

How Honest Are You?

This lesson includes a video and dynamic game to help students think about how they would respond in several real-life situations where they need to make honest choices.

Integrity Sub-Concept(s)

Kindness

Lesson Timeframe

25-30 minutes

Required Materials

- Teacher prep resources: Creating a Culture of Integrity in the Classroom <https://www.edutopia.org/blog/8-path-ways-creating-culture-integrity-marilyn-price-mitchell>
- “How Honest Are You?” worksheet

Standards Map

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



**DESIGNATED BY CASEL
AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.**

See last page for details.

Lesson Objective

Students will:

- Evaluate a variety of statements about honesty.

Teacher Connection/Self-Care

As we continue to move through our unit on integrity, let's take some time to focus our attention on the parents our students have. This week's promise reminds us to look at parents in a slightly different light. Promise #2: "I will remember that parents are doing the best they can and are parenting in the only way they know how." As teachers, we receive children from every possible background, socioeconomic status, and level of preparedness. It is easy to place blame or judgment when a child's home life appears substandard according to our own personal measures. However, we have a duty to make a positive assumption that parents are doing the best they can. We must respect where they are coming from and use the common ground of education as a bridge to meet them halfway during this joint journey of learning we are on during this school year. Worrying about what you cannot change is unproductive. Show up, be present, and follow through on your words.

Tips for Diverse Learners

- Complete this activity in a meeting circle, where they hold up construction paper signs that say Strongly Agree and Strongly Disagree to take a poll within the group. Class movement can be overwhelming and distracting for some students.
- Discuss the responses to the scenarios in small groups; this may serve as a pre-writing strategy for those students who need more time to process the information before they write.



Share

3-5 minutes

Have a few students offer to share with the class their honesty quote from the “Defining Honesty and Integrity” lesson. Alternatively, ask students to share a time when they gave something to the lost and found or when they found something they had lost that someone had turned in to lost and found.



Inspire

5-7 minutes

Share Foundation for a Better Life “Purse: Honesty” video with the students: <https://www.passiton.com/inspirational-stories-tv-spots/112-purse>

Pause the story after the woman gets on the bus and the boy realizes that she left her purse.

What do you think the boy will do? What would you do?

An important part of this video is the implicit bias against a kid who looks like he is indifferent to others: dressed in all black, listening to music, and a sullen/disinterested look on his face.

This is important because the instinctual response to this situation would likely be different if the person sitting there was a well-dressed girl or a professional-looking adult. We make assumptions based on physical appearances, whether we realize it or not. If you are telling this story orally (vs. watching the video), it will be important to describe the situation as presented.



Empower

10-15 minutes

Today we are going to ask for your opinion about three different stories. Your group will line up along the wall between these signs based on how strongly you agree or disagree with how the people in the stories act. If you can't decide, you should stand in the middle or somewhere in between the two signs.

Divide the class into three groups with an equal number of students. Follow this procedure for each story on the attached sheet:

- Read the story situation from the “How Honest Are You?” activity sheet.
- Ask the three questions and have the students in the group walk to the signs according to whether they agree or disagree. Then, ask a couple of the students why they chose to stand where they did. Have the group return to their seats.
- Ask the class questions and write the responses on the board, if desired. To extend this activity, have students create and perform role-plays using examples of what it means to be honest and have integrity.



Reflect

5-7 minutes

Living your life with integrity can sometimes be difficult and isn't always straightforward. Staying true to your values and being honest is key to living a life of integrity. It is kind to be honest with others and yourself.

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing, or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What actions did the people in the scenarios take that showed integrity?
- What is self-discipline?
- What does self-discipline have to do with integrity?

Reflection Questions

- What was most meaningful from our discussion about honesty and integrity today? Did you learn anything new?
- Would you have done anything differently from the characters in these scenarios?
- Does it make a difference if we return things if we know the person or if we don't know who something belongs to? For example a jacket versus money found on the street?



Extension Ideas

- Assign your students the attached home extension activity.



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LEARNING.

The Collaborative for Academic, Social, and Emotional Learning ([CASEL](https://casel.org)) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the [CASEL Guide to Effective Social and Emotional Learning Programs](#).

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

How Honest Are You?

Story & Questions Sheet

Review each situation; discuss the statements and answer the questions.

Story 1: "Borrowing" a Basketball

After school one day, Beth saw some kids playing basketball on the playground. She overheard them say they were going to "borrow" the basketballs and take them home because the school had plenty. Suddenly, Beth realized that she had forgotten her sweatshirt in the gym. When she got back to the gym, she saw the teacher looking everywhere for the basketballs. When the teacher asked Beth if she knew where the basketballs were, Beth said she didn't know.

Do you strongly agree or strongly disagree with the following statements or are you unsure?

1. Beth was truthful in her answer.
2. Beth should have suggested to the boys that they return the balls.
3. If you know someone has done something wrong, you shouldn't tell on them.

Class questions:

- In this story, why do you think it was difficult for Beth to tell the teacher what she knew? (Possible answers: She didn't want to snitch on the other kids. She was afraid of telling the truth.)
- Do you think that she showed integrity? Responsibility? Self-discipline? Why or why not?
- What would you do if you were in this situation?

Story 2: The Missing Money

As the students were leaving their class, Greg saw \$5 lying on the floor near the door. He picked it up and put it in his pocket. When he was getting ready to go home, Greg realized that he still had the money and should turn it in before the end of the day. He thought about it for a moment and then decided to keep it for himself.

Do you strongly agree or strongly disagree with the following statements or are you unsure?

1. It is OK that Greg kept the five dollars since no one asked him if he found it.
2. Greg should have turned in the five dollars as soon as he found it.
3. Finding a coat or something that you know belongs to someone is different than finding money.

Class questions:

- In this story, why did Greg keep the money? (Possible answers: Greg didn't think anyone would find out. He figured no one would notice that the money was missing.)
- Do you think that he showed integrity? Responsibility? Self-discipline? Why or why not?
- What would you do if you were in this situation?

Story 3: The Answer Key

Alicia is not doing well in math class. Her dad told her that if she didn't bring up her grade on the next test, she would be grounded for one month. A few days later, Alicia saw her math teacher drop something in the hall. No one was around. Alicia picked up the piece of paper and realized it was the key to the Math test. Alicia thinks if she memorizes how to do the problems she could get an "A" on the next test.

Do you strongly agree or strongly disagree with the following statements or are you unsure?

1. Alicia should tell her teacher that she found the test.
2. Alicia should do whatever it takes to get the "A."
3. It would be wrong for Alicia to memorize the answers.

Class questions:

- Why did Alicia keep the answer key? (Possible answers: She didn't want to be grounded. Since no one would find out, she thought this was an easy way to get an A.)
- Do you think that she showed integrity? Responsibility? Self-discipline? Why or why not?
- What would you do if you were in this situation?

Home Extension Activity

Name

Return by

As part of the Random Acts of Kindness program, we have been talking in class about what it means to be honest and have integrity.

Directions: Ask your student what he or she has been learning about these concepts. Then discuss the following questions and write or have your student write responses below or on the back and return to school by the date shown:

What does it mean to you to have honesty or integrity?

How can we show honesty and integrity in our household?
