

## Integrity Overview

### Main Points:

Autonomy is critical to resiliency. Autonomy is having a sense of self, which allows for the child to separate from family, friends and others as the need arises. Those children who have a sense of autonomy are able to develop integrity, the ability to be true to themselves and their core beliefs. Having integrity also helps to elicit positive responses from peers by increasing the students sense of social competence thereby further increasing resiliency.

### Essential Questions:

1. What is integrity? (For the purposes of this lesson, Integrity will be defined as having your actions match what you know is right).
2. Do your actions match what you know is right?
3. What happens when your actions don't match what you know is right?

### Alternate Books:

Horton Hatches the Egg by Dr. Seuss

Win or Lose By How You Choose by Judge Judy Sheindlin

If You Had to Choose by Sandra McLeod Humphrey

A Day's Work by Eve Bunting

Doing What's Right by Kristine Pritchett (available from author)

Other books may be found on the site [www.charactercounts.org](http://www.charactercounts.org).

Video clips may be found on [www.forbetterlife.org](http://www.forbetterlife.org) especially Integrity & Honesty

### Activities:

1-“Say It and Do It” pg 253 More Activities That Teach by Tom Jackson

2-Other activities can be located at

<http://www.tolerance.org/teach/resources/songbook/activities/struggles.jsp> especially “The Fight for Right” and “Take a Stand”

### Utah State Core Curriculum:

**K-2 Core - Fine Arts, Health, Physical Education, Science, and Social Studies**

**Standard 2: Students will develop a sense of self in relation to families and community..**

K - 1c; 1<sup>st</sup> - 1d; 2<sup>nd</sup> - 1d,e

**3-6 Responsible Healthy Lifestyles**

**Standard 1: The students will learn ways to improve mental health and manage stress.**

3<sup>rd</sup> - 1a,b; 4<sup>th</sup> - 1a,b; 5<sup>th</sup> - 4b,d; 6<sup>th</sup> - 2a,c

## **Integrity Lesson**

### **Review:**

Briefly review the main points of the previous lesson and point out any connections to the current lesson.

### **Main Points:**

A-Define integrity as having your actions match what you know is right. Having integrity means that others can depend on you to do what you know is right.

B-Read Jamaica's Find by Juanita Havill

1-Jamaica finds two items at the park? Since they weren't hers what should she do if she has integrity?

2-Did she make the right choice with the hat? The right choice with the dog?

3-What does Jamaica's mother mean when she says "Maybe the dog doesn't fit you either"?

4-Why do you think Jamaica doesn't feel good after dinner?

5-What do you think of Jamaica's decision to take the dog back to the park? Does it show integrity?

6-In the last two pictures of the book Jamaica is smiling. Why?

C-How do you feel when you act with integrity? Are you comfortable or even proud of your behavior and choices?

D-We all make mistakes. When you do, follow Jamaica's example. As soon as you realize your mistake fix it. Do what is right so you can feel good about being you.

### **Challenge:**

Challenge the students to act with integrity in the coming week. If they make a mistake, fix it immediately.

### **Goals:**

Students will understand the importance of integrity in their lives.

Students will be able explain the difference in how they feel when they act with integrity.

Students will be able to explain how integrity effects their relationships with others.

**Doing What's Right**  
**by Kristine Pritchett**  
**(Printed with Permission)**

Jayna didn't much like riding the bus to school. She felt uncomfortable every time she walked through the doors of the bus. As she gazed down the long aisle of the bus, row after row of faces seemed to be staring right at her.

She felt their critical evaluation. Always expecting the worst, she would find a seat as quickly as she could, trying hard to avoid the possibility of sitting next to someone who might be rude to her and make her feel worse than she already did. Finally she spots a seat next to another girl that's always nice to her. What a relief.

Jayna never wanted to call attention to herself. She just felt more comfortable blending into the crowd. So it was very out of character what happened today.

Ethel was quite an unusual girl. For one thing she smelled really bad. All her brothers and sisters had a very peculiar odor about them. But it wasn't just that that made people shun her. She wasn't very smart and acted really different from other kids. She was often the subject of jokes and cruel pranks.

This particular day was no different than many others. Jayna boarded the bus, anxious to find a seat and blend into the background. Ethel boarded the bus a stop or two later. She was met with "Don't sit by me!", and "Geek, don't touch me!" She went from seat to seat. Kids put legs up on the seats to keep her from sitting by them. Through the bus she went, seat after seat. Jayne watched all of this feeling so badly about what they were doing to Ethel.

Today really wasn't unusual; she'd seen it happen every day. She was so glad it wasn't her that was being picked on. Yet, Jayna could feel pain for every time Ethel was taunted and rejected. Finally, Ethel passed Jayna's seat, only to be met by ugly jeers and cruel put downs. That was it, Jayna could not sit another minute and watch what they were doing to Ethel. Quite out of character, Jayna stood up and loudly said, "Ethel come sit with me" as she patted the seat next to her. Ethel's face turned towards Jayna with a look of relief quickly took the seat Jayna had offered her.