

Integrity



Sub-Concepts Covered: Perseverance, Kindness

Kindness in the Classroom lessons teach kindness skills through a step-by-step framework of Inspire, Empower, Act, Reflect and Share. Each lesson starts with the 'share' step to reinforce learning from previous lessons. The 'act' piece is woven into the lessons but really takes place in the projects.

This is the fourth unit of the *Kindness in the Classroom* curriculum. Ideally this unit comes after a break that marks the halfway point in some fashion within 7th grade. The students have explored respect, caring, and inclusiveness. They are now ready to dive deeper within a fairly new concept for this age- integrity. While all children have explored the sister concept of honesty, integrity ramps up our expectations of behavior and challenges them to do what they know to be right and kind in EVERY situation, regardless of who is or isn't present.

Unit Objective

Students will:

- Examine their own level of integrity across a variety of situations, both with peers and individually.
- Practice creating and accomplishing SMART goals.

Student Introduction

Integrity—for many of us this is a word that needs a bit more explanation. While all of us are familiar with honesty and telling the truth, integrity takes this to the next level. What do you choose to do alone? What do you choose to do when no one will ever find out if you followed through? How tempting is it to cut corners? Do you seek out loopholes to justify poor choices? This unit will focus on the following:

- Honesty and Integrity
- Personal Choices
- Perseverance

Unit Lessons

Main Lesson Title	Weekly Objectives	Main Lesson Materials	Mini Lessons
Lesson 1 Levels of Honesty	<ul style="list-style-type: none"> Explore the connection between honesty and integrity and how that affects their decisions personally Celebrate the courageous acts within their personal lives 	<ul style="list-style-type: none"> Whiteboard for each student OR blank paper for each student Whiteboard markers (if needed) or pencils/markers 	<p><u>Small Group</u>- Flawed Fables</p> <p><u>Partners</u>- How Many is Too Many?</p> <p><u>Individual</u>- Personal Reflection- Truth Triumphs</p> <p><u>Technology Focus</u>- Technology and Integrity</p>
Lesson 2 Resisting Temptation	<ul style="list-style-type: none"> Evaluate how they currently demonstrate integrity across settings Identify areas of struggle as it relates to integrity and create a plan for increasing integrity on a personal level 	<ul style="list-style-type: none"> Index Cards Pencils 	<p><u>Small Group</u>- Integrity Inventory for Teens</p> <p><u>Partners</u>- The Consequences of Lying</p> <p><u>Individual</u>- The Face of Integrity</p> <p><u>Technology Focus</u>- The Lens of Integrity</p>
Lesson 3 Breaking It Down	<ul style="list-style-type: none"> Examine their current decision making process as it relates to challenging goals Practice making choices that reflect what they know to be right and kind 	<ul style="list-style-type: none"> Ball or other soft object 	<p><u>Small Group</u>- Overcoming Struggles</p> <p><u>Partners</u>- Common Goal</p> <p><u>Individual</u>- Hill of Perseverance</p> <p><u>Technology Focus</u>- Goal Tracking Tools</p>
Lesson 4 Seeing It Through	<ul style="list-style-type: none"> Explore previously attained goals and successes and examine the feelings associated with this. Practice making and achieving goals using the SMART goal process 	<ul style="list-style-type: none"> Bell or Buzzer for each team (can use a fly swatter, or other object of your choice) Sticky notes Pencils 	<p><u>Small Group</u>- Honest Character Traits</p> <p><u>Partners</u>- Secret to Success</p> <p><u>Individual</u>- Success T-Chart</p> <p><u>Technology Focus</u>- Personal Goal</p>

Unit Project

Project Title	Project Overview	Materials Required
Digital Citizenship Posters	The class will create useful posters to promote healthy digital citizenship online.	<input type="checkbox"/> White paper, stapler, and drawing utensils <input type="checkbox"/> Notebook paper for brainstorming/outlining

Integrity

This is the first week of our Integrity unit. Students will focus on integrity and how it connects to the familiar concept of honesty.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Levels of Honesty

Students will explore the concepts of integrity and honesty by analyzing honesty within a variety of tempting situations. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Flawed Fables

Divide the class into groups of 6-8. Give each group a simple children's fable. As a group read the fable, identify all the lies told, and discuss the ultimate fate of the central character because of these lies. Examples of fables you may use include "The Boy Who Cried Wolf", "Pinocchio", and "Little Red Riding Hood".

For Partners
15 minutes



How Many is Too Many?

With a partner discuss the following question: How many lies do you get to tell before you are considered a liar? Explain your answer with the class.

For Individuals
15 minutes



Personal Reflection—Truth Triumphs

In your journal, detail a time when you were able to tell the truth even though you knew you would be in huge trouble. What was the reaction you received when you told the truth? How might things have been different if the other person found out without you telling them.

Technology-Focused
15 minutes



Technology and Integrity

What is your goal in what you share? Do you show the good, the bad, and the ugly or is it only what makes you look good? Do you alter your pictures or leave things out to make yourself seem better or cooler? Guide a discussion within small groups around this topic.

Levels of Honesty

Students will explore the concepts of integrity and honesty by analyzing honesty within a variety of tempting situations.

Lesson Timeframe

30 minutes

Required Materials

- Whiteboard for each student OR blank paper for each student
- Whiteboard markers (if needed) or pencils/markers

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Explore the connection between honesty and integrity and how that affects their decisions personally
- Celebrate the courageous acts within their personal lives

Teacher Connection/Self-Care

Welcome to the Integrity Unit! This can be a challenging unit because “integrity” feels like a big, complex concept to both kids and adults alike! However, in this unit, we define integrity as acting in a way you know to be right and kind in all situations. This actually makes the concept quite simple. As your students get older and have more responsibilities, they may find it hard to think about what is right and kind in every situation; neurologically, they aren’t always capable of making a good choice here. Their judgement is underdeveloped and often clouded by social pressures. You have a great opportunity to help them hone their integrity skills.

You can do this by honing your own integrity skills. When faced with a task, do you complete it fully or take a short-cut? If students push your buttons, do you respond with kindness or with curtness and sarcasm? Is there bureaucratic “red tape” in your job that frustrates you and makes you look for loopholes? If you feel your integrity slipping at certain points of the year, like end-of-term, state testing, holiday seasons, or mid-year, because you are busy or burnt-out, take some time for self-care and hit your integrity reset button. Talk with a colleague about your experiences or frustrations and brainstorm strategies to get back on track. You won’t be the only one with these feelings and working through them to maintain a high level of integrity in your work will be a great model for students.



Share

3-5 minutes

In this unit, we will explore the concept of integrity and how it expands on our understanding of honesty. Specifically, this unit dives deeper into the connection between personal integrity and kindness and how leading a life of integrity can not only help us make better choices, but inspire others to do the same!

The concept of integrity overlaps heavily with the familiar concept of honesty. For this unit, the definition of integrity is acting in a way you know to be right and kind in all situations.

Let's discuss this further. How does integrity connect with honesty? (Invite student responses.)



Inspire

4-6 minutes

At this point in your life you are being given more and more responsibility; however with that comes more freedom!

We all long for that freedom we did not have in elementary school.

But freedom also allows opportunities to stretch the truth, ignore different aspects of directions you are given, and pick and choose areas of importance to you (even when adults expect you to do everything discussed, regardless of your opinion on the subject!).

The biggest temptation in all of this is to ignore areas that we know will most likely go undetected or unnoticed. Teachers, parents, and coaches are frequently busy and have given you a certain level of trust based on your age and previous behavior. They expect you to complete tasks without having to inspect every little detail.

The temptation to “cut corners” only grows as you get older and are given even greater freedom and responsibility. If you commit to leading a life of integrity now, when you are young, it will become a habit that guides you for the rest of your life.

What are some situations that might test your integrity? (Invite student responses.)



Empower

15 minutes

Explain that the class will now play a game to explore the connection between honesty and integrity and how that affects our everyday lives. The teacher will read a series of statements aloud to the class. After each statement, students will rate it based on its “level of honesty”.

Directions:

- Students will need a whiteboard or a blank piece of paper folded into 6ths for this activity.
- As you read off a statement, each student must rate the statement using a scale of 0-5, with 0 being completely dishonest and 5 being completely honest. (Example: cheating on a test is a 0.)
- Have students hold up their rating after they have made their choice.
- Select several students to explain their rating and their reasoning behind it (Example: cheating on a test is a 2 because their neighbor might have allowed them to look so it’s not completely their fault or cheating on a test is a 0 because it is completely dishonest and never acceptable. Answers will vary heavily based on your class.)

Statements:

- You cheat off of a neighbor’s test.
- You allow someone to cheat off of your test.
- You mop the floor with a sponge instead of with the mop your father requested.
- You come home 8 minutes late according to your phone, but the house clock says you are on time and you don’t get in trouble.
- You find \$10.00 on the ground in a store at the mall. You decide to keep it since there is no one around you.



Reflect

5-7 minutes

As a class, discuss the concept of honesty and how it often feels “flexible”. Explain that honesty is actually very concrete; you are either telling the truth or not, the choice is yours. However, it is NOT always easy. Sometimes we cut corners, bend the truth, and avoid fessing up to misdeeds because we are fearful of the consequences.

This week, make a commitment to examine your level of personal integrity. Are there areas that are more tempting for you to ignore the rules, bend the rules, or even intentionally break them? Try to make a change during one situation that reflects a higher level of integrity, even if it seems silly or unimportant to you. Discuss your choice with a trusted adult. How did you feel when you chose the honest choice, even when no one was watching you?

Integrity

This is the second week of our Integrity unit. Students will expand their understanding of integrity and explore how it can fluctuate depending on the setting if we are not careful.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Resisting Temptation

Students will examine the temptations present when alone and brainstorm solutions to combat these temptations. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Integrity Inventory for Teens

Divide into groups of 4-6. Have the groups create a integrity inventory for personal use. Each inventory must include at least 5 ways to self-assess your level of integrity. Before the groups begin, explain that an inventory includes traits that match up to the concept of Integrity. What actions are you doing that demonstrate integrity?

For Partners
15 minutes



The Consequences of Lying

With your partner, discuss whether lying ruins relationships? Why or why not? What about the lies that are never discovered? Provide examples to support your point of view.

For Individuals
15 minutes



The Face of Integrity

Using the template provided (or freehand if you enjoy art!), identify traits of a person that shows integrity/honesty. You can use both pictures and words.

Technology-Focused
15 minutes



The Lens of Integrity

How do popular websites “bend” the truth to get you to click on articles, ads, etc.? Using yahoo.com (or another news website), identify 3 misleading headlines. As a group, rewrite the headlines to reflect an honest summary of the contents. Can be done in small groups if time permits.

Resisting Temptation

Students will examine the temptations present when alone and brainstorm solutions to combat these temptations.

Lesson Timeframe

30 minutes

Required Materials

- Index Cards
- Pencils

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Evaluate how they currently demonstrate integrity across settings
- Identify areas of struggle as it relates to integrity and create a plan for increasing integrity on a personal level

Teacher Connection/Self-Care

Being a teacher requires a higher-than-normal degree of integrity. In fact, it can sometimes feel like we are under the microscope; our students are watching us, their families are watching us, and our community is watching us. We often can't go to the grocery store or out for dinner without being recognized (or cornered!) Our middle school students are especially perceptive and look to their teachers for how to act, think, and relate. If you are feeling like there is too much pressure on you, remember that you are also an individual. You get to live your life as you choose to and you do have a life outside of school. Honor your free-time, your family, your hobbies, and your "me-time". Teachers are often held to a very high standard without necessarily receiving the respect, pay, and prestige the position and the individual deserves. Reclaim your personal integrity by feeding your mind, body, and soul with good things that are separate from the job. If you are at your best, then your students will be at their best, too.



Share

3-4 minutes

Think back to our definition of integrity: Doing what you know to be right and kind in all situations.

What are some examples within your day to day activities that this might be challenging? Invite Student responses.



Inspire

4-6 minutes

Last week we explored the connection between honesty and integrity and the possible external negative consequences when we compromise ourselves with choices that do not line up with these concepts. This week our focus expands to include the internal struggle caused by dishonesty and compromised integrity.

This definition does not leave room for the “gray area” of bending the truth. When we are true to ourselves and really take a hard look at the choices we make when we are alone or when no one is directly there to hold us accountable, we know immediately if we are acting with integrity. Every person is tempted to cut corners for a variety of reasons; maybe they are tired, maybe they don't enjoy the assignment, maybe they are late. However, when we choose a life of integrity, we must aim to make consistently honest choices on a daily basis. All of us will slip up on occasion, so take the time to examine your decisions, own up to your choices if necessary, and correct yourself moving forward.

Take some time to think about your daily chores and/or responsibilities. Now pick out one task that was specifically taught or explained to you by an adult; for example, washing dishes or completing your math homework. Do you continue to complete this task exactly as it was taught/assigned? Think about a time when you might have rushed through the task or skipped a component that wasn't that important or necessary. Share your experience with your neighbor.

Now, imagine if the person that taught you that task showed up just as you were rushing or cutting corners. How would you feel if you got caught in the act? (Invite student responses.)

Use this feeling to guide your choices when alone. Those feelings of anxiety and embarrassment are a clear indicator that you are not making honest choices that show integrity. When you are tempted to veer off your path of truth, think back to this activity in this moment. You are in control of your personal level of integrity, even when no one is looking.



Empower

15 minutes

Explain that the class will now play a game to examine common areas that tempt teens to compromise their personal integrity.

Divide the class into groups of 6-8. Provide each group with a broad topic that lends itself to temptation such as:

- Chores that are to be done before your parent/guardian gets home
- Nightly math homework assignment
- A research paper on a famous person in history
- A take home test where you cannot use your notes or the computer for help
- Taking care of your pet

Each group will be responsible for:

- Examining and discussing the topic provided
- Identifying possible ways to be dishonest and the likelihood of getting caught in each example
- Selecting their top 3 most common or tempting decisions within their area

Example: Homework (copying answers from a friend, looking up the answers in the back of the book, googling answers, ec.)

Each group will present their topic. As a whole group, discuss possible solutions to combat these temptations of dishonesty.

- How can we resist when we ourselves are the only one aware of our decision?
- What are some negative consequences to your decision, even if you officially “get away with it”?



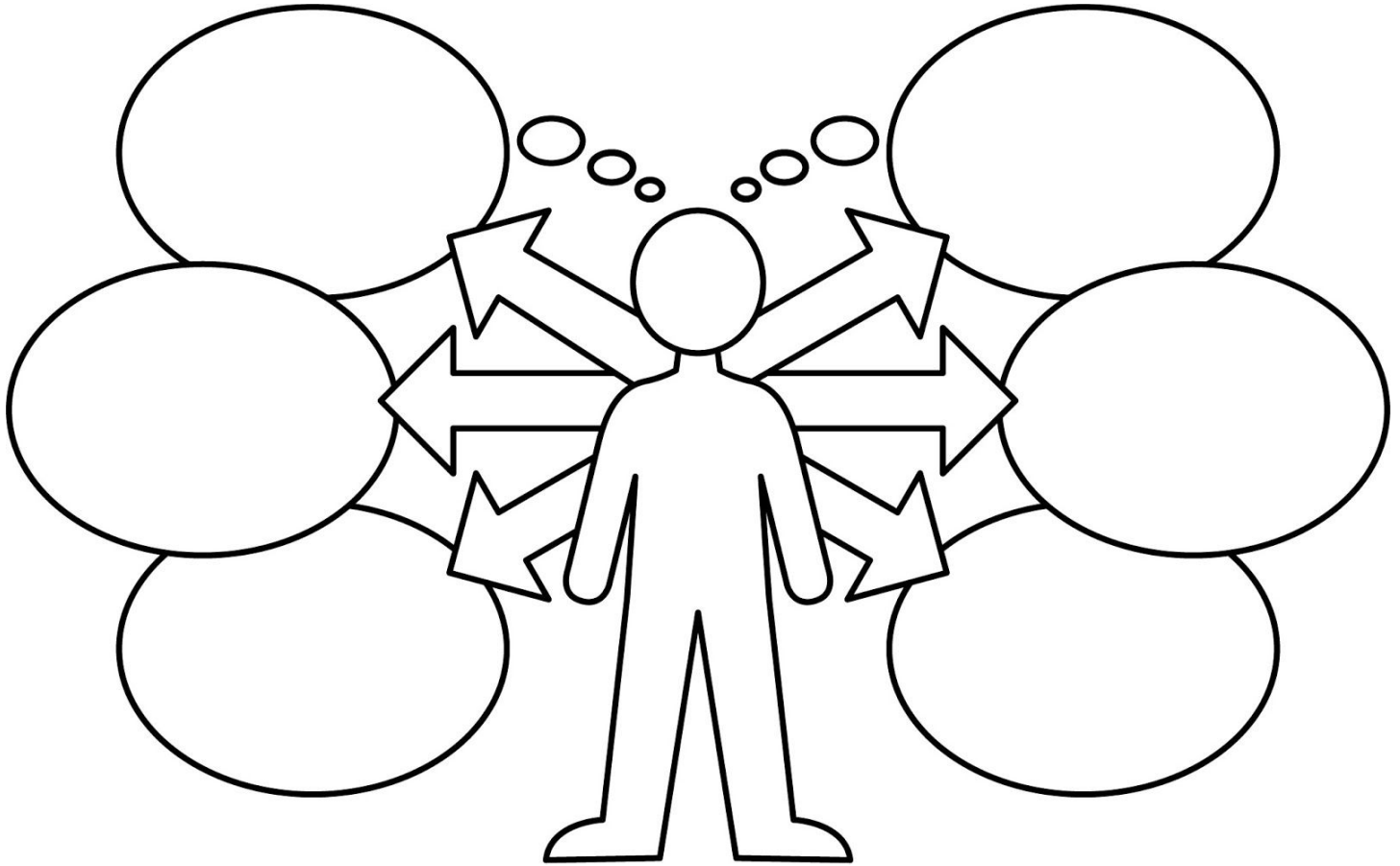
Reflect

5-7 minutes

Provide each student with an index card. Have them write out one way they are going to increase their personal integrity with tasks they do alone this week. Instruct them to leave their note cards anonymous. Read the cards aloud throughout the week to encourage students with ideas from their peers, thus extending the concept of integrity beyond this lesson!

The Face of Integrity?

Using the template provided (or freehand if you enjoy art!), identify traits of a person that shows integrity/honesty. You can use both pictures and words.



Integrity

This is the third week of our Integrity unit. Students will apply their understanding of integrity and practice perseverance in a context of honest choices regardless of temptation or frustration.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Breaking It Down

Students will examine the connection between integrity and perseverance and work on breaking “impossible” goals into positive, honest, and manageable steps. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Overcoming Struggles

Divide into groups of 4-6. Give each small group a pile of index cards and a roll of duct tape. Instruct them that they must create a vehicle using only the materials provided. Discuss the issue of perseverance after all the groups are finished. Were you tempted to find a loophole in the rules provided to accomplish your goal and win?

For Partners
15 minutes



Common Goal

With a partner, identify one shared goal you have at school (better grades, quality friends, etc.) Create a step by step list of how to accomplish this goal together. How can you help each other persevere and achieve this dream together?

For Individuals
15 minutes



Hill of Perseverance

Pick one goal you would like to accomplish in your life (it can be big or small). Draw a simple hill and write the easy steps at the bottom and the harder ones towards the top. On the right side of the hill, write all of the positive ways you will feel and things that will happen once you reach your goal at the top!

Technology-Focused
15 minutes



Goal Tracking Tools

Divide the class into small groups. What tools are online to help you stay on track with your goals? Explore different options and select one that caters to a visual, auditory, or kinesthetic learner. Present your findings to the class!

Breaking It Down

Students will examine the connection between integrity and perseverance and work on breaking “impossible” goals into positive, honest, and manageable steps.

Lesson Timeframe

30 minutes

Required Materials

☐ Ball or other soft object

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Examine their current decision making process as it relates to challenging goals
- Practice making choices that reflect what they know to be right and kind

Teacher Connection/Self-Care

Being a teacher often means you put others’ needs before your own. This is a noble act but one that can slowly whittle away at our personal identities. Part of integrity, as you have been teaching your students, is about honesty; making honest decisions, especially when given more convenient or desirable options. Today, think honestly about the choices you make each day. Do you make decisions that serve your students only or do they serve you and your professional needs, too? Do you make choices largely based on pressure from administration or parents or colleagues? Or, do you stand up for what you believe to be right and kind? If an honest reflection reveals that you make decisions based on the influence of or for the benefit of others, while forsaking what you know to be a better choice, what can you do today to make small changes in your decision-making habits? How can you honor your good ideas, experience, and expertise and still work for the good of your students and the school? This might require having some courageous conversations which can be difficult, but they are worth having. Start today.



Share

2-3 minutes

We are halfway through our unit on integrity. We have covered the connection between honesty and integrity and how we have more control over decisions than we might have initially thought. This week our focus shifts to that of perseverance and the importance of incorporating integrity into our overall goals, whether big or small.

What words or phrases come to mind when you hear the word “perseverance”?



Inspire

5-7 minutes

When we think of perseverance, we might be taken back to the simple phrases of our childhood, “Never give up!” or, “Just keep trying!”. This is a terrific place to start when exploring this concept. For this unit, the definition of perseverance is to keep trying even when something is difficult, refusing to give up. This can be very challenging when you are trying to accomplish something that has many, many steps, or is extremely challenging. In addition, that temptation to skip steps, choose dishonest methods to achieve something, or accomplish your goals without focusing on your personal integrity increases when something is extremely difficult.

Think back to when you learned how to read. For some of you, this goal doesn't feel that big. Perhaps reading came easily to you or you don't remember exactly HOW you learned because it just came to you. For others, learning how to read was a HUGE goal that took many, many different approaches and might have felt impossible at times. However, all of us made it here. We all persevered and were able to become readers (even if it's not your favorite activity!) and are able to eventually do things that require reading like getting your driver's license.

The world is big on achieving your dreams and reaching for goals that might feel impossible when you first start out. However, we must also make sure that we keep honesty and integrity at the forefront of our path towards achieving our goals. There are many people in the world that have accomplished their dreams, but through dishonest ways that required them to compromise their integrity. Our goal here is to become a kinder, more honest person through each goal we achieve. Integrity is defined as doing what you know to be right and kind in all situations. If we keep this in our minds as we persevere towards our goals, we will be less likely to try and achieve those goals in a dishonest manner!



Empower

15 minutes

Explain that the class will now play a game to break down seemingly impossible goals into bite size steps that are much more manageable.

1. As a class, brainstorm goals that seem impossible and overwhelming to accomplish. Write these ideas down on the board.
2. Select 2-3 goals for this activity. If desired, save the list and repeat the game with the other goals throughout the year to reinforce the skill over time.
3. Using a ball (or some other small object that can be tossed), work your way throughout the room tossing the ball to a new person. They will identify one small step towards accomplishing the first goal identified.
Example: Becoming President of the United States. Step 1 might be to learn about how our government works. Step 2 might be writing a letter to the current president.
4. Continue tossing the ball and adding steps until the goal is reached. Do not worry if certain steps are skipped. The point of the game is to illustrate how even “impossible” goals can be broken down into small steps.
5. Repeat with the next goal until every person has had a chance to identify one or more steps during the game.



Reflect

5-7 minutes

As a class, discuss the temptation to be dishonest in the steps you take towards a larger goal.

- If given the opportunity, how would you respond to someone offering you an “easier” way to reach your goal?
- How could you investigate this offer to see if it comes from a place of kindness and integrity?
- What can you do if your initial attempt to accomplish your goal doesn't work?
- Who can you turn to if you feel unprepared or overwhelmed with the goal you wish to accomplish?

Integrity

This is the final week of our Integrity unit. Students will apply their understanding of integrity and use it as a tool to persevere towards both small and large scale goals.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Seeing It Through

Students will work together to identify goals based on the steps provided and identify additional steps needed to succeed. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Honest Character Traits

Lead us! What are the traits of a leader that leads with honesty and integrity? Create a spiderweb illustrating needed traits to being a successful leader. Don't forget to include statements that reflect honesty and integrity.

For Partners
15 minutes



Secret to Success

With a partner, identify one "secret to success". Write your secret out onto a piece of poster board and hang it up outside the classroom to inspire others!

For Individuals
15 minutes



Success T Chart

Research someone you look up to (famous or not). Make a T-chart. On the left side list 3-5 struggles they encountered. On the right side, highlight how they overcame each struggle to achieve their goal.

Technology-Focused
15 minutes



Personal Goal

Identify one goal you have around technology use. Using the SMART goal handout provided, outline steps needed to accomplish your goal. Share your goal and reasons for selecting it with the class.

Seeing It Through

Students will work together to identify goals based on the steps provided and identify additional steps needed to succeed.

Lesson Timeframe

30 minutes

Required Materials

- Bell or Buzzer for each team (can use a fly swatter, or other object of your choice)
- Sticky notes
- Pencils

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Explore previously attained goals and successes and examine the feelings associated with this.
- Practice making and achieving goals using the SMART goal process

Teacher Connection/Self-Care

A final component of integrity is perseverance. Teachers know perseverance. Teaching is a marathon, not a sprint. It is not for the faint of heart. Teachers must be both content expert and sociologist; both classroom manager and curriculum developer; both hall monitor and life coach. There is no stopping from morning bell to end-of-day bell. This job takes perseverance! Perseverance can be exhausting, though. How do you make it bell to bell? How do you come back Monday-Friday, knowing your weekends will be filled with lesson planning and grading? How do you also coach sports or give music lessons or sponsor clubs and activities? How do you have a family and a life and hobbies? Teaching is a tall order. When your perseverance tank is running low, take some time to fill it up. This might look like doing self-care practices at school: do some breathing exercises between periods or eat, instead of grade papers, during lunch. This might be saying, “no” to something that puts you over the top. This might be letting students grade their own spelling test or math quiz or art project. Send students on a digital field trip instead of lecturing. Think of new and innovative ways to help you keep moving forward. You do not have to do it all or do it all alone.



Share

3-5 minutes

Let's take some time to review the definition of perseverance. How would you define it for yourself? (Invite student responses.)

Great answers! Perseverance is when you keep trying even when something is difficult, and you refuse to give up. When we persevere to achieve our goals, we experience the success of accomplishment.



Inspire

15 minutes

This is our final lesson in our integrity unit. This week we will focus on integrity and how it relates to perseverance and success. Each of us has experienced some type of success in our lives, even if we don't realize it! We have learned how to read, write, speak, walk, and run; the list is endless. However, some goals take much longer to accomplish and require you to plan ahead and persevere through struggles or trials.

How does it feel to be successful? Think back to a time when you achieved a long term goal, learned a difficult skill, or received a special award for your accomplishments. Now, close your eyes and picture the precise moment when you felt successful; maybe it was when the new skill was no longer a struggle or when you hung your award up for all to see.

- How did you feel?
- What did you do to celebrate your success?
- Were you able to achieve this goal with integrity and perseverance?

(Invite student responses.)

That feeling can be contagious! This week we will work on creating goals and achieving success through perseverance, while remaining true to ourselves. It can be tempting to cut corners, copy others, or even cheat to reach your goal. However, the feeling of satisfaction you just remembered came from a place of integrity. Staying true to what you know to be right and kind is a true characteristic of a successful person.

It can be very tempting to set the bar low when you decide on your goals for the activities we discuss this week. Many people fear "failure" and set simple goals instead of challenging themselves. However, failure is actually a part of any true success. We are not perfect and the path we take to success won't be either. Success takes practice, integrity, and perseverance even when we are struggling with things. When we encounter a roadblock along our path to success, we must reevaluate our steps, make changes, and sometimes seek help if we cannot achieve a specific step on our own. These are all terrific tools towards success and none of them make us weak or less successful. However, bending the truth, skipping important steps, and looking for the easy way out are all options that require a lower level of integrity, which is something we want to avoid at all costs!



Empower

15 minutes

Explain that the class will now play a guessing game to identify goals based on the steps given. Teams will compete against each other to correctly guess the mystery goal using only the steps provided by the teacher. Each correct goal is worth 5 points. In addition, the remaining two teams may receive a point if they can identify one additional missing step that would need to be included towards accomplishing the mystery goal.

Directions:

- Divide the class into 3 equal teams (or close to equal as possible).
- Read the steps for the first mystery goal aloud.
- The first team to “buzz in” (you can use bells, fly swatters, etc. to ring in) is allowed one guess at the mystery goal.
- If they answer correctly, they receive 5 points.
- If they are incorrect, one of the other teams can buzz in and answer.
- After the mystery goal has been identified, the remaining two teams are both allowed one opportunity to add a missing step to the goal.
- Repeat until one team reaches 20 or until you have completed all 6 rounds.



Reflect

5-7 minutes

Provide each student with a sticky note. Have them write a positive phrase connected with success and place it on your classroom door as they leave. The anonymous slips can serve as a reminder throughout the week that anything is possible with integrity and perseverance!

Mystery Goal Handout

Mystery Goal #1

Become a Journalist

- Write daily
- Ask others to read your writing
- Send your writing to a newspaper for publication

Mystery Goal #2

Become a Professional Football Player

- Eat healthy and get enough sleep
- Wear proper padding when playing
- Watch videos of you passing and receiving to help you improve

Mystery Goal #3

Get an A on a Test

- Study problems every night
- Complete your daily homework
- Get enough sleep

Mystery Goal #4

Get Elected Student Body President

- Talk with classmates about important issues
- Learn about how elections work
- Make promises you can keep

Mystery Goal #5

Get Hired at Your First Job

- Create a resume
- Volunteer in your community
- Dress nicely for your interview

Mystery Goal #6

Learn How To Paint Better

- Take a painting class
- Watch videos about new techniques
- Practice painting daily

SMART Goal Map

To create a “SMART” goal about what personal skill you’d like to learn for the technology Mini Lesson, fill in each section below.

<p>S</p> <p>Make a Specific goal</p>	<p>What exactly do you want to accomplish?</p>
<p>M</p> <p>Make it Measurable</p>	<p>How will you know when you have accomplished your goal? What specific measurement will tell you?</p>
<p>A</p> <p>Make it Attainable</p>	<p>Can your goal be realistically attainable? What are the steps you need to take?</p>
<p>R</p> <p>Make it Relevant</p>	<p>Will achieving this goal be worth it? Will it be relevant to you?</p>
<p>T</p> <p>Make it Time-based</p>	<p>How long will this goal take to accomplish? Give a specific (and realistic) time frame.</p>

Digital Citizenship Posters

We have completed all four weeks of our integrity unit. Now it's time to apply everything you have learned. Over the next week or two, we will be working towards creating useful posters to promote healthy digital citizenship online. You will need to use all of the tools we have learned throughout this unit to encourage others!

Integrity Sub-Concept(s)

Perseverance, Kindness

Project Timeframe

1-2 weeks, broken up as needed by class schedule

Required Materials

- Access to computers
- Basic Art Supplies
- Poster boards for each group
- Magazines
- Scissors/Glue
- Tape/Tacks to hang finished posters

Standards Map

This project aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Here is the plan for this project:

1. I will randomly divide you up into groups of 3-4. Each group will be responsible for creating a poster that promotes digital citizenship by highlighting one of the three categories we just explored. You are able to use any format or focus you would like as long as it clearly explains and genuinely promotes your topic.
2. Within your group EVERY person must be an active participant. You will need 1-2 artists, 1 writer, and 1 presenter. If art is a struggle, you may cut out pictures to illustrate your poster.
3. Each group will present their poster to our class. After all of our presentations, the posters will be on display throughout the school to encourage healthy digital citizenship for our everyone!

PART 1 (Week 1): Introduce Concept

You may have heard of the term “digital citizenship”. This term has to do with our behavior when we are online. Let’s watch a video to better understand this concept:

<https://www.common sense media.org/videos/what-is-digital-citizenship>

The video talked about three areas we will focus on:

- **Thinking Critically:** We cannot assume that everything that we see online is honest and accurate. People can now easily make up stories, change pictures, and edit videos to promote a certain image they want the viewer or reader to see. We need to take a step back and really think about what we read and view before making assumptions or decisions.
- **Being Safe:** As you get older, you will find yourself with many opportunities to access the internet. This includes emails, games, and social media accounts that require passwords and security measures. This also opens you up to others stealing your information and even your identity! It is extremely important to be safe and take precautions when online. Protecting your personal information by not blindly trusting others (especially people we do not know in real life!) and keeping your passwords and identifying information private is a vital component of safety. It is also important to monitor who is following you and avoid and/or block strangers that try to friend you online.

- **Acting Responsibly:** Everything we write, create, and upload onto the internet is there forever. Even if you delete it, it remains on the internet PERMANENTLY. People are able to screenshot it, copy it and alter it, or even use it against you in the future when you apply for colleges or schools. We need to really think about the image we want to have based on our writing and pictures. We also need to respect the privacy of others. Do we have their permission? Would their parents appreciate their pictures and writing being posted?
- After you have watched the video and explored each concept, guide a discussion using the following questions:
 - Which category has been the hardest for you personally and why? (Think, Be, Act)
 - What do you find the most distracting online? (games, social media, videos, etc.)
 - What negative experiences have you or someone you know had online?

If possible, allow your normally scheduled RAK time for working on this project in class. Fifteen minutes each day (or even a few days this week) can help you guide students and allow the conversation to naturally unfold.

Part 2 (Week 2): Poster Development

Now that we have a deeper understanding about the three components of digital citizenship, we need to help others understand this as well. Each group will receive one of the three parts to digital citizenship: Think Critically, Be Safe, or Act Responsibly. Your goal is to explain your topic through both words and pictures so that passersby are able to better understand digital citizenship and make healthy choices online moving forward. Remember, both words and pictures are necessary components of your poster. In addition, your presenter will be responsible for explaining your poster and how it connects to your assigned category.

Step 1:

Assign one of the three topics (Thinking Critically, Being Safe, and Acting Responsibly) to each of your groups. There should be several groups creating posters for each topic. This will allow a different perspective and varying information to be presented.

Step 2:

Have each group create a simple mock up of their poster on a piece of paper prior to moving to a full poster. If it is feasible, give them the green light to create their poster. If not, guide them as needed.

Step 3:

Allow time for poster creations. Make sure you give each group 2-3 minutes to present their creation and explain their connection to the assigned topic.

Step 4:

Display your posters throughout the school!

Integrity



Hello Parents and Guardians,

Welcome to Unit 4 of our Kindness in the Classroom curriculum! For the next 6 weeks we will be learning all about INTEGRITY. We will dedicate 30 minutes once a week for our main lesson, with a few 15 minute mini lessons sprinkled throughout our week to help your child go deeper with the concept. We will end the unit with a project that we will all work on together. Since this topic is fairly new to many students, we will be exploring the following topics:

GOALS FOR THIS UNIT

- ✓ Examine their own level of integrity across a variety of situations, both with peers and individually.
- ✓ Practice creating and accomplishing SMART goals.

TOPIC	QUESTIONS WE'LL BE EXPLORING	HOW YOU CAN HELP
Honesty	<ul style="list-style-type: none"> ● Why is it easier to be honest in some situations and not others? ● What can you do when you are afraid to tell the truth? ● How can you practice honesty among peers? 	Discuss peer pressure and honesty with your child. It can be very tempting to lie to fit in, but lies always surface in the end. Encourage your child to seek out friends that like them for who they truly are.
Integrity	<ul style="list-style-type: none"> ● How is integrity connected to honesty? ● Why is it important to be honest in your actions, even when no one else is around? ● How can lack of integrity cause others not to trust you? 	Discuss ways to resist temptation when no one is around. Encourage your child to listen to their gut when something feels off or wrong.
Perseverance	<ul style="list-style-type: none"> ● How can we use honesty to reach our goals? ● Why is it important to keep trying when something is hard? ● How does cheating hurt us in the long run? 	Explore goal setting with your child. Discuss a goal you have in your life right now. What is the first step you plan on taking to move forward?

TRY THIS AT HOME!

As a household, identify one large goal that would increase kindness and positivity. Write it down using the SMART acronym to help you- S=Specific M=Measurable A=Attainable R=Realistic T=Time Sensitive. Ask your child for further details. They have been working on them throughout the entire unit!

We will continue our Kindness in the Classroom curriculum throughout the year. Please join us on this journey using this handout and the at home activity as a way to connect with your child regarding our unit concept. Feel free to contact me with any questions or comments as we move forward.

Sincerely,

Integrity Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All **Kindness in the Classroom**[®] lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention's National Health Education Standards (NHES), the International Society for Technology in Education (ISTE) Standards, when applicable, and the national Common Core State Standards for English Language Arts & Literacy, Mathematics, History/Social Studies, and Science & Technical Subjects. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

Lesson 1: Levels of Honesty?

CASEL

Self-awareness

Accurate self-perception

Self-management

Impulse control
Self-discipline
Self-motivation

Social awareness

Perspective-taking
Respect for others

Responsible decision-making

Analyzing situations
Evaluating
Reflecting
Ethical responsibility

ISTE

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*

NHES

Standard 2. Analyzing influences

2.8.6 - Analyze the influence of technology on personal and family health.*

Standard 5. Decision-making

5.8.1 - Identify circumstances that can help or hinder healthy decision making.

Common Core

English Language Arts Standards

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.7.5.B

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Lesson 2: Resisting Temptation

CASEL

Self-awareness

Accurate self-perception

Self-management

Impulse control
Self-discipline
Self-motivation

Social awareness

Perspective-taking
Respect for others

Relationship skills

Communication
Teamwork

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

ISTE

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*

NHES

Standard 2. Analyzing influences

2.8.6 - Analyze the influence of technology on personal and family health.*

Standard 5. Decision-making

5.8.1 - Identify circumstances that can help or hinder healthy decision making.

Common Core

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Lesson 3: Breaking It Down

CASEL

Self-awareness

Accurate self-perception

Self-management

Self-discipline
Self-motivation
Goal-setting

Social awareness

Perspective-taking

Relationship skills

Communication

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

ISTE

3. Knowledge Constructor:

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.*

NHES

Standard 5. Decision-making

5.8.1 - Identify circumstances that can help or hinder healthy decision making.

Standard 6. Goal-setting

6.8.1 - Assess personal health practices.
6.8.3 - Apply strategies and skills needed to attain a personal health goal.

Common Core

English Language Arts Standards

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.7.5.B

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Lesson 4: Seeing It Through

CASEL

Self-awareness

Accurate self-perception
Recognizing strengths
Self-confidence
Self-efficacy

Self-management

Self-discipline
Self-motivation
Goal-setting

Social awareness

Perspective-taking

Relationship skills

Communication
Teamwork

Responsible decision-making

Analyzing situations
Evaluating
Reflecting
Ethical responsibility

ISTE

1. Empowered Learner:

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.*

NHES

Standard 5. Decision-making

5.8.1 - Identify circumstances that can help or hinder healthy decision making.

Standard 6. Goal-setting

6.8.1 - Assess personal health practices.
6.8.3 - Apply strategies and skills needed to attain a personal health goal.

Common Core

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.7.5.B

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Project 1: Digital Citizenship Posters

CASEL

Self-management

Impulse control
Self-discipline
Self-motivation
Goal-setting

Social awareness

Perspective-taking

Relationship skills

Communication
Social engagement
Relationship-building
Teamwork

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

ISTE

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

NHES

Standard 1. Understanding concepts

1.8.1 - Analyze the relationship between healthy behaviors and personal health.

Standard 2. Analyzing influences

2.8.5 - Analyze how messages from media influence health behaviors.

2.8.6 - Analyze the influence of technology on personal and family health.

Standard 5. Decision-making

5.8.1 - Identify circumstances that can help or hinder healthy decision making.

Standard 6. Goal-setting

6.8.1 - Assess personal health practices.

6.8.3 - Apply strategies and skills needed to attain a personal health goal.

Common Core

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.