

# 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



### Qualities of Success

Students will work together to create a TOP 5 list of qualities needed to succeed with integrity. (See page 2 for lesson details.)

## Mini Lessons

**For Small Groups**  
15 minutes



### Personal Commitments

Divide into groups of 4-6. Each group will discuss the importance of personal commitment within a group. How is personal commitment important when you are part of a team or workgroup? What is your personal responsibility? As a group, create an explanation highlighting your personal commitments as a team player. What do you need to contribute to ensure the group is successful?

**For Partners**  
15 minutes



### I am a Leader

With a partner, discuss a time you were able to lead honestly and with integrity. Think about times in school, with younger siblings, or even with animals. After both people have shared, allow each pair to share their partner's leadership success!

**For Individuals**  
15 minutes



### Interview of Success

Identify someone in your home, school, or community that you consider successful. Create a 5 question interview and sit down with them to find out how they achieved their goals.

**Technology-Focused**  
15 minutes



### Personal Goal

As a class, review the SMART goal acronym for creating goals. Have students create a personal goal around technology. What is one area you would like to learn more about? This includes both online and the actual hardware and software we use. Using the handout below to create your goal.

# Qualities of Success

Students will work together to create a TOP 5 list of qualities needed to succeed with integrity.

## Lesson Timeframe

30 minutes

## Required Materials

- Internet access for [video clip](#)
- Butcher paper
- Marker
- 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:

- 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 to put 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

3-4 minutes

Think back to a time when you achieved a goal or experienced success. Close your eyes and picture that precise moment when you won the award, reached your goal, or succeeded in learning something new: how did you feel? (Invite students to share their memories and the feelings associated with it.)

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.



## Inspire

4-6 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, 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.

Perseverance is when you 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. However, when you stick with it and keep trying, you can achieve anything!



## Empower

15 minutes

Explain that the class will now create a TOP 5 list illustrating the qualities needed to succeed in life. To stimulate the conversation, play the following clip showing 10 famous quotes by successful leaders in history. Encourage your students to reflect on each quote and choose the one that stands out for them: <https://www.youtube.com/watch?v=oLI4k4Xni6g>

NOTE: If possible, read the quotes aloud to accommodate diverse learners. If watching the video is not possible, read each quote aloud yourself.

"If you judge people, you have no time to love them." –Mother Teresa

"Do not follow where the path may lead. Go instead where there is no path and leave a trail." –Harold R. Mc Alindon.

"The time is always right to do what is right." –Martin Luther King, Jr.

"If you're feeling helpless, help someone." –Aung San Suu Kyi

"Life isn't about getting and having, it's about giving and being." –Kevin Kruse

"The mind is everything. What you think you become." –Buddha

"Either you run the day, or the day runs you." –Jim Rohn

"Start where you are. Use what you have. Do what you can." –Arthur Ashe

"Everything has beauty, but not everyone can see." –Confucius

Review the quotes as a class. Which ones stood out for you? Why?

Using a large piece of butcher paper, brainstorm qualities needed to succeed in life. Incorporate the quotes to help guide the conversation. As a class, vote on your top five qualities and write up a TOP 5 list to be displayed in the classroom.



## Reflect

5-7 minutes

Pass out an index card to each student. Have them write 1-3 words that describe an important quality associated with positive success. Instruct them to make their cards anonymous. At the end of the week, pass out the cards at random as a tool to motivate peers to be successful through perseverance and integrity.

# SMART Goal Map

To create a SMART goal about what technology skill you'd like to learn, fill in each section below.

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