![Career Girls logo](career girls)

Career Girls: Importance of Integrity

Lesson Topic
Integrity

Lesson Objective
To build awareness of what it means to have integrity—knowing and doing what's right

Preparation
Preview the video (1 minute, 19 seconds) in advance of the lesson.

Warm-up Activity
1. Introduce the video topic (*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 chart. Ask: *Which definition is easiest/most difficult to understand?* Work with students to generate a new definition of integrity, putting what they've learned into their own words.
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?* (for example, 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. Explain that this short video features seven speakers, each of whom shares thoughts about the importance of integrity.
2. View the video together, encouraging students to listen for words they discussed in the Warm-up Activity.
3. View the video again, this time asking students to pay attention to sayings or expressions that relate to the topic. (for example, *stand behind*, *give your word*)

Video Follow-up
1. Revisit students' definition of integrity from the Warm-up Activity. Ask students to keep this definition in mind as they discuss the video.

2. 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.
3. 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: *Why is honesty so important to integrity—knowing and doing what's right?*
4. 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.
5. 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. ("Your word" is a promise. To give your word means to . . .")
6. Repeat step 5 with the expressions "cut corners" and "stand behind" (Make a connection to "stand up for" as well.)

Extension Activity
Expand the discussion about integrity to real-world contexts in the news.
1. 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.)
2. Have each group locate an article that involves a lack of integrity. Have students identify the particular issue(s): How did the individual(s) mentioned in this article show a lack of integrity?
3. 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 _____ "? (Encourage students to give reasons for their choices.)
- 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!
- "Be true to your word and your work and your friend." (John Boyle O'Reilly) 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." (Have students explain their 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?