## Objective:
Students will be able to analyze the benefits of being honest and how having integrity can help show kindness to themselves and others.

### Kindness Definition:
Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

### Kindness Concepts:
Integrity, Responsibility, Self-Discipline

### LESSON ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining Honesty and Integrity, p. 3-4</td>
<td>25 minutes</td>
</tr>
<tr>
<td>How Honest Are You? Activity, p. 5-7</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Cheating Visual Responses, p. 8</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Consequences of Cheating Discussion and Writing Activity, p. 9</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Home Extension Activity, p. 10-11</td>
<td></td>
</tr>
</tbody>
</table>

### LESSON MATERIALS

- Two bags of M&Ms, one filled with candy and one filled with something else (such as another kind of candy, sand or small pebbles)
- Bowls to empty bags into
- What do Honesty and Integrity Mean? worksheet, one for each student
- RAK Journals
- Signs that say “Strongly Agree” and “Strongly Disagree”, posted on opposite walls before activity
- How Honest Are You? Story and Question Sheet, one copy for the teacher
- RAK journals
- Video links
- RAK Journals
- Large sheets of poster paper, one for each group of four students. Before class, create a T-chart on each poster paper. As the heading for one section write “Examples of Cheating,” and on the other write “Consequences of Cheating.”
- RAK Journals
- Take home activity, one sheet for each student

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org
Lesson notes

- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class, have students work with a partner or a small group, or have students write responses in their RAK journal.
- The activities also incorporate key kindness concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. See RAK Teacher Guide for more information about using kindness concepts to create a healthy classroom environment.
- Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- This lesson includes a home extension activity that can be sent home at any time during the unit.
- The Common Core and Colorado P-12 Academic Standards met are listed after the activity title. Key is provided on page 12.

Suggested Introduction to Unit

Teacher says: “For the next few days, we are going to talk about what it means to be honest and have integrity. What do honesty and integrity mean to you?” Allow students to discuss with a partner, in small groups or as a class. You can also introduce the kindness concepts listed above and create community definitions for these concepts. Definitions are included in the RAK Teacher Guide for reference.
# Defining Honesty and Integrity (25 minutes)

**Standards Met**

- **Common Core:** CCSS.ELA-Literacy.SL.5.1; CCSS.ELA-Literacy.W.5.3
- **Colorado:** Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c; S.3, GLE.1, EO.a

**Lesson Materials**

- Two bags of M&Ms, one filled with candy and one filled with something else (such as another kind of candy, sand or small pebbles)
- Bowls to empty bags into
- What do Honesty and Integrity Mean? Worksheet, (p. 4), one for each student
- RAK Journals

**Description**

1. Take out the two bags of M&Ms. Ask: *“When you buy a bag of candy at the grocery store, what do you expect to find in the package? What should it look like? What quality?”*
2. Allow students to respond and then open the two bags and pour the contents into the bowl. Ask the students: *“Are you surprised by what you see? How would you feel if this happened to you?”*
3. Allow students to respond.
4. Then say: *“Just like this bag of M&Ms, what is on the inside of us needs to match what is on the outside. No one wants to buy a bag of M&Ms and find _____________ on the inside. And people want to be with someone who is genuine or is what they seem to be. This is called having integrity and being honest. We are going to talk about that today.”*
5. Hand out the What do Honesty and Integrity Mean? worksheet and have students complete independently.
6. Then divide students into small groups and discuss their responses.
7. Ask for volunteers to share their definitions of honesty and integrity and how they show honesty and integrity. Add the following to the definitions if necessary:
   1) **Honesty:** Being honest is being open, trustworthy and truthful. When people are honest, they can be relied on not to lie, cheat, or steal. Honesty is telling the truth. It is admitting mistakes even when you know someone might be angry or disappointed. Being honest means that you don’t pretend to be something you are not. With honesty, you can trust things to be as they appear.
   2) **Integrity:** Integrity is standing up for what you believe is right, living by your highest values. It is being honest and sincere with others and yourself. You are a person of integrity when your words and actions match. You don’t fool yourself into doing what you know is wrong.
8. Then ask the following questions:
   1. *When you are honest or show integrity, how do you feel?*
   2. *What does it feel like when people treat you honestly or with integrity?*
   3. *Are there times when it is difficult for you to be honest?*

**Evaluation**

Have students write responses in their RAK journals to the following: *“Write about a time you showed integrity when no one was watching.”*
WHAT DO HONESTY AND INTEGRITY MEAN? WORKSHEET

1. Choose TWO of the quotes below and answer the questions.

   • “Integrity is doing the right thing, even when no one is watching.” – C.S. Lewis, author
      a. Do you agree with this quote? Why or why not?
      b. What does this quote mean to you?

   • “Integrity is telling myself the truth. And honesty is telling the truth to other people.” – Spencer Johnson, author
      a. Do you agree with this quote? Why or why not?
      b. What does this quote mean to you?

   • “Have the courage to say no. Have the courage to face the truth. Do the right thing because it is right. These are the magic keys to living your life with integrity.” – W. Clement Stone, author
      a. Do you agree with this quote? Why or why not?
      b. What does this quote mean to you?

2. What does it mean to you to be honest? How are you honest with others?

3. What does it mean to you to have integrity? How do you show integrity when you are with other people?
### HOW HONEST ARE YOU? ACTIVITY (20 minutes)

#### STANDARDS MET
- Common Core: CCSS.ELA-Literacy.SL.5.1
- Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c

#### LESSON MATERIALS
- Signs that say “Strongly Agree” and “Strongly Disagree”, posted on opposite walls before activity
- How Honest Are You? Story and Question Sheet (p. 6-7), one copy for the teacher
- RAK journals

#### DESCRIPTION
1. **Teacher says:** “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.”
2. **Divide the class into three groups with an equal number of students.** Follow this procedure for each story on the attached sheet:
   1. Read the story.
   2. 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.
   3. Ask the class questions.
3. **To extend this activity,** have students create and perform roleplays that focus on what it means to be honest and have integrity.

#### EVALUATION
Discuss (or have students write in their RAK journals): “What was most meaningful from our discussion about honesty and integrity today? Did you learn anything new?”
HOW HONEST ARE YOU? STORY AND QUESTION SHEET

SITUATION #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, strongly disagree or are you unsure?

1. Beth was truthful in her answer.
2. Beth should have told the teacher that she knew who was playing with the basketballs.
3. If you know someone who has done something wrong, you should never 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 answer: She didn’t want to snitch on the other kids; She was afraid to tell the truth.)
• What would you do if you were in this situation?

SITUATION #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, strongly disagree 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 answer: Greg didn’t think anyone would find out; He figured no one would notice that the money was missing.)
• What would you do if you were in this situation?
SITUATION #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, strongly disagree 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 answer: She didn’t want to be grounded; Since no one would find out, she thought this was an easy way to get an A.)
• What would you do if you were in this situation?
CHEATING VISUAL RESPONSES (15 minutes)

STANDARDS MET
Common Core: CCSS.ELA-Literacy.SL.5.1, 2; CCSSELA-Literacy.W.5.3
Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c; S.3, GLE.1, EO.a

DESCRIPTION

(Note: You can watch one or more of the clips as part of this discussion on cheating.)

1. Watch Foundation for a Better Life Classroom clip. Then discuss the following questions:
   1) What did you expect would happen in the clip? Where you surprised when it ended differently?
   2) What do you think the boy’s friend will say to him after class for not giving him the answers?
   3) What would you do in that situation?

2. Watch the PBS clip and then discuss the following questions:
   1) Which comments were most meaningful? Were there situations that you agreed or disagreed with?
   2) Would you tell if someone was cheating? Why or why not?
   3) Would you let a friend cheat?

3. Before showing the movie clip, say the following: “Now we are going to watch a clip from the movie The Emperor’s Club. In this clip, a teacher talks to a former student about his cheating.”

4. Watch the clip and then ask the following questions:
   1) Once the teacher discovers his student has cheated, how does the teacher react? (He is very disappointed and upset.)
   2) How does the student react? (He doesn’t deny it, but asks him not to tell anyone. He doesn’t feel guilty and says that is the way the world works.)
   3) The student’s son comes out of the bathroom and has overheard the two men talking. From the expression on the boy’s face, how do you think he feels? What do you think the man will say to his son?
   4) From watching this clip, we see there can be consequences to the way we act. Does anyone know what that word means? (Consequences are what happens as a result of something that we do.)
   5) Do you think that cheating can have consequences? Why or why not?

EVALUATION

Have students write responses in their RAK journals: Write about a time when you or someone you know was pressured to cheat and how you responded in the situation.
CONSEQUENCES OF CHEATING DISCUSSION AND WRITING ACTIVITY
(25 minutes, longer for writing activity)

STANDARDS MET
Common Core: CCSS.ELA-Literacy.SL.5.1, 1b; CCSS.ELA-Literacy.W.5.2, 4, 5; CCSS.ELA-Literacy.L.5.1, 2
Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c; S.3, GLE.2, EO.b

DESCRIPTION
1. Divide students into groups of four and hand each a large poster paper with the headings written on the top as described above.
2. Explain: “As we discussed yesterday, cheating does have consequences...it can make others angry, they might not trust that person anymore, it can lead to lying, it can become a bad habit, it could even result in someone being hurt, etc. In your groups you are going to think of as many examples of cheating as you can and write them in that column on the sheet. These can be examples at school, in the community, in our nation, or things you have heard about from the news. Then you are going to write down the consequences of that example.”
3. Tell students that in their groups they should choose one person to write on the paper (the recorder) and another person to be ready to tell the rest of the class what the group wrote (the reporter).
4. Allow 10 to 15 minutes to do this activity. Walk around the room and encourage students as they think of ideas and consequences.
5. After they finish writing, ask the reporter from one group to give one example and consequence, then have a reporter from another group to give a different example, etc. If you have time, you can go around the room again.
6. Post the sheets around the classroom.
7. Then explain: “Now you are going to use our brainstorming sheets to craft an essay about the impact of cheating. Choose at least three examples to highlight in your essay. Walk around the classroom and read the posters for ideas, or think of your own.”
8. Have students pre-write a draft in class. It could also be a homework assignment.
9. Once they write a draft, encourage students to peer edit so they can learn from each other. Use the 5th grade writing rubric to evaluate the project.

EXTENSION ACTIVITY
Have students create an anti-cheating campaign at school, where they highlight the impact of cheating on school climate and culture. Students could create posters, a classroom blog, or a PowerPoint for a school presentation on the consequences of cheating that they brainstormed during class.

EVALUATION
Essay serves as an evaluation of this activity.

HOME EXTENSION ACTIVITY

MATERIALS

Take home activity (p. 11), one sheet for each student

DESCRIPTION

1. Hand out the Home Extension Activity sheet with the due date filled out.
2. Explain: “We have been talking for the past few days about what it means to be honest or have integrity. I want you to talk about these ideas with your parents, a guardian, or a trusted adult. Please return the activity sheet by ______________.”
3. After students return the sheet, ask the following questions:
   1) How did your family or the people you live with define honesty and integrity?
   2) What ways did you discuss that you can show honesty and integrity toward each other?
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.

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 above:

• What does it mean to you to have honesty or integrity?
• How can we show honesty and integrity in our household?

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
HONESTY AND INTEGRITY

COMMON CORE STANDARDS (www.corestandards.org)

1. Writing
   • CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   • CCSS.ELA-Literacy.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   • CCSS.ELA-Literacy.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
   • CCSS.ELA-Literacy.W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

2. Speaking & Listening
   • CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   • CCSS.ELA-Literacy.SL.5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.
   • CCSS.ELA-Literacy.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Language
   • CCSS.ELA-Literacy.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   • CCSS.ELA-Literacy.L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

COLORADO P-12 ACADEMIC STANDARDS
http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp

1. Reading, Writing and Communicating
   • Standard 1: Oral Expression and Listening
     Grade Level Expectation (GLE): 2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes
     Evidence Outcomes (EO): Students can:
     a. Listen to other’s ideas and form their own opinions
     b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics, texts, and issues, building on others’ ideas and expressing their own clearly
     c. Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions)
• **Standard 3: Writing and Composition**
  
  **Grade Level Expectation (GLE):** 1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes
  
  **Evidence Outcome (EO):** Students can:
  
  a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
  
  **Grade Level Expectation (GLE):** 2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes
  
  **Evidence Outcome (EO):** Students can:
  
  b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### OTHER STANDARDS MET

   
   • **Learning and Innovation Skills**
     
     a. Critical Thinking – Reason effectively, make judgments and decisions, solve problems
     b. Communicate clearly and collaborate with others
     c. Creativity and Innovation – Think creatively and work creatively with others
   
   • **Life and Career Skills**
     
     a. Initiative and Self Direction – Manage goals and time, work independently, be self-directed learners
     b. Social and Cross-Cultural Skills – Interact effectively with others
     c. Productivity and Accountability – Manage projects and produce results
     d. Responsibility – Be responsible to others
   
   • **Information, Media and Technology Skills**
     
     a. Information Literacy – Access and Evaluate Information

2. **Social and Emotional Standards** ([www.casel.org](http://www.casel.org))
   
   • Self-awareness
   • Self Management
   • Responsible Decision Making