksheet and one scenario from the A Test of Integrity handout to each group. Review the directions on **The Right Thing to Do** worksheet, explaining that students will work in groups to discuss their scenarios and choose "the right thing to do" in order to solve the problem and then present their solutions to the class.

Note: You may need to explain the meaning of "consensus" to your students as you review the worksheet directions.

2. Instruct group members to read their scenario, discuss all options and record their ideas on **The Right Thing to Do** worksheet. Remind students that each group member must have a chance to offer his or her point of view, without harsh criticism, as the group works to reach a consensus on a solution.
3. Allow time for groups to choose a solution and prepare their presentations. Encourage students to be creative by role-playing their scenarios before offering their solutions.
4. On the day you assign, allow each group to share its presentation with the class.

Conclusion

After groups complete their presentations, lead a class discussion about acting with integrity by using the following questions as a guide:

- Did your definition of integrity change after you viewed your classmates' presentations? Explain.
- How does a person develop integrity?
- Why is it important for people to act with integrity?
- What are some ways in which you can demonstrate integrity in your school?

Vocabulary

consensus (n.)

Definition: an opinion with which everyone in a group will agree or accept

Context: The students must reach a consensus on how they will raise enough money to pay for a field trip to Washington, D.C.

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.

personal (adj.)

Definition: emphasizing that something is done, known or experienced by oneself

Context: One of Alvin's personal goals is to climb Mount Everest when he is older.

Teacher Notes

Character and Life Skills: Integrity

Activity: The Right Thing to Do

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Group Members

Directions

As a group, follow the steps below to develop a presentation that will demonstrate integrity.

- **Step 1:** Read the scenario assigned to your group. Make sure that everyone in your group understands the problem presented in the scenario. If you have any questions, ask your teacher to explain the scenario to your group.
- **Step 2:** Discuss the possible solutions to the problem, and record your ideas on the lines below. Remember that each group member must give a reason for his or her solution.

- **Step 3:** Work as a group to reach a consensus on “the right thing to do” in order to solve the problem. Record your final solution and reasons on the lines below.

- **Step 4:** Prepare to present your solution and reasons to the class. At least three members of your group must be part of your presentation: one to read the scenario, one to present the solution and one to explain the reasons. Consider role-playing your scenario as part of your presentation.

A Test of Integrity Scenario A

A Test of Integrity Scenario B

A Test of Integrity Scenario C

A Test of Integrity Scenario D

A Test of Integrity Scenario E
