

# Integrity with Tech

This is the second lesson of the Integrity unit. At this age, the concept of integrity can be difficult to understand. As such, the focus will be on learning about honesty and perseverance. This lesson will let students discuss different situations with technology where they may be tempted to be dishonest.

## Integrity Sub-Concept(s)

Perseverance, Kindness

## Lesson Timeframe

45 minutes

## Required Materials

- ☐ For teachers: [A Quick History of Accidental Online Purchases](#)

## Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



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AS A RECOMMENDED PROGRAM  
FOR SOCIAL AND EMOTIONAL LEARNING.**  
See last page for details.

## Lesson Objective

Students will:

- Determine how to be honest when we make mistakes regarding the use of technology.
- Evaluate the effects of our decisions to either be honest or dishonest.

## Teacher Connection/Self-Care

As we continue to move through our unit on integrity, let us take some time to focus our attention on our student's parents. This week's promise reminds us to look at parents in a slightly different light. Promise #2 is, "I will remember that parents are doing the best they can and are parenting the only way they know how." As teachers, we receive children from every possible background, socioeconomic status, and level of preparedness. It is easy to place blame or judgment when a child's home life appears substandard according to our own personal measures. However, we have a duty to make a positive assumption that parents are doing the best they can. We must respect where they are coming from and use the common ground of education as a bridge to meet them halfway during this joint journey of learning we are on during this school year. Worrying about what you cannot change is unproductive. Show up, be present, and follow through on your words.

## Tips for Diverse Learners

- This lesson involves reading out loud. If this is problematic for your students, you may want to allow students to read silently (and work independently or still in groups), ensure each group has a strong reader, or read the scenarios out loud for everyone and then give them time to work.
- You could also do this lesson as a large group if small group work is not ideal for your learners.



## Share

3-5 minutes

*In this unit, we are talking about integrity. Part of integrity is honesty. In our last lesson, we learned about someone who had a good reputation for being honest. Who was that person?*

Invite student responses.

*Good! Our 16th President, Abraham Lincoln. How did he earn a reputation of being honest?*

Invite student responses.

*Yes, when he made a mistake, he owned up to it. He made it right for the person he accidentally wronged. Have any of you ever made a mistake that you had to own up to?*

Invite student responses.



## Empower

15-20 minutes

*Even if you haven't had an experience where you or someone you know have made an expensive mistake using technology, there are plenty of ways we use technology in ways that we shouldn't and that are hard to fess up to. In small groups, I want you to read these simple and common scenarios and talk about what you would do.*

Break students into groups of 3-4, or let them self-select. Invite them to take turns reading the scenarios.

### **Scenario #1:**

Your mom doesn't let you to play with her phone very often. You mostly play with it if you need to come with her to an appointment and she needs you to sit and wait for her. Plus, she mostly keeps it in her room or in her purse. Today you come home from school and you see her phone sitting on the kitchen table. You don't have any homework and your mom is in the other room taking a nap because she has to work the evening shift. You are bored and know she will be sleeping for at least another hour. Plus, you don't want to bother her by asking if you can play a game. So, you open the phone and start playing a game. You are doing really well and get a pop-up that asks if you want an extra 10,000 coins. That many coins would let you unlock the next level, which you have been trying to do forever! It doesn't look like you have to *buy* the coins, so you click "Ok" and move to the next level! The next morning, your mom asks you if you played with her phone yesterday because she has a new charge on her credit card from a company she doesn't recognize and she doesn't know what it is from. What do you do *and* what happens next?

### Scenario #2:

Your older sister has an iPad that she uses for school. In fact, the school gives every student an iPad to use for the year! She left it out in the living room. You just started exploring Google Earth in computer class and you need to look up your house as part of a geography assignment. Your sister says you can't use the iPad because it isn't hers and the school's rule is that no one but the assigned student can use it. Your sister isn't home, though, and she won't know if you use it. Plus, what is the big deal? This is for an assignment! You look up your house and start taking some notes, when the iPad slips from your hands and hits the floor. The screen cracks. What do you do *and* what happens next?

### Scenario #3:

You parents have a very strict rule about not having any screens in your room. If you are going to be on a device, you need to be out in the family room. You have some friends over and they have smartphones. You are hanging out in your room and they take out their phones. They start looking things up, taking pictures, and playing games. You know you aren't supposed to have screens in your room. You hear your mom come home and you go out to see if you can have a snack. She says sure and asks what you and your friends are doing. What do you do *and* what happens next?



## Reflect

5-7 minutes

Invite different groups to quickly share one of their decisions for one of the scenarios. Discuss the different perspectives, choices, and outcomes.

Remind students that it is important to make good choices in the first place, but if we make a poor choice or a mistake, it is even *more* important to be honest and make the situation right. Our mistake probably has a consequence, but that consequence is better than the consequence of lying even more and getting into more trouble.



## Extension Ideas

- To bring in a variety of perspectives (assuming students will elect the *right* choice to confess the mistake, even if they may not do that in real life), you may consider assigning each scenario to two groups. One group should discuss the honest answer and result and the other group should discuss the dishonest answer and result. For example, in Scenario #1, the honest answer is to tell the mom about how you played the game and bought the coins; the dishonest answer would be to tell the mom that you don't know where the charge came from. This will give students an opportunity to compare perspectives and outcomes.



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AND EMOTIONAL  
LEARNING.

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Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>