

## LESSON PLAN-Integrity

### LIFE SKILL:

Integrity-What we do when no one else is looking. We use our brain to make choices.

### DEVELOPMENTAL ASSETS:

Empowerment: community values youth, youth as resources, positive adult role modeling, high expectations, commitment to learning, exploration of equine professions available, strengthening of interviewing skills, personal power, increased self esteem, sense of purpose, positive view of personal future

### GENERAL LESSON OBJECTIVES:

Objective: The participants will work together improving their communication with each other in order to complete the task. This will involve anger management, verbal and non verbal communication, patience, understanding, willingness, perseverance, awareness of others, problem solving, etc.

### ACTIVITY: **Right Brain vs. Left Brain**

#### Materials:

Horses (number of horses depends on the number of teams with four participants per team)

Halter, lead rope, grooming tools laid out in order of their use or mixed up for more difficulty.

#### Procedure:

With horse loose in arena or round pen, place halter for the horses in different parts of the arena/round pen *or* have horse already haltered. This depends on how much time you have and/or how much you want the clients to do. Divide participants into teams of four parts (right hand, right brain, left brain and left hand) holding onto lead rope. It is best if you assign introverts for brains (forces them to be in a leadership role) and extroverts for hands (since they can not talk, it gives opportunities for others to succeed) Have each team (separately or simultaneously competing with the other teams depending on size of area you're working in) catch their horse, halter it, and groom with all tools as a team.

#### Rules:

1. Only right and left hands may take the appropriate hand off the lead rope to do the work, but they can not speak. They must do only what their brain tell them to do (i.e. do not stop brushing or take a tool until your brain tells you too!).
2. Brains must keep both hands on the lead rope at all times. Each brain may talk to the other brain and the hand that is beside them (ex: right brain can instruct right hand, but not talk to left hand-left brain must relay instructions to left hand!)

Discussion: Ask each member to explain the impact their role made. What was good/bad about their role? What could have made it better (for group/individual)? Is it ok to break the rules if it is difficult to follow them or if they are restricting? Do some things seem more impossible than what they really are? How did communication (or lack of) contribute to the goal/team? Was the horse cooperative? Why or why not? Would the activity been easier if the horse was cooperative? How important is cooperation in life?

Homework: Have participants research (internet, newspaper article, magazine, etc.) a drug and the effects of that drug on the brain. Ask them to share their findings with the group.

## Are You a Person of Integrity?

(Take this self-survey and find out.)

TrueFalse

I always try to do what is right, even when it's costly or difficult.

I am true to my very best self.

I live up to the highest ethical standards.

I don't compromise my values by giving in to temptation.

I think I am/am not a person of integrity because: \_\_\_\_\_

## WRITING ASSIGNMENTS

1. Pick any question from the discussion questions (above) and write an essay on it.
2. Write your own eulogy, describing how you want to be remembered. Then write about what you will need to do in your life to be remembered the way you would like. Include what challenges or obstacles you will face in order to reach this goal and how you might overcome them.

3. Make a list of your principles, or your most basic beliefs, that you wouldn't compromise no matter what. Now select one of these principles, and write a short story (real or imagined) describing a time you did something courageous by standing up for this principle. In describing this experience, you might think of expanding on Dr. Mike's notion that life's choices are like pop quizzes.
4. Encyclopedias often don't have any entry for the word "integrity." Try your hand at writing one.
5. Imagine that you have been invited to give a speech to a group of young children on how and why they should not buckle under to peer pressure. Write that speech.
6. Identify someone in public life who you think has demonstrated a lack of integrity. Write a letter to this person saying what you think of his/her behavior and what he/she should do to shape up.
7. Write a letter to someone in the news whose integrity has impressed you.

## STUDENT ACTIVITIES

1. Bring in some newspaper articles about people who you think have integrity and people who you think who do not. What distinguishes one from the other? Who gets more play in the media?
2. Divide the class into small groups. Have each group develop a list of do's and don'ts for being a person of integrity. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines? What happens when they don't? In what ways does integrity and lack of integrity affect our community and society? In what ways can/do young people demonstrate integrity?
3. Many people complain that political leaders lack integrity. Develop a checklist for evaluating the integrity of political leaders, including student body officers. Use this check list, rank political leaders you are familiar with. Does a high ranking affect how you feel about these leaders? Would it influence the way you would vote?
4. Role play some typical situations in which a group of people try to put pressure on one person to do something that is against his/her principles. Do this several times with different outcomes, such as caving into the group's pressure, or mustering the courage to stand up for what you believe. After the improvisation, discuss what you learned from this. Did you discover anything about group dynamics that you can use if you are ever in a similar situation?

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in · teg · ri · ty  **in'tɛg rɪ ti** - Show Spelled Pronunciation[in-teg-ri-tee] Pronunciation Key - Show IPA Pronunciation

*-noun*

1. adherence to moral and ethical principles; soundness of moral character; honesty.
2. the state of being whole, entire, or undiminished: *to preserve the integrity of the empire.*
3. a sound, unimpaired, or perfect condition: *the integrity of a ship's hull.*

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[Origin: 1400–50; late ME *integrite* < L *integritās*. See [INTEGER](#), [-ITY](#).]

—*Synonyms* 1. rectitude, probity, virtue. See [HONOR](#).

—*Antonyms* 1. dishonesty.