

Importance of Integrity: Classroom Lesson Plan

Lesson Topic:

Defining Integrity and Its Importance

Lesson Objective:

Students will be able to define integrity and explain the importance of having integrity in future career situations.

Materials:

- Chart paper
- A selection of dictionaries
- Projector or other method to watch the movie

Advanced Preparation:

- [Preview the video](#) before sharing it with your students [1:19].

Warm-up Activity:

1. Introduce the topic of integrity. Write the word on chart paper or the board. Ask: *Have you seen or heard this word before?*
2. Have students work in small groups to locate dictionary definitions of integrity. Assign each group to a different dictionary to get a range of definitions. For example:

The American Heritage Dictionary of the English Language (online): "Steadfast adherence to a strict moral or ethical code."

Longman Dictionary of Contemporary English (online): "The quality of being honest and strong about what you believe to be right."

3. Have groups share their definitions and add them to a piece of chart paper. Ask: *Which definition is easiest/most difficult to understand?* Work with students to generate a class definition of integrity.
4. Connect the meaning of integrity to expectations in the classroom and school environment. Ask: *What are some ways students behave with integrity at school?* (e.g., doing your own homework, not giving someone else answers on a test, respecting differences)
5. Based on your preview of the video and your students, determine additional words to pre-teach, focusing on those that relate most directly to the video topic and will enhance overall understanding. Words to consider: *trait, honorable, credible, values, character.*

View the Video: "Importance of Integrity"

1. Tell students they will be watching the video titled, "Importance of Integrity".
2. Explain that the video presents role models talking about the importance of having integrity.
3. View the video together, encouraging students to listen for sayings or expressions related to the topic of integrity (e.g., stand behind, give your word).
4. View the video again; this time, invite students to formulate questions or comments about the ideas discussed in the video and to be prepared to discuss these after viewing the video.

Video Follow-up:

1. Ask students to offer their questions, comments, reactions and responses to the video.
2. Revisit students' definition of integrity from the Warm-up Activity. Have students discuss the class definition of integrity with a partner. As a group, add on or change the class definition as needed based on the new information presented by the video. Ask students to keep this definition in mind as they discuss the video.
3. In the same way that students might state the main idea of a story, ask them to share what they think is the most important message in the video.
4. Point out and discuss key ideas in the video, such as being honest with yourself and with other people. Have students connect this to their understanding of integrity. Ask: *Why is honesty so important to integrity—knowing and doing what's right?*
5. Based on the video, invite students to explain why they think integrity will be important to their future careers. For example, students who aspire to be teachers might recognize that they will serve as role models. Behaving with integrity will help their students learn to do the same.
6. Discuss the following expressions in the video: "all you have is your word" and "give your word." Ask: *Does this really mean to have or give an actual word?* (If your students are studying figurative language, make that connection.) Guide students to understand the figurative meaning. (e.g., "Your word" is a promise. To give your word means to...")
7. Repeat step 5 with the expressions "cut corners," "stand behind," and "stand up for."

Extension Activities:

1. Use “Related Questions to Explore” as discussion springboards or writing prompts to help students further explore integrity.
2. Expand the discussion about integrity to real-world contexts in the news.
 - a) Provide groups of students with pages from newspapers. (Preview newspapers to make sure they contain at least a few stories that readily raise questions of integrity.)
 - b) Have each group find a story that involves a lack of integrity. Have students identify the particular issue(s): How did the individual(s) mentioned in the story show a lack of integrity?
 - c) Have students in each group prepare a summary of their findings to share with the class, along with a suggestion for what the individual(s) involved could have done differently.

Related Questions to Explore:

- What words could you use to complete this sentence: “A person with integrity is someone who _____”? Explain your answer.
- What would you do? It’s the night before your book report is due and you haven’t even started it. In fact, you haven’t finished reading the book!
- John Boyle O’Reilly said, “Be true to your word and your work and your friend.” What does this mean to you?
- Do you agree or disagree with the following statement from the video: “Having integrity is very important to be successful in life.” Explain your thinking.
- Engineers work with the structural *integrity* of bridges and buildings. How is the structural integrity of a bridge like the integrity of a person?



Ideas for Future Lessons/Activities Related to Integrity:

1. Conducting and Recording Interviews about Integrity with Real Life Inspiring Women
2. Literature-Based Learning: Integrity in History—What Can We Learn About Integrity from Famous Historical People?
3. What Would You Do? Challenging Integrity Scenarios for Students to Imagine and Discuss
4. Integrity Today vs. Yesterday: How Have Society's Ethical Beliefs Changed Over Time?
5. Integrity in Current Events: Discussing the Integrity of Current World Situations
6. Integrity Across Cultures: How Do the Behaviors of Integrity Change in Other Countries?
7. Integrity and Me: Reflecting on Past Choices and Planning for Future Challenges