

INTEGRITY (45 mins)

Lesson Created by Christine Braun



Standards / SEL Connections:

LAFS.ELA-LITERACY.910-1112.SL.1-3, LAFS.ELA-LITERACY.910-1112.RH.2.4,
LAFS.SS.912.H.1, LAFS.SS.912.H.2 SEL-Identity and Agency, Social Skills, & Public Spirit

Essential Question: What does the word integrity mean to you?

Objective: Students will understand the definition of the word integrity and reflect on how it plays a part in their life by incorporating EOD artwork and quotes, along with other educational sources.

Resources:

- 4 Scenario Handout Sheet
- Lesson PowerPoint
- Post-It Notes

Direct Instruction:

Slide 1: Pass out post-it notes to class. Have students quickly think and write down a response to the prompt. Have class come together to create a definition of what integrity is. (10 mins)

Slide 2: Scenario discussion. *TO GET SCENARIO SHEET – double click on sheet in PPT on Slide 2 in HOME position, not in presentation. Sheet will download at bottom of page in Adobe Acrobat. Download and print.*

Teacher should choose the best way to discuss the scenarios: whole group, small group or individually. Teacher will pass out scenario handout accordingly. All four scenarios will take much class time. Teacher may want to discuss one or two scenarios whole class or break up all 4 scenarios into small groups. Have class reflect on reaction to scenarios. How do the scenarios connect to the class definition of integrity? (10 mins)

Slide 3: Have students analyze the artwork quietly - thinking integrity vs bullying. ASK - Explain how a bully is behaving WITHOUT integrity? Could the bully be jealous of someone's integrity? (5 mins)

Slide 4: Have students analyze the quote quietly. ASK – What does “it makes us all weaker” mean to you? Who is the ALL? (5 mins)

Slide 5: Have students analyze the artwork quietly. ASK – What do you see? READ – Artist Statement –

“In this piece, I present a poor boy scavenging for nourishment secretively. While searching in the rubbish bin, he can only get several leftovers he needs to survive, with the stench of trash always present. There will always be kids scavenging for leftovers thrown by passersby in nearby alleyways. I grew up in a poor household and I will never forget scavenging in a rubbish bin with an aching heart. Because of poverty, many irresponsible adults abandon their children, causing them to wander around urban areas in search of food. No one chooses to be born into a poor family, and many children are mistreated in school just because they are born in poverty. We need to learn consideration, acceptance and genuine respect, instead of strengthening ongoing discrimination.”

ASK – Does poverty cause people to lose their integrity? How does monetary worth impact integrity? (5 mins)

Slide 6: Have students analyze the quote quietly. ASK – Are some people born with more integrity than others? Reflect on the quote together. (5 mins)

Slide 7: Essential Question – Discuss and reflect. (5 mins)

Extensions:

Expand the discussion about integrity to real-world contexts in the news.

1. Provide groups of students with pages from newspapers. (Preview newspapers to make sure they contain a few stories that readily raise questions of integrity.)
2. Have each group locate an article that involves a lack of integrity. Have students identify the issue(s): How did the individual(s) mentioned in this article show a lack of integrity?
3. Have students in each group prepare a summary of their findings to share with the class along with a suggestion for what the individual(s) involved could have done differently.

Lesson Four Scenarios

Scenario #1:

You're at a sleepover at Cassie's house with a new-to-you-group of girls. You've had a wonderful time with food and movies, and now you all settle in for sleeping. Mary suggests that everyone share her most embarrassing moment. Shirley goes first, and her story draws gasps of "I can't believe you did that!" Each girl's story tops the last one, so you share an embarrassing moment involving Melissa, your best friend, and you on a camping trip last summer. After much laughter and "oh, my gosh!" comments, Joselin tells her story.

On Monday, during lunch, Melissa, teary-eyed, comes to you and says, "I can't believe you told. We agreed that camping story was just between us!" She hurries away.

1. What's your next step?
2. How do you feel?
3. How do you undo the situation?
4. How can you demonstrate integrity?

Scenario #2:

The guys have agreed to go out for pizza after Friday night's football game. You all meet up at the gate to walk to Domino's, but on the way the group stops at Walgreen's so Mike can get some gum. Mike pays for his gum while the others look around the store. After arriving at the pizza place, Alex pulls six bags of candy out of his coat.

"Where did you get those?" Travis asks.

"Walgreens just now," Alex says with a grin. As you think about what he's done, you wonder if you were standing by him when he stole them. You wonder if the video surveillance camera saw the two of you together?

1. What do you say?
2. You've been taught not to steal; how do Alex's actions make you feel?
3. What's your responsibility to Alex? To the group? To your own integrity?



Scenario #3:

For years, Randy, George and Pete have picked on Larry. First, it was calling him names; then they began to hit him. As they've gotten older and are in middle school, the abuse is more subtle. It might be a unkind look or a shoulder bump that causes Larry to drop his books and gym gear. You've watched Larry survive all of these events over time, but recently, you've noticed Larry is more of a loner. He walks through the halls with his head down; he just accepts the abuse/bullying that the guys deal out. You've never talked with Larry or stepped in to stop the bullying, even though you know bullying is wrong. What is the right thing for you to do?

1. Do you continue to watch and keep your distance from the bullies?
2. What else could you choose to do?
3. What are the risks to you saying something to the bullies? To Larry?
4. If you are demonstrating integrity, what must you do?

Scenario #4:

The current unit in science is a really hard one because of all of the theory and scientific terms that you're responsible to know. You and your friend spent three hours studying together for the test, ready to give it your best effort. During the test, you notice that Robbie keeps moving her arm, which distracts you from concentrating. Suddenly, you see words written on the underside of her arm...she's cheating! Disgusted, you return to your work and finish the test on time. The next day, the teacher hands back the test scores. You and your friend have each scored 90! Good job! Robbie gloats, "I got 98!"

1. What do you say to Robbie? To your friend? To the teacher?
2. Do you accuse her of what you believe she was doing?
3. What action, if any, do you take?
4. If you are demonstrating integrity, what will you do?

