

INTEGRITY

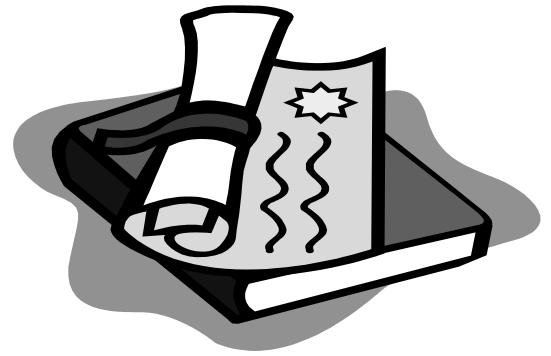
... is knowing and doing what is right.

Behavioral definition (To be determined by each campus):

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Classroom Activities

Grade K – 6



1. Have the class brainstorm ways to tell whether or not something is the right thing to do. List their ideas on the board. Compare their list with the one on the opposite page.
2. Divide the class into small groups. Give each group one of the following situations to role play. In each role play half the group wants to do the wrong thing and the other half wants to do the right thing. Each half tries to give strong reasons for their side. Discuss the results in class.

Situations:

— You pass an empty old house. In front of it there's a "No Trespassing" sign. But the front door is open. You really want to go in and see what's there. No one is around. What do you do?

— A group of kids who you think are really cool are picking on another kid. They want you to join them, and they say you're a nerd if you don't. You don't want to be left out, but you think picking on the other kid is unfair. What do you do?

— Your best friend asks you to help him cheat on a test. He's never done it before and he promises he'll never do it again. What do you do?

3. Pretend you're giving a speech on the topic "It's never okay to do the wrong thing." Write at least four reasons to back up the statement for your speech.
4. Write about someone you admire for doing the right thing in a difficult situation. Describe what you admire about this person.
5. Write at least five things you can say to yourself when you're tempted to do something wrong. Post them near your bed so you can read them from time to time.
6. Write a short story about someone who did the right thing when friends wanted him or her to do the opposite.
7. Write a letter to someone in the news who did something that you don't think was right. Say why you don't think it was right, and why you think the person is setting a bad example for kids your age.

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Classroom Activities



Grades 7 - 12

1. Write your own eulogy, describing how you want to be remembered. Then write about what you will need to do in your life to be remembered the way you would like. Include what challenges or obstacles you will face in order to reach this goal and how you might overcome them.
2. Make a list of your principles, or your most basic beliefs, that you wouldn't compromise no matter what. Now select one of these principles, and write a short story (real or imagined) describing a time you did something courageous by standing up for this principle. In describing this experience, you might think of expanding on Dr. Mike's notion that life's choices are like pop quizzes.
3. Encyclopedias often don't have any entry for the word "integrity." Try your hand at writing one.
4. Imagine that you have been invited to give a speech to a group of young children on how and why they should not buckle under to peer pressure. Write that speech.
5. Identify someone in public life who you think has demonstrated a lack of integrity. Write a letter to this person saying what you think of his/her behavior and what he/she should do to shape up.
6. Write a letter to someone in the news whose integrity has impressed you.
7. Divide the class into small groups. Have each group develop a list of do's and don'ts for being a person of integrity. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines? What happens when they don't? In what ways does integrity and lack of integrity affect our community and society? In what ways can/do young people demonstrate integrity?
8. Many people complain that political leaders lack integrity. Develop a checklist for evaluating the integrity of political leaders, including student body officers. Use this check list, rank political leaders you are familiar with. Does a high ranking affect how you feel about these leaders? Would it influence the way you would vote?
9. Role play some typical situations in which a group of people try to put pressure on one person to do something that is against his/her principles. Do this several times with different outcomes, such as caving into the group's pressure, or mustering the courage to stand up for what you believe. After the improvisation, discuss what you learned from this. Did you discover anything about group dynamics that you can use if you are ever in a similar situation?

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Quotes for Character Education Skills

These quotes related to our AISD Touchstone of character skills can be used in a variety of ways by the entire campus and in classrooms. The quotes are designed to be used as practical, applicable, and easily modified enhancements to your Character Education plan. They can be used to help you plan a variety of activities that reinforce the character skills in many ways. Remember, effective character education is not a program or an initiative, but rather the continuous and deliberate process and practice of teaching, modeling, and reinforcing these skills to enable each of our students to reach their full potential by putting forth their maximum effort to succeed.

Here are some specific suggestions for using these quotes:

- Read or have students read a quote each day as part of the announcements for the skill you are teaching.
- For our younger students, paraphrase the quotes so they can understand the meaning.
- Make bulletin boards featuring the character skill of the month.
- Use the quotes as banners, posters, coloring sheets, bumper stickers, and/or computer screensavers.
- Print quotes in the newsletters and in communications to parents.
- Post the quotes on the school web site and on the school marquee.
- Have students compose their own character quotes, songs, raps, bumper stickers, poems, etc.
- Use character quotes for student writing prompts and/or journal writings.
- Use the quotes for classroom discussion.
- Have students create their own classroom/campus character pledge.
- Create a Character Quote mural or collage by having students do drawings or bring pictures from magazines that illustrate the quotes.
- Have students create a character message or story using several of the quotes.
- Have students do a report on the people quoted in the character quotes and explain what character skills these people demonstrated in their lives.
- Ask students to bring in songs that are related to the specific character skills in the quotes and play the songs along with the quote.

Remember, "People of character are the conscience of society." Ralph Waldo Emerson

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2006 -2007

October – November

- "Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful."
Samuel Jackson
- "What is left when honor is lost."
Publilius Syrus
- "Don't measure your neighbor's honesty by your own."
American Proverb
- "To Be persuasive we must be believable to be believable we must be credible; credible we must be truthful."
Edward R. Murrow
- "Nearly all men can stand adversity, but if you want to test a man's character, give him power."
Abraham Lincoln
- "A great man is always willing to be little."
Ralph Waldo Emerson
- "It takes less time to do a thing right than to explain why you did it wrong."
Henry Wadsworth Longfellow
- "He is not wise to me who is wise in words only, but he who is wise in deeds."
St. Gregory
- "Re-examine all that you have been told...dismiss that which insults your soul."
Walt Whitman
- "Not everything that counts can be counted, and not everything that can be counted counts."
Albert Einstein
- "There are seven things that will destroy us: Wealth without work; Pleasure without conscience; Knowledge without character; Religion without sacrifice; Politics without principles; Science without humanity; Business without ethics."
Mahatma Gandhi
- "Keep true, never be ashamed of doing right, decide on what you think is right and stick to it."
George Eliot
- "Better keep yourself clean and bright. You are the window through which you must see the world."
George Bernard Shaw
- "It's more important to do the right thing than to do the things right."
Peter Drucker
- "The power of man's virtue should not be measured by his special efforts, but by his ordinary doings."
Blaise Pascal
- "This above all; to thine own self be true."
William Shakespeare
- "No amount of ability is of the slightest avail without honor."
Andrew Carnegie
- "Five things constitute perfect virtue: gravity, magnanimity, earnestness, sincerity and kindness."
Confucius
- "My strength is as the strength of ten, because my heart is pure."
Alfred Lord Tennyson
- "Subtlety may deceive you; integrity never will."
Oliver Cromwell
- "Upon the conduct of each depends the fate of all."
Alexander the Great
- "The time is always right to do what is right."
Martin Luther King, Jr.
- "I believe that every right implies a responsibility; every opportunity an obligation; every possession a duty."
John D. Rockefeller
- "As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them."
John Fitzgerald Kennedy
- "A promise must never be broken."
Alexander Hamilton
- "Honor is better than honors."
Abraham Lincoln
- "It is the response to error that counts."
Nikki Giovanni
- "How we perform as individuals will determine how we perform as a nation."
Harry Gray

"The power of man's virtue should not be measured by his special efforts, but by his ordinary doings."	<i>Blaise Pascal</i>
"The question is not whether we will die, but how we will die."	<i>Joan Borysenko</i>
"Those who stand for nothing fall for anything."	<i>Alexander Hamilton</i>
"Justice is truth in action."	<i>Benjamin Disraeli</i>
"Laws control the lesser man. Right conduct controls the greater one."	<i>Chinese proverb</i>
Love all, trust few, do wrong to none."	<i>William Shakespeare</i>
"In matters of taste, swim with the current. In matters of principals, stand like a rock."	<i>Thomas Jefferson</i>
"Strive for integrity – that means knowing your values in life and behaving in a way that is consistent with these values."	<i>Unknown Author</i>
" If you have integrity, nothing else matters."	<i>Alan Simpson</i>
"Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not."	<i>Oprah Winfrey</i>
"Whenever you do a thing, act as if all the world were watching."	<i>Thomas Jefferson</i>
"Rather fall with honor than succeed by fraud."	<i>Sophocles</i>
"It is better to be defeated on principal than to win on lies."	<i>Arthur Calwell</i>
"What is once well done is done forever."	<i>Henry David Thoreau</i>
"Love all, trust a few. Do wrong to none."	<i>William Shakespeare</i>
"If you can not find the truth right where you are, where else do you expect to find it?"	<i>Ralph Waldo Emerson</i>



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Inappropriate Behaviors Related to Specific Character Skills in the AISD Touchstone

- Cheating on class work/in play or team activities
- Failure to follow rules/directions
- Lying
- Resisting authority



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Classroom Management Strategies

- Increase positive interactions (greet students as they enter the room, talk quietly with one or two students as they walk in the hallway, discuss work with students individually during independent work time, engage students in tasks like putting up bulletin boards before or after school or during lunch or recess).
- Teacher organizes the daily schedule to reflect consistency and variety with academic lessons that are clearly focused and relevant to students.
- Teacher establishes smooth, efficient classroom routines and procedures.
- Teachers interact with all students in a positive, caring manner.
- Teachers provide incentives/recognition/rewards to promote excellence.
- Teachers set clear expectations/standards for classroom behavior and apply them fairly and consistently.
- Teacher engages students in helping solve classroom problems.
- Teacher moves around room for increased proximity to students.
- Teacher visually scans the room for opportunities to acknowledge responsible behavior.
- Teacher makes eye contact with students and smiles.
- Teacher acknowledges responsible behavior verbally or with tangible rewards (like a written note from the teacher). Teacher sends a written note to parents about the responsible behavior.
- Teacher establishes a positive attitude about the potential for success for every student.
- Teacher models and reinforces the expected behaviors.
- Teacher provides opportunities for positive practice of expected behaviors.



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Classroom Level Interventions

- Teacher places hand on student's shoulder to remind and show support.
- Teacher gives a verbal reminder to redirect behavior.
- Teacher corrects behavior errors in a manner that provides instruction.
- Teacher makes accommodations in areas such as daily schedule, class structure, physical arrangement of classroom to increase the student's chance of success.
- Teacher develops lessons to help students manage situations that cause difficulties. Some examples are: transitions between lessons and activities, how the rules relate to various activities in the classroom, conflict resolution strategies, and study strategies.
- Student is given quiet time to think about behavior.
- Student and teacher discuss better choices.
- Student is given time-out in the room.
- Teacher and student develop a signal to help the student realize when he/she is engaging in inappropriate behavior.
- Teacher uses a pre-correction to help a student avoid an inappropriate behavior when there seems to be a good chance of the inappropriate behavior occurring based on prior history.
- Teacher Ignores behavior to deprive student of desired attention.
- Teacher contacts parent.
- Teacher consistently praises expected behavior and/or gives consequences for inappropriate behavior (such as loss of recess time, loss of other privileges, etc.).
- Teacher follows through on problem behavior with predetermined consequences.
- Teacher changes student's seat in the room or physical arrangement of the room to enable teacher to respond consistently to minor misbehavior, to prevent misbehavior from escalating, and to engage more frequently in positive interactions with students.
- Have student fill out a Behavior Improvement Form.



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Service Learning Projects

“To develop character, students need opportunities for moral action.” Thomas Lickona

We want our students not only to learn about 10 character skills in our touchstone but also to have the opportunity to internalize them by practicing them through community service and/or service learning. In the purest design for service learning, students should be given the opportunity to reflect on their service, identify what they have learned from the service, and to celebrate their contributions to the community. It is best to allow students to identify a campus or community need or issue that focuses on a particular character skill and plan a project to address that need or issue. The more ownership we give our students in these projects, the stronger their leadership will become. Below are some suggestions for service learning opportunities for each of the character skills to help you in getting started:

- Create a “Be True to Yourself” display on which students can draw pictures or paste pictures from magazines of people doing the right thing or write ways they can be true to themselves by doing the right thing even when it is hard.
- Have student or a student group sponsor a “Do the Right Thing” contest in which students enter original poems, posters, essays, songs, etc. with the theme of Integrity or Being True to Oneself. Winners in each category can present their entries at a PTA meeting, school assembly, etc.
- Conduct a student-made survey of students, parents, staff, and community members about times when they practiced integrity and the results of that, ways they use integrity in their lives and the rewards they receive from that. Students can create graphs and display them to show the results of their surveys.