

# Integrity with Tech

This lesson on Integrity pushes students to think about decisions they make when no one is watching them. At this age, the concept of integrity can be difficult to understand. As such, the focus will be on learning about honesty. This lesson will let students discuss different situations with technology where they may be tempted to be dishonest.

**Integrity Sub-Concept(s)**

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**

Students come from all different home situations. Remember- you cannot control that. All you can do is show up, be present and follow through on your words. Your integrity lays a foundation.

**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

Using a ball, play “tech toss.”

### Instructions:

- Have the class make a circle in the meeting area.
- Say a person’s name and one positive way they use tech in the classroom before tossing the ball to them. Example: Kinsley writes cool stories on her chromebook!
- Once you toss the ball, you scoot back out of the game.
- The person that caught the ball must choose another person, say their name and one positive way they use technology in class, and then toss the ball to them.
- When the last person receives the ball, they will say something kind about how the teacher uses technology, toss the ball, and the game will end.



## 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. It takes integrity to make good choices with technology. **Integrity** means *acting in a way you know to be right and kind in all situations.*

In small groups, 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 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:

Your 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 dad come home and you go out to see if you can have a snack. He 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.



The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

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/>