**Honesty and Integrity**

**Grades 6-8**

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| Student Learning Outcome(s): | * Describe ways honesty is the best policy. * Explain how honesty and integrity are related to respect. * Determine when students exhibit integrity through actions in the classroom. * Differentiate between behaviors that showcase doing the right thing and the wrong thing. |
| Duration of Lesson: | 30-45 minutes |
| Materials Needed: | * Book of choice * Poster paper * Construction paper * Masking tape * Newspaper |
| Instructional Procedures: | 1. Discuss the phrase, "honesty is the best policy" or "telling the truth". 2. Select a book to read to students where characters exhibit the trait of "integrity". (Ask the school librarian for suggestions.) 3. Ask students to consider whether or not they would want a friend to have integrity? How would they know if a friend had integrity? 4. Lead students in the "Yes/No" Game  * Create "yes" and "no" signs. * Place masking tape on the floor to divide the area into 2 sections. * Place a sign in each section, with yes on one side and no on the other. * Give students examples of situations in which someone's integrity is tested and have them decide what they would do in each situation. Example: Matt and his friends went to the movies. His friends snuck in the side door without paying. Should Matt sneak in, too?  1. Have students identify specific examples when other students displayed honesty or integrity by following rules, being kind to others, etc. 2. Assist student in designing Integrity Pennants by thinking of sentences that reflect integrity. Examples might be "Always do your best", "Tell the Truth”, "Do the right thing", etc. 3. Have students discuss challenging themselves to always do what is right.  * Give each student a sentence strip, and have them write a sentence naming something that's the right thing to do. * Have students attach the statement to their desks. Students receive stickers when they are observed meeting the challenge.  1. Define integrity for students. Include honesty, responsibility, and doing what is right.  * Give each child a piece of construction paper. * Have them fold the paper once vertically then horizontally to make a "book." The cover should say "Integrity". * On each page write a different characteristic of integrity, illustrate it, and dictate a sentence about the heading. * Share the books with each other in class.  1. Have students tell how they will respond to the following situation:  * When I know something is wrong * When I say I will do something * When someone asks me something * When I know something will hurt another * When I see someone cheating * When I see someone stealing  1. Define a hero as "a respected person noted for courage and integrity." A hero may be a man or a woman who has many virtues. Have students write a short paragraph that opens like this: "My hero is…'' Ask students to think about their family or special friends. |
| Extension of Learning: | Ask students to imagine that they are a respected grandparent who has had many experiences. What kind of advice would he/she give their grandchildren about important matters like safety, school or friendship? How would the advice reflect the trait of integrity? |
| Assessment(s): | Have students make posters that illustrate people or actions doing the right thing. |

Lesson was adapted from: <https://www.kellerisd.net/cms/lib/TX02215599/Centricity/Domain/98/CommOfCharacter/CoC_Integrity_5-8.pdf>