



Middle School

National FFA Organization

Lesson MS.6

UNDERSTANDING INTEGRITY

Unit. State One of Development—ME

Problem Area. What Foundational Skills Do I Need for Leadership.

Precepts. D1: Live with integrity.

National Standards. NL-ENG.K12.2 — Understanding the Human Experience —
Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define integrity.
- 2 Recognize examples of high and low integrity.
- 3 List three actions that help create high integrity.



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Time. Instruction for this lesson: 50 minutes.



Resources

Maxwell, John C. *Developing the Leader within You*. Prabhadevi, Mumbai: Magna Publishing Co., 2001.
National FFA Organization's *Essential Learnings*, 2002.



Tools, Equipment, and Supplies

✓ MS.6.Assess—one per student



Key Term. The following term is presented in this lesson and appears in bold italics:

► Integrity



Interest Approach

Have students get out their notebooks and pens. Ask them to think about their personal hero or mentor. Ask them to write their responses to the following questions:



Why do you look up to this person.



What qualities does this person possess that makes him or her your mentor.



What are his or her values.

Have students share their responses. Capture their responses on the chalkboard or overhead.

Challenge the students to be curious learners today, with open minds, as you explore how to be people of integrity.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define integrity.

►Activity:

Have students work in partners. Give these directions.



Each pair will need a sheet of paper and pen/pencil.



On the far left side of the paper write your first names vertically.

Example:

S
E
T
H
A
B
B
Y



You will have two minutes to think of qualities that a person of integrity possesses that begin with the first letter of the words going down the sheet of paper.

Example:

Sincere
Energetic
Thoughtful
Helpful
Able
Beautiful on inside
Behave
You, thinks of others

Have students share answers.

Ask students to respond to the following processing questions:





What were some of the similarities in responses.



What are some qualities that do not relate to integrity.



Does everyone possess integrity. Explain.

Provide following on writing surface and have students capture in their notes:

Integrity: The state of being complete, unified



When I have integrity, my words and deeds match up. I am who I am, no matter where I am or who I am with.



Integrity is not what I do as much as who I am.

Ask students to answer the following questions in their notebooks:



What does integrity mean to you.



How can you measure your level of integrity.



Why is it important to be a person of integrity.

Objective 2. Recognize examples of high and low integrity.

►Activity:

Have students work in partners. Give the following directions:



You will have four minutes do draw the following...

one situation of a person who has low integrity

one situation of a person with high integrity

Use Hieroglyphic Moment strategy to engage student learning. Have students share when completed.

After the drawings have been completed, ask the students to respond to the following processing questions.



How did the people in low integrity situations treat others.



What were the similarities in the high integrity drawings.



What are examples in school where other students have high integrity.



What would school be like if everyone had high integrity.



Objective 3. List three actions that help create high integrity.

► **Activity:**

Set-up—Announce that it’s time to demonstrate understanding of high integrity. Divide the students into pairs or groups of three. Give the following directions using Hieroglyphics Moment :



Brainstorm three actions you can share with your fellow classmates on ways to create high integrity.



You will then turn these three actions into Hieroglyphics.



You’ll be evaluated on the following:

- Participation by everyone
- How clearly the Hieroglyphics represents the definition of integrity
- How coherent and practical the three action steps are for creating high integrity
- Appropriateness and originality



Questions.



Use the next 12 minutes to prepare your Hieroglyphics.

Check with each group as the groups develop their Hieroglyphics.

Celebrate the conclusion of all the presentations.



Review/Summary

Have students answer the following question in their notebooks: “What have I learned about integrity.” Give them 45 seconds to respond. Ask a few to share their answers.



Application

► **Extended Classroom Activity:**

Have students teach the definition of integrity to three other people in the school.

► **FFA Activity:**

Encourage students to consider attending National FFA’s EDGE personal growth conference or a state FFA personal growth conference.

► **SAE Activity:**

Have students review their SAE activities and plans and see if the plans have high integrity.



Answers to Assessment:

Being complete and unified, your words match your actions.

B

A

A

B

Identify three actions that will help create high integrity.

Various answers apply.

1.

2.

3.



UNDERSTANDING INTEGRITY

Of the three statements, which best describes integrity ...

Actions that you do to impress people.

Being complete and unified, your words match your actions.

Being nice to everyone even though you do not mean it.

Read the following situation and mark A if the situation describes high integrity or B if the situation describes low integrity.

A=High Integrity

B=Low Integrity

_____ I am nice to Sara's face, but when she is not around, I talk badly about her behind her back.

_____ I help my parents around the house.

_____ I am late with my homework but do not make excuses or beg the teacher for an extension.

_____ When working in a group project, I don't do everything I say I will do.

Identify three actions that will help create high integrity.

1.

2.

3.

