Lesson 3 – Pre-Visit
Integrity

**Objective:** Students will be able to:
- Identify role models for integrity.
- Reflect upon how integrity affects others and society.
- Use the writing process to produce a personal narrative about integrity.

**Time Required:** 1 class period

**Materials Needed:**
- A copy of the “Everyday Integrity” sheet (included)
- Paper
- Pencils

**Vocabulary:**
**Integrity** - Adherence to moral and ethical principles; soundness of moral character; honesty

**Applicable Common Core State Standards**

W.6.3., W.7.3., W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.4., W.7.4., W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5., W.7.5., W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6., W.7.6., W.8.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Applicable Common Core State Standards (Continued)

L.6.1., L.7.1., L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2., L.7.2., L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3., L.7.3., L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
1. Start the lesson by doing a warm-up activity. Explain to students that you will be reading examples of behaviors out loud. If they believe that the behavior is "right", they should stand up. If they believe the behavior is "wrong" they should stay seated.

2. Use the Everyday Integrity worksheet (included) and read each situation aloud.

3. Review the results of the warm-up. Were all the behaviors clearly right or wrong? Were there any situations that caused disagreement among students?

4. Ask students, "What does it mean to have integrity?" Have students brainstorm ideas and create a class definition. Write this definition on the board. Guide students to understand that a person with integrity knows the difference between right and wrong, and behaves accordingly. In other words they "walk the talk." If a person believes one thing but does or says another, then that person is lacking integrity.

5. Engage students in a discussion about integrity. Use the following questions to help guide your conversation:
   - Is being thought of as someone with integrity important to you? Why, or why not?
   - We all know people who don't have integrity. How do you feel when you hear someone say one thing and see them do another?
   - Why do people sometimes act in ways that they know are wrong?

6. Discuss that professional athletes are public figures. Their actions both on and off the playing field are seen by millions of fans. There are many athletes who display integrity in their actions and there are others who do not. Whether or not they are aware of it, professional athletes are role models and their decisions and actions influence the people who look up to them. Athletes with integrity value honesty and fairness over winning at all costs.

7. Ask students to brainstorm examples of athletes that have showed integrity on or off the field.

8. Introduce the activity.
1. Read students the following paragraph:

“As a player, I learned quickly that in every locker room I would call home, I was surrounded not by the superheroes I envisioned populating the locker rooms of my childhood’s favorite teams, but by people. We had our flaws; we were scared; we worried about longevity and our batting averages. But being thrust inside of this realm of imperfect humanity did not change my hope for the game, even as it shredded some of my ideals. As a professional, I had to mature and accept a dose of reality — injuries, slumps, being traded, being released, being marginalized — while still believing in what I remembered from my days of playing Wiffle Ball in front of my house.”

From the article, “Baseball, Faith, and Doubt” by Doug Glanville (Former MLB outfielder). Published in the New York Times on August 17, 2012

2. Point out various aspects of a personal narrative. A personal narrative is told in the first person, often contains emotion, and reveals the personality of the narrator. Ask students to identify some of the emotions expressed in the paragraph you read earlier. What does this paragraph tell you about the personality of Doug Glanville?

3. Hold a class discussion about integrity. Doug Glanville’s article is about his experience with integrity in professional baseball. Encourage students to think about times that they felt challenged to do the right thing.

4. Have students get out paper and pencils. Remind students that a personal narrative includes observations and details. Have students consider the order of events, memorable bits of conversation, emotions, etc. associated with their personal stories of integrity. Model this process by creating a concept map on the board or on a sheet of chart paper.

5. Have students create a similar concept map on their own paper depicting their experiences with integrity.

6. Next, model writing a narrative based on your concept map. Demonstrate how to incorporate specific events and quotes, while also describing emotion.
7. Give students time to write their own personal narratives.

8. Have students turn in first drafts of their narratives. Provide appropriate commentary and necessary grammatical edits.

9. Have students produce a final typed copy of their narratives to be turned in for credit.

Conclusion:

To conclude this lesson and check for understanding, have each student select an athlete they believe to be a person of integrity. For homework, students should write an opinion piece in which they support their assertion about their chosen athlete using accurate, credible sources of information.
**Everyday Integrity**

**Right or Wrong?**

1. You turn in a paper you downloaded from a free essay website.

2. You've just bought a candy bar at a shop. The store clerk gives you too much change. You could say nothing and just keep it, but you decide to give it back.

3. You are babysitting two small kids in your neighborhood. They have gone to sleep, so you call your best friend and tell her to come over and watch TV with you.

4. Your parents gave you $50 to spend on Christmas presents for your brothers and sisters. While shopping, you find a video game that you want. It costs $20. You buy it and spend the remaining $30 on gifts for your family.

5. One day, your brother comes home feeling bad because he’s had a terrible day at school. He flings his book bag onto the kitchen table and a drinking glass gets broken. You feel bad for your brother, so you tell your parents you broke the glass.

6. You didn’t have time to study for the last math test. Your best friend sits right next to you in class, and he lets you have a look at his test paper.

7. You're watching movies at your friend's house during a sleepover. Your friend picks out a movie that's rated "R." You know your parents won't allow you to watch a movie like that, so you suggest doing something else.

8. At lunch one day, you see another student get up for a moment to get a drink. She has left her backpack on her seat. While she’s gone, you see another student take her calculator out of her bag. You don’t want to be a tattletale, so you don’t say anything.