

Integrity Day 3 • Personal Connection

RAK Definition: Integrity is acting in a way you know to be right and kind in all situations.

In this lesson students will reflect on their work from Days 1 and 2 and spend time thinking about a goal they have related to their work in this class. They will write one SMART goal they can use as motivation to persevere through the end of this class, even when things get challenging.

Weekly Objectives

Students will:

- Create practical ways to remind all students to show integrity when interacting with others, particularly at school.
- Understand that it takes perseverance to live with integrity.
- Evaluate their community through the lens of integrity.

Resources / Materials

- VIDEO:** [The incredible ibex defies gravity and climbs a dam | Forces of Nature with Brian Cox - BBC](#)
- WORKSHEET:** SMART Goal Map

Reflect / Assess

Deliverables:

- Daily Participation points
- Integrity Journal Entry:** What is something that makes you feel like quitting? What can you do to encourage yourself to stick with it the next time you get that “just quit” feeling or have a discouraging experience?

Share

Discussion Starters:

- How did it feel to send out your “ad campaign” to promote the school’s anti-bullying efforts?
- What have you heard other students saying about it so far?
- What do you hope will happen now?



Even if nothing changes immediately, it is important to have perseverance, to “play the long game” as they say. To live with integrity takes intention, tenacity, and the willingness to never give up on yourself and on doing the right thing, even when it’s hard.

Inspire

So, how do you persevere and maintain your integrity when things get hard? Let’s look at an example of extreme perseverance in the animal, the ibex.



The ibex has the power, in its legs, hooves, and body, to scale vertical walls in order to reach food or salt-dense water or mineral deposits, which are necessary to keep it healthy and alive. It will do anything to reach these nutrients.

Watch: [The incredible ibex defies gravity and climbs a dam | Forces of Nature with Brian Cox - BBC](#)

This is an incredible feat of determination and perseverance, driven by the need and instinct to survive.

Think About It:

- What are some things you are willing to pursue even if it is difficult?
- How do you see past roadblocks, fears, or temptations to quit when things get hard?

Empower

In a few weeks you will be working on a major community project. You have been studying our community already to prepare. You also have other classes, activities, jobs, and family obligations. There is a lot that demands your time.



To help navigate these pressures and to improve our capacity for perseverance to get done the things we need to, you are going to set

one SMART goal for yourself that is related to the work you are doing in this class.

Instructions:

- Evaluate your efforts, work, and progress over the last five weeks. What has gone well for you and where is an opportunity for improvement?
- With regard to the opportunity for improvement (or an aspiration tied to your community project), what is one SMART goal you can set to help you improve in this area and successfully complete this course?

Complete your goal in the SMART GOAL Map. This should be finished by the end of the class. Your teacher will collect them and can help hold you accountable. You will get this sheet back at the end of the class to review and reflect on as part of your Week 15 reflection paper.

Teachers: *Ensure students are, in fact, writing SMART goals. Keep these goal sheets with your class materials but do not share them with other students. Check progress on these goals throughout the rest of the course and have them track their progress. Encourage students if it seems like they are forgetting or giving up on their goals, and reinforce their perseverance when they are achieving them.*

S.M.A.R.T. GOAL MAP

To create a “SMART” goal about what personal skill you’d like to learn for the technology Mini Lesson, fill in each section below.

<p style="text-align: center;">S</p> <p>Make a Specific goal</p>	<p>What exactly do you want to accomplish?</p>
<p style="text-align: center;">M</p> <p>Make it Measurable</p>	<p>How will you know when you have accomplished your goal? What specific measurement will tell you?</p>
<p style="text-align: center;">A</p> <p>Make it Attainable</p>	<p>Can your goal be realistically attainable? What are the steps you need to take?</p>
<p style="text-align: center;">R</p> <p>Make it Relevant</p>	<p>Will achieving this goal be worth it? Will it be relevant to you?</p>
<p style="text-align: center;">T</p> <p>Make it Time-based</p>	<p>How long will this goal take to accomplish? Give a specific (and realistic) time frame (should be by the end of this class, at least).</p>

HIGH SCHOOL CURRICULUM — WEEK 5

S.M.A.R.T. GOAL MAP

Use the below chart to keep track of any adjustments you needed to make to your SMART goal.

Date	Status (On track or Not on track)	Adjustments to Goal