



Connect with Kids

Integrity

Discussion Questions, Vocabulary and Activities

Grades 3-5

Segment Summary

Samantha and Zach Riedford chose to fake an illness so they could stay home from school, while Clinard Stokes acted with integrity when he witnessed friends take a lost wallet.

Samantha Riedford wanted to stay home from school because she did not study for a big test. Her brother Zach wanted to spend time with their mother on her birthday instead of attending classes. Both pretended to be sick, and their mother allowed them to stay home. But the Riedford children quickly learned that choosing to be dishonest results in negative consequences. Instead of being able to play, read or watch television on their “day off,” their mother only allowed them to rest. Clinard Stokes also knows that doing the right thing can be a difficult decision to make, but that is exactly what he did when he and his friends found a lost wallet. Clinard’s friends chose to keep the wallet filled with money despite his warning that they would be stealing. Clinard decided that the right thing to do would be to report his friends’ theft to a teacher. He says he is proud of his decision to act with integrity and tell the truth.

Discussion Questions:

1. What character traits do Samantha, Zach and Clinard possess?
2. Have you ever been in a situation similar to the one experienced by Samantha and her brother Zach? Explain. What did you learn from your experience?
3. Why do some children choose not to do the right thing or not to tell the truth?
4. Think of a time when you were faced with a difficult decision similar to that of Clinard. What were the circumstances? Did you act with integrity? Why or why not?
5. Can people count on you to do the right thing in all circumstances? Explain.
 1. not?
 2. What are some ways in which you exercise patience in your life?

Related Vocabulary Words

achieve difference integrity patience personal respect unique

Integrity

Vocabulary Words and Definitions

Achieve (v.)

Definition: to succeed in doing something good, or getting the result you wanted, after trying hard for a long time

Context: Brad worked hard to achieve his goal of learning all of his multiplication tables so he could advance to the fourth grade.

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.

Difference (n.)

Definition: a way in which two or more items or people are not like each other

Context: Alexandra and Burke remain best friends despite their differences, which include gender, race and age.

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.

Patience (n.)

Definition: calmly working and waiting; not complaining; the ability to wait calmly, accept delays or continue doing something difficult for a long time, without becoming angry or anxious

Context: Learning to play the violin requires years of practice and an enormous amount of patience.

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.

Respect (n.)

Definition: valuing others; honoring differences; admiration for someone, especially because of his or her personal qualities, knowledge or skill

Context: Ophelia gained the respect and admiration of her classmates when she won the statewide spelling bee competition.

Scenario (n.)

Definition: a situation that could possibly happen

Context: One possible scenario is that our class wins all of the events at Field Day this year.

Unique (adj.)

Definition: unusually good and special; being the only one of its kind

Context: No two people are exactly the same, making each person unique.

Integrity Activity

The Right Thing to Do

Objectives:

Students will be able to

- Determine the meaning of the term integrity
- Reflect on personal beliefs about the right thing to do
- Analyze a scenario that tests a person's integrity
- Work with a group to reach a consensus on a solution and present it to the class

Materials:

- Pens, pencils
- Chalkboard or overhead projector
- **The Right Thing to Do** worksheet
- **A Test of Integrity** handout

Procedure:

Note: In this activity, students will discuss the character profiles they view while watching the **CONNECT WITH KIDS Integrity** video segment. You will need to allow time for students to watch the video segments either a few days before or on the day you begin this activity.

1. Begin this activity by sharing with your students a personal experience in which you made the difficult decision to do the right thing.

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.

2. Ask your students to recall the profiled characters they viewed while watching the **CONNECT WITH KIDS Integrity** video segment, and begin a class discussion focusing on what integrity means. Record students' definitions of integrity on the chalkboard or overhead projector.
3. 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.

4. 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.
5. 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.
6. On the day you assign, allow each group to share its presentation with the class.

7. 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?

Related Vocabulary Words

consensus integrity personal scenario

The Right Thing to Do

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

Pedro's lunch money is missing. You witnessed Maria taking something out of Pedro's desk earlier in the day, but you are not sure what she removed. Besides, Maria has been your best friend for three years, and you don't want her to get into trouble. How will you handle this situation?

A Test of Integrity Scenario B

Sula receives a brand new bike for her birthday and rides it to school the following day. At recess, you see Andrea crouching near the tires of Sula's new bike. At the end of the school day, Sula is crying because her bike tires are flat. Most of your classmates believe that Andrea is a bully, and you are a little afraid of her. How will you handle this situation?

A Test of Integrity Scenario C

Your teacher leaves the room and puts Alexis in charge of monitoring the class. As the monitor, Alexis must write on the board the name of anyone who talks or disrupts class. Everything seems normal until you notice that Alexis has written Pattie's name on the board. Pattie has not been talking or being disruptive, but Alexis is angry with Pattie and wants to get even with her by getting Pattie into trouble. How will you handle this situation?

A Test of Integrity Scenario D

It is your mother's birthday, and you want to buy daisies because they are her favorite. However, you do not have any money. So without permission, you pick several daisies from your neighbor's yard. The flowers make your mother extremely happy! She cannot stop talking about how beautiful they are and how wonderful you are for thinking of the perfect birthday present to give to her. Then she asks, "How were you able to afford such beautiful flowers?" How will you handle this situation?

A Test of Integrity Scenario E

For your homework assignment, you must write a paper on any topic you select. Andrew's friend attends a different school on the other side of town, so Andrew copies one of his friend's old papers and turns it in as his own. You, on the other hand, spend all weekend writing and rewriting your own paper. After your teacher grades and returns the papers, you notice that Andrew receives an A while you only earn a C. Should you tell your teacher that Andrew cheated? How will you handle this situation?

National Character Education/Life Skills Standards

The following is an outline of the national Character Education/Life Skills standards and benchmarks for the **Integrity** lesson/activity. National and state standards for language arts, social studies and health appear online.

Grades 3-5	
Activity	Standards
Integrity The Right Thing to Do	<p>Self-Regulation</p> <p>Standard 1: Set and manage goals 4. Understand personal wants vs. needs</p> <p>Standard 3: Consider risks 1. Weight risks in making decisions and solving problems</p> <p>Standard 5: Maintain a healthy self-concept 4. Avoid overreacting to criticism 5. Use affirmations to improve sense of self 9. Understand that everyone makes mistakes 10. Understand that mistakes are a natural consequence of living and of limited resources</p> <p>Standard 6: Restrain impulsivity 1. Keep responses open as long as possible</p> <p>Thinking and Reasoning</p> <p>Standard 1: Understand and apply the basic principles of presenting an argument 4. Make basic distinctions between information that is based on fact and information that is based on opinion 7. Compare and contrast the credibility of differing accounts of the same event</p> <p>Standard 2: Understand and apply basic principles of logic and reasoning 1. Use formal deductive connectors (“if ... then,” “not,” “and,” “or”) in the construction of deductive arguments 3. Understand that when people have the rules that always hold for a given situation and good information about the situation, then logic can help them figure out what is true about the situation 9. Understand that personal values influence the types of conclusions people make 10. Recognize situations in which a variety of conclusions can be drawn from the same information</p> <p>Standard 5: Apply basic trouble-shooting and problem-solving techniques 1. Identify alternative courses of action and predict likely consequences of each 2. Select the most appropriate strategy or alternative for solving a problem 3. Examine different alternatives for resolving local problems and compare the possible consequences of each alternative</p> <p>Standard 6: Apply decision-making techniques 1. Identify situations in the community and in one’s personal life in which a decision is required 3. Identify the values underlying the alternatives that are considered and the criteria that will be used to make a selection among the alternatives 4. Predict the consequences of selecting each alternative 8. Analyze personal decisions in terms of the options that were considered</p>

	<p><i>Working with Others</i></p> <p>Standard 1: Contribute to the overall effort of a group</p> <ol style="list-style-type: none"> 2. Demonstrate respect for others in the group 3. Identify and use the strengths of others 4. Take initiative when needed 7. Engage in active listening 11. Contribute to the development of a supportive climate in groups <p>Standard 2: Use conflict-resolution techniques</p> <ol style="list-style-type: none"> 1. Communicate ideas in a manner that does not irritate others 3. Identify goals and values important to opponents <p>Standard 3: Work well with diverse individuals and in diverse situations</p> <ol style="list-style-type: none"> 1. Work well with the opposite gender 2. Work well with different ethnic groups 3. Work well with those of different religious orientations <p>Standard 4: Display effective interpersonal communication skills</p> <ol style="list-style-type: none"> 1. Display empathy with others 2. Display friendliness with others 3. Display politeness with others 9. Use emotions appropriately in personal dialogues 14. Communicate in a clear manner during conversations 15. Acknowledge the strengths of others <p>Standard 5: Demonstrate leadership skills</p> <ol style="list-style-type: none"> 1. Occasionally serve as a leader in groups 2. Occasionally serve as a follower in groups 3. Enlist others in working toward a shared vision
--	---

Source:

McRel: Mid-continent Research for Education and Learning, 2000 – <http://www.mcrel.org>