AISD Character Education Lesson Plan

Touchstone: Integrity Grades 2/3

Doing the Right Thing

Objective: Students will gain an understanding of acting with integrity through role-playing challenging scenarios.

Materials: Role-playing scenarios provided on the following page; space to act out the role-plays. If available, the Sunrise video titled Doing the Right Thing (K-2) also provides some scenarios that work well as discussion springboards.

Length of time: 30-45 minutes

Activity/Discussion: The teacher will lead a quick discussion on what it means to do the right thing. Doing the right thing may include being honest or admitting to certain actions, even if the consequences may be immediately undesirable to the student. The teacher will then lead students in role-playing tough scenarios. If the teacher is uncomfortable assigning negative roles to students, he or she may choose to perform these roles and have students volunteer for supporting roles. If role-playing will not work with a particular class, the scenarios may be assigned as brief writing prompts. Some questions have also been included with each scenario to give some ideas for discussion points that may be covered.

Evaluation/Extension: Students will be evaluated during the closing discussion about why it is important to do the right thing. Students may be asked to consider what the school or the world would be like if people behaved dishonestly or consistently made choices not to act with integrity. In order to give some relevance to the lesson, students could be asked how they would feel if someone treated them dishonestly or with a lack of consideration. By adding this idea to the discussion, the concept of empathy is introduced, which may provide students with a better understanding of how their actions impact others.

Scenarios for Role-Playing

1. Debbie bought three things at the store, but the clerk only charged her for two. Debbie didn’t mention it to the clerk. Discussion questions: Why would Debbie choose not to tell the clerk? What might happen as a result of Debbie’s dishonesty? How could the store or the clerk be affected by the loss of money? How might Debbie’s parents feel if they knew she acted dishonestly? What should Debbie do to make things right?

2. Felix was supposed to answer all of the questions in his reading book, but he forgot. When the teacher asked about it, he said he didn’t understand the assignment. Discussion questions: How does forgetting to do his work affect Felix’s learning (what are the consequences of not doing the work)? What could Felix do to make sure he doesn’t forget to do his work? What does Felix need to tell his teacher?

3. There was some money on a table in the gym and no one was around, so Anthony took the money. Later, a boy came from class looking for his money. Anthony pretended he didn’t know anything about it. Discussion questions: Why would Anthony take the money? What could happen to Anthony if it is discovered he took the money? How could the other boy be affected by the loss of his money? What should Anthony do to make things right?

4. Rudy was supposed to work for two hours cleaning out the garage on Saturday. He was tired after an hour, so he stopped. When his mother asked if he was finished cleaning, he said yes. Discussion questions: How will Rudy’s mom feel when she sees the garage? Even though Rudy gets tired, how can he still help clean the garage?

5. Mr. Arthur, the teacher couldn’t find his answer key to the math test. He asked the class if anyone knew where it was. Kaila had seen another student take the test, but she didn’t say anything. Discussion questions: Why would Kaila choose not to tell on another student? How could her actions affect the whole class? How could Kaila make things right?