

# INTEGRITY

## LESSON TEXT

Matthew 22:15-22

## LESSON OBJECTIVES

- The students will recognize that Jesus acted with integrity in all situations.
- The students will state what integrity is and why it is important to God.
- The students will practice acting with integrity at home and at school.

## MATERIALS NEEDED

*For each student:*

- pen or pencil

*For the teacher:*

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

*Reproducible Pages:*

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for each student
- Page D, 1 copy for each student
- Page E, 1 copy for each student

## LESSON PLAN

### *Getting Ready*

Faithful Instruction  
 Teacher Focus  
 Teacher Tips  
 Preclass Activity: Integrity: Spell It Out!  
 Starting Up  
 Welcome and Singing  
 Opening Prayer  
 Victories  
 Good News from the Kingdom

### *Getting into God's Word*

Story: "A Man of Integrity"  
 Scripture Study  
 Activity: Integrity: Figure It Out!

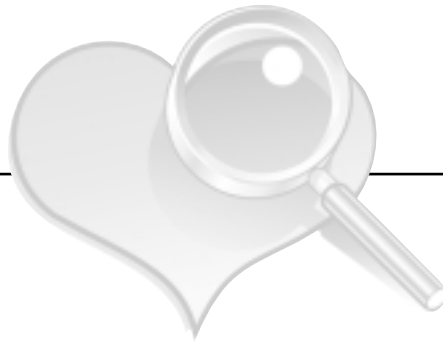
### *Getting It to Others*

Scripture Memory: Psalm 25:21  
 Weekly Challenge and Snack Time  
 Conclusion

## SCRIPTURE MEMORY

May integrity and uprightness protect me,  
 because my hope is in you.

Psalm 25:21



## FAITHFUL INSTRUCTION

### TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Matthew 22:15-22. Think about the type of integrity Jesus showed in this situation. Carefully consider the definition of integrity from Reproducible Page A. Think of a situation in which you chose to act with integrity. Write down that incident and what your specific emotions and thoughts were at that time.

### TEACHER TIPS

The focus of this lesson is integrity. Another definition of "integrity" is "(1)discerning what is right and what is wrong and (2)acting on what you have discerned, even at personal cost."\* Consider your heart as you prepare this lesson. Are you known for your integrity in your dealings with people in daily life as well as in your role as teacher? Your integrity will guide your students to have the same heart.

## PRECLASS ACTIVITY

### INTEGRITY: SPELL IT OUT!

The students will consider different situations in their lives that require integrity.

#### MATERIALS USED

For each student:

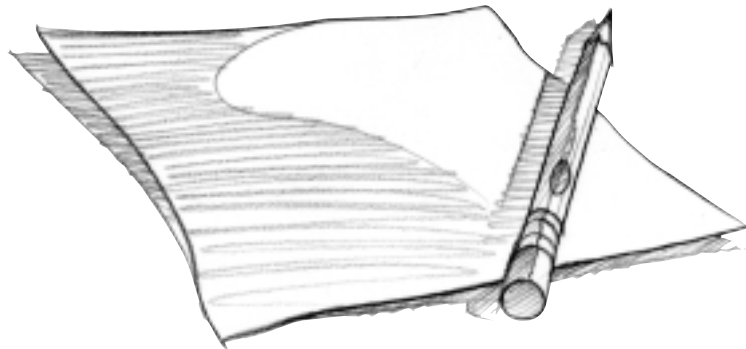
- pen or pencil

Reproducible Pages:

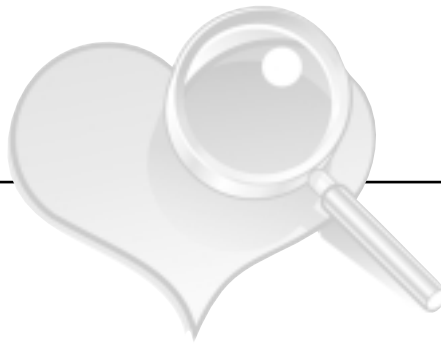
- Page A, 1 copy for each student

#### INSTRUCTIONS

1. Distribute copies of Reproducible Page A (Integrity: Spell It Out!) and a pen or pencil to the students as they arrive.
2. Help each student to understand the meaning of the word "integrity." After each letter of the word, they are to list a situation that requires integrity.



\*Stephen L.Carter, *Integrity* (Orlando, Florida: Harcourt Brace, 1996), 7.



## STARTING UP

### WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

### OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, and to be especially thankful for the chance to be together.

### VICTORIES

Take the time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Would anyone like to share something they learned?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

### GOOD NEWS FROM THE KINGDOM

#### MATERIALS USED

*For the teacher:*

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

#### INSTRUCTIONS

*Now let's take a few minutes to share "Good News from the Kingdom."* Be excited as you read about what is happening around the world. Have a globe or map ready and point out the location as you share. Remind your students that the kingdom of God is worldwide and that the victories of our brothers and sisters in other countries should inspire us and spur us on.

Have the students take out their copies of Reproducible Page A (Integrity: Spell It Out). Discuss the meaning of "integrity." Explain that Jesus was known for his integrity, especially in challenging situations. Let the students know that they will read about one such situation during the Scripture Study portion of the class. Then have the students share from their sheets one of the situations in which they would need to act with integrity.





## STORY

### "A MAN OF INTEGRITY"

In these two excerpts from biographies of Abraham Lincoln, he greatly inconvenienced himself on two occasions in order to do what was right and fair with other people's money. In the situation involving the foreclosure of the store that Lincoln and William Berry co-owned, it would have been much easier and probably would have been acceptable to others to claim bankruptcy and not repay the debt. In the situation involving the woman who was overcharged, it would have been tempting and easier to ignore the discrepancy, especially since she probably hadn't noticed.

#### MATERIALS USED

##### Reproducible Pages:

- Page B, 1 copy for each student

#### INSTRUCTIONS

1. Distribute copies of Reproducible Page B ("A Man of Integrity") to the students.
2. Read the story to the students.
3. Explain and discuss the story concept. At this point in his life, Abe Lincoln did not know he would one day be president of the United States. He chose to repay and return the monies because he believed it was right, not for political or personal gain. No one required him to return it, and it is likely in both situations that no one would have questioned him about it if he hadn't.

- *What can you learn about Abe Lincoln's character from this story? (He was concerned about doing what was right whether others knew about it or not. / He was willing to sacrifice his own profit to do what was right. / He was willing to "go the extra mile." / Lincoln took responsibility for the entire store debt, even though his deceased partner had incurred much of it.)*
- *How would you have felt if you had been the woman Abe returned the money to? (shocked / amazed / respected / grateful)*
- *How would you have felt if you were Abe Lincoln during the years he worked to pay back the large debt from the foreclosed store? (challenged / discouraged / resentful / determined / proud)*
- *Thought question: Are you as diligent about acting with integrity as Abraham Lincoln was, even in situations in which no one will know if you let a "wrong" prevail or in situations in which it will be personally costly to do what is right? Can your righteousness be relied upon and imitated?*





SCRIPTURE STUDY

ACTIVITY

Have the students take out their Bibles and turn to Matthew 22:15-22. Select a volunteer to read the passage.

- *Were the Pharisees complimenting Jesus by saying he was a man of integrity?*
- *What was the Pharisees' real purpose in asking Jesus whether or not taxes should be paid to Caesar? (They wanted to trap him into speaking against the Roman government and laws / to find a reason to charge him for unlawful behavior / to get the Romans upset with him. They also wanted the Jews to get upset with him if he told them that they should pay taxes to the Romans. [The Jews were under Roman rule and unhappy about it.]*
- *In what way was Jesus honest with the Pharisees about their character? (called them hypocrites)*
- *What is a hypocrite? (one who acts one way but believes another way / deceiver)*
- *Compare Jesus' character with the Pharisees' character. (Jesus had integrity—he believed and acted in the same way. / The Pharisees were hypocritical—they acted one way but really believed another way. That is—they acted like they loved God, but they really did not. Jesus acted like he loved God, and he really did.)*
- *What does Jesus say that shows his integrity? (give each one what belongs to him / He spoke wisely and told the truth without falling into the trap the Pharisees had set for him. / He was loyal to God. / He acted with integrity even when it wasn't popular or easy to do.)*

INTEGRITY: FIGURE IT OUT!

The students will judge several situations and results based upon their understanding of integrity.

MATERIALS USED

For each student:

- pen or pencil

Reproducible Pages:

- Page C, 1 copy for each student
- Page D, 1 copy for each student

PREPARATION

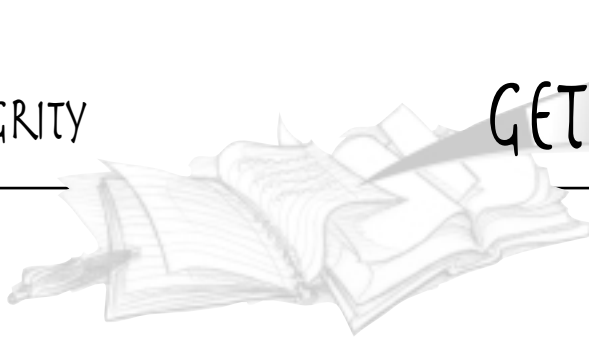
Prior to class, fold each sheet of paper in half lengthwise (or ask the students to fold them without reading them.)

INSTRUCTIONS

1. Give each student copies of Reproducible Pages C and D (Integrity: Figure It Out) and a pen or pencil. Be sure the situation side of each sheet is facing up and the results side is facing down. (See Figures A and B.)
2. Read or have the students take turns reading each situation. Then have the students circle their choice of action.
3. Have the students put down their pens or pencils and open their pages to see the outcome of their choices.
4. Discuss the choices they made and how they feel about the given outcomes.

Figure A

Figure B



## SCRIPTURE MEMORY

May integrity and uprightness protect me,  
because my hope is in you.

Psalms 25:21

### MATERIALS USED

*Reproducible Pages:*

- Page E, 1 copy for each student

### INSTRUCTIONS

1. Give each student a copy of Reproducible Page E (Scripture Memory).
2. Have the students say the memory verse together out loud several times.
3. Talk about what the verse means.

## WEEKLY CHALLENGE AND SNACK TIME

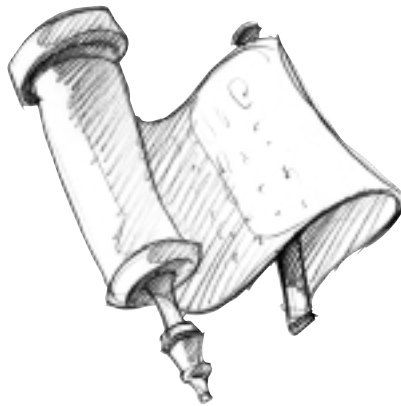
If your students bring a snack, allow them to eat it while you explain to them the challenge for the week.

Ask them why it is important to act with the type of integrity that Jesus did.

The challenge for this week is for each student to look for opportunities to act with integrity and to share with the class the outcome of one of these situations. Ask how they think they might feel when they choose to act with integrity in a situation but no one notices or gives them credit.

## CONCLUSION

End the class with a prayer.



## WEEKLY CHALLENGE

This week, look for opportunities to act with integrity at home or at school. Write down the outcome of one situation to share with the class next week.

# INTEGRITY

## LESSON TEXT

Matthew 22:15-22

## LESSON OBJECTIVES

- The students will explain what integrity is and why it is important to God.
- The students will explain how integrity leads to security with God.
- The students will practice acting with integrity at home and at school.

## MATERIALS NEEDED

*For each student:*

- pen or pencil

*For the teacher:*

- extra Bibles
- small paper bag

*Reproducible Pages:*

- Page F, 1 copy for each student
- Page G, 1 copy for the teacher

## LESSON PLAN

### *Getting Ready*

Faithful Instruction

Teacher Focus

Teacher Tips

Preclass Activity: Integrity: What Does It Sound Like?

Starting Up

Welcome and Singing

Opening Prayer and Review

Great News Sharing

Good News from the Kingdom

### *Getting into God's Word*

Scripture Study

Activity: Integrity: Act It Out!

### *Getting It to Others*

Scripture Memory: Psalm 25:21

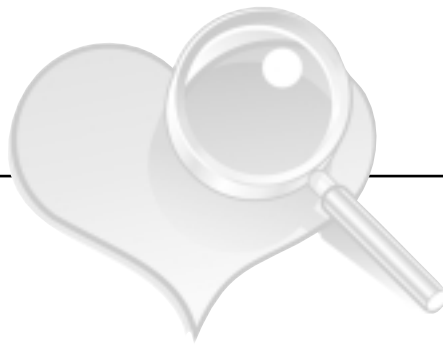
Weekly Challenge and Snack Time

Conclusion

## SCRIPTURE MEMORY

May integrity and uprightness protect me,  
because my hope is in you.

Psalm 25:21



## FAITHFUL INSTRUCTION

### TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Matthew 22:15-22. Look up the word “integrity” in the dictionary and read its meaning. Consider this definition in light of what you know about Jesus’ life. His standards were beyond compromise, even at the cost of his life. How willing are you to sacrifice your comfort in order to maintain your integrity before God and others?

### TEACHER TIPS

The focus of this lesson is integrity. Consider your heart as you prepare this lesson. Are you known for your integrity in your dealings with people in daily life as well as in your role as teacher? Think of a situation in which you chose to act with integrity. What were the results of your actions? Write down that incident and what your specific emotions and thoughts were at that time. Your integrity will guide your students to have the same heart.

## PRECLASS ACTIVITY

### INTEGRITY: WHAT DOES IT SOUND LIKE?

The students will complete a worksheet that will allow them to consider how their own words and actions can be an indication of their integrity.

#### MATERIALS USED

*For each student:*

- pen or pencil

*Reproducible Pages:*

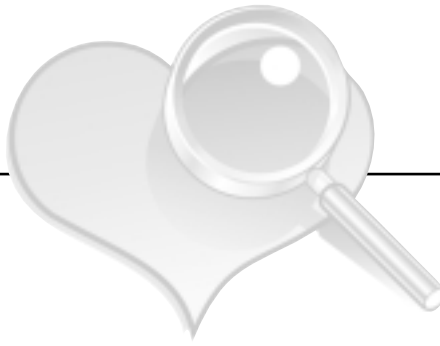
- Page F, 1 copy for each student

#### INSTRUCTIONS

1. Distribute copies of Reproducible Page F (Integrity: What Does It Sound Like?) and a pen or pencil to the students as they arrive.
2. Help each student to understand the definition of the word “integrity” and the instructions that are given on the page.
3. On the back of the sheet, the students are to draw themselves in a situation in which they think it would be a challenge to act with integrity. Encourage them to draw with stick figures if they are not able to draw well.







## STARTING UP

### WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

### OPENING PRAYER AND REVIEW

- Open with one or two students praying for each student to understand and practice integrity in their lives.
- Have one student recite the memory verse for this lesson: Psalm 25:21.
- Have a student briefly review the previous lesson (Core Lesson).

### GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This news could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so that as many as possible can share.





## SCRIPTURE STUDY

Have the students take out their copies of Reproducible Page F. Discuss with the students how honesty is one form of integrity. Ask the students to share from their worksheets how parts of the responses that are given as "YOU" in each mini-conversation do not demonstrate honesty or integrity. You may also have volunteers suggest an honest response for each of the five situations. Then allow the students to share the pictures they drew on the back of their worksheet along with an explanation of the situations in which they think it would be challenging to act with integrity.

- *Why does God want us to act with integrity?* (Acting with integrity shows others that we follow God. / God wants us to be righteous in all the areas of our lives. / We help other people know more about what God is like when we respond with integrity.)
- *Why is it so important to God that his people be full of integrity?* (People might lose respect for God if we claim to love him but aren't honest or righteous. / We would be considered as hypocrites. / Dishonesty is sin and displeases God.)

Ask the students to take out their Bibles and turn to Titus 2:7-8. Select a volunteer to read the passage.

- *Paul tells us that we need to set an example by doing good. How can our integrity be a good example to others?* (People may want to know more about God. / Teachers, friends, etc. will know they can always trust us. / We can teach others to be full of integrity when we are convicted about it and live it consistently. Our doing right may give other people the courage to do right too.)
- *What does Paul say will happen if we show integrity, seriousness and soundness of speech in our lives?* (People will be ashamed if they persecute us. / People will have nothing bad to say about us.)

Now have the students turn to Proverbs 10:9. Select another student to read the verse aloud.

- *This passage says that integrity gives us security. Why do you think that is so?* (We have confidence when we do what is right./God will always protect us and help us when we act righteously.)
- *What does it mean for someone to take crooked paths?* (be deceitful / be sinful / do what isn't pleasing to God)
- *Will someone who acts without integrity always be found out?* (yes—if not by men, then always by God)
- *Can you be secure if you don't act righteously or with integrity? Why or why not?*





## ACTIVITY

### INTEGRITY: ACT IT OUT!

The students will act out a variety of situations that have to do with integrity.

#### MATERIALS USED

*For the teacher:*

- small paper bag

*Reproducible Pages:*

- Page G, 1 copy for teacher

#### INSTRUCTIONS

1. Cut the copy of Reproducible Page G (Integrity: Act It Out!) into four strips so that each situation is on a separate strip of paper. Fold the strips and place them in a small paper bag.
2. Divide the students into four cooperative groups. Each group should plan and then act out the situation they have been given. Each group should act out their situation in a way that demonstrates the characters choosing to act with integrity and also without integrity.
3. Give each group 7-10 minutes to prepare and practice. Then have each group present its skit.

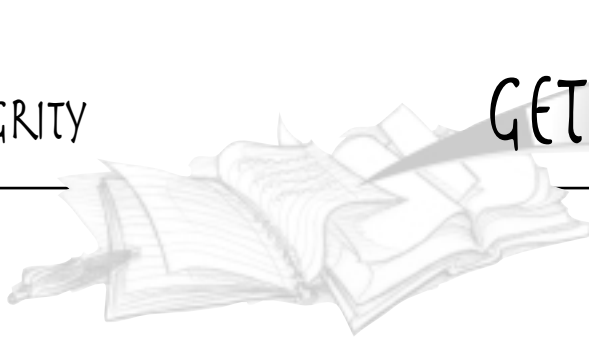
1. Your friend lies in front of you to your parents.  
What will you do?  
\_\_\_\_\_

2. You find a wallet at the Mall with \$75.00 in it.  
What will you do?  
\_\_\_\_\_

3. You accidentally break a neighbor's window while playing baseball.  
What will you do?  
\_\_\_\_\_

4. You accepted the responsibility to feed and walk your neighbor's dog daily during the week he was away on vacation, but you missed one day. What will you say when your neighbor returns and asks how everything went?  
\_\_\_\_\_





## SCRIPTURE MEMORY

May integrity and uprightness protect me,  
because my hope is in you.  
Psalm 25:21

### INSTRUCTIONS

1. Review the scripture memory verse that was given during the previous lesson.
2. Practice the verse together with the class, encouraging the students to have the verse completely memorized by the next class.

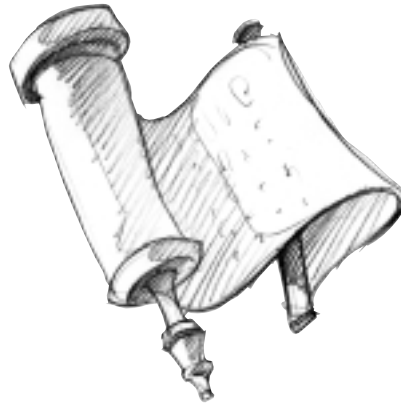
## WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you review with them the challenge for the week.

The students were asked to look for opportunities to act with integrity and to choose to act with integrity. Students who have already completed the challenge can be invited to share their stories. The other students can be encouraged to look for an opportunity to meet the challenge before the next class.

## CONCLUSION

End the class with a prayer.



## WEEKLY CHALLENGE

This week, look for opportunities to act with integrity at home or at school. Write down the outcome of one situation to share with the class next week.



### INTEGRITY: SPELL IT OUT!

INTEGRITY = the quality of being honest, steadfast in purpose, responsible and trustworthy

Directions: Think about the definition of integrity written above. Then brainstorm with a friend some situations in which you would need to choose to act with integrity. Write a phrase beginning with each letter below that describes these situations. One is already done for you.

INTEGRITY

I \_\_\_\_\_

N \_\_\_\_\_

T *telling my parents why I'm late* \_\_\_\_\_

E \_\_\_\_\_

G \_\_\_\_\_

R \_\_\_\_\_

I \_\_\_\_\_

T \_\_\_\_\_

Y \_\_\_\_\_

When you are finished, read and meditate on Matthew 22:15-22 until you think you understand the message.

## A MAN OF INTEGRITY

Former U.S. President, Abraham Lincoln, was a man who became known for his integrity. He had many opportunities in his life to demonstrate this quality. The following excerpts from two biographies about Lincoln are examples of the integrity of his character:

“(Lincoln) also worked in a store in town. Here he developed a reputation for honesty that would stay with him the rest of his life. Once, a woman paid too much for her order. Abe locked up the store and walked six miles after her to give her the change. Another time he accidentally used a lighter weight to measure some grain that a woman was buying. Again he closed the shop, sought out the woman and made amends.”<sup>1</sup>

[Abraham Lincoln left that store and opened a store with another man named William Berry.] “. . . William Berry died. His death left Lincoln solely responsible for their store’s debts, which totaled \$1,100—a staggering sum to someone who earned less than \$100 a year. Lincoln called it the “National Debt.” But instead of moving on to a new area and leaving his unpaid debts behind him, as many other bankrupt men did in those days, Lincoln determined to pay back every cent. It took him nearly 15 years to do so, but it earned him a reputation as an honest and honorable man.”<sup>2</sup>

<sup>1</sup> Russell Shorto, *The History of the Civil War—Abraham Lincoln to Preserve the Union* (Silver Burdett Press, 1991).

<sup>2</sup> Rebecca Steffoff, *Abraham Lincoln—16th President of the United States* (Garrett Educational Corporation, 1989).



SITUATION 1 "What's the Scoop?"

You have two best friends. One of them persistently tries to talk to you about the other friend and his/her business. (grades, clothing, family problems)

What will you do?

- A. Listen to what he/she has to say and share what you know and think.
- B. Listen to what he/she has to say without commenting on it.
- C. Change the subject.
- D. Let your friend know you'd prefer him/her not to share these things without your other friend there.



RESULTS "What's the Scoop?"

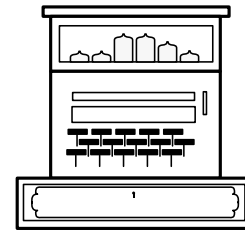
- A. Your friend finds out that you both talked about him/her and refuses to speak to you or to sleep over at your upcoming birthday party.
- B. You find out that the best friend that your friend talked to you about is mad at you.
- C. Your friend annoys you by coming back daily with talk about other people.
- D. You and your two best friends enjoy your birthday sleepover.

SITUATION 2 "Two for One!"

As the cashier at the music store rings up your purchase, it occurs to you that she might only ring up one CD holder instead of two because they are stacked inside each other. You are in a hurry to get to a movie, and you also realize that the one CD holder costs more than you thought.

What will you do?

- A. Wait to see if the cashier notices that there are two CD holders.
- B. Make sure the cashier realizes that you are buying two CD holders.
- C. Start a conversation with her so that the cashier won't think to check and will charge you for only one CD holder. Then you will have enough money to buy a ticket for the movie.
- D. Stop worrying so much and realize that however it gets rung up is the way it's meant to be.



RESULTS "Two for One!"

- A. The cashier does not check, and rings the CD holder up as one, although it was two. You make it to the movie and enjoy it. After you get home, though, your mom looks over your purchase and the change. She questions you about having not paid for the second holder.
- B. The cashier checks the holders as you suggested, realizes there are two, and rings them both up. You don't have enough money left to see a movie as planned.
- C. The cashier does notice there are two CD holders after she has finished ringing up the sale. She embarrasses you, suggesting that you stacked them that way on purpose, and then voids the sale and slowly starts ringing up the whole thing again. You don't have enough money for the movie.
- D. The cashier doesn't notice the two CD holders stacked and quickly rings the purchase up as one. You get to the movie on time with money to spare, but you feel guilty all during the movie about not having paid for one of the holders.

SITUATION 3 "Locker Room Foul Up!"

All the team members are rough-housing after football practice. Coach comes in and happens to catch you popping your friend with a wet towel. He tells you to take five laps for your behavior.

What will you do?

- A. You say, "Come on, Coach, everybody was doin' it." He insists you take the laps anyway, so you begin to nag him about it.
- B. Pointing to your friend, you say, "That's not fair. He started it."
- C. You run the laps and you talk over the incident with the coach later.
- D. You decide to run the laps, but at the next practice you gossip and bad-mouth the coach to the team.



RESULTS "Locker Room Foul Up!"

- A. Coach tells you to run TEN laps or you'll sit out the next game, and your teammates make fun of you as they head home.
- B. Coach makes you and your friend run the five laps, and your friend won't talk to you.
- C. You gain respect for the coach and avoid locker room rough-housing in the future.
- D. Coach suspends you for the next two games when he finds out about your negative talk.

SITUATION 4 "Snap Shot!"

You are taking a test. Your friend, who is sitting next to you, motions to you to move your hand so that he can see your paper.

What will you do?

- A. You move your hand and later tell your friend that he made you feel uncomfortable and should never ask you to do that again.
- B. You move your hand and finish your test quietly.
- C. You do not move your hand and later ask your friend not to do that again.
- D. You do not move your hand and later tell your friend that you did not understand what he was signaling to you.



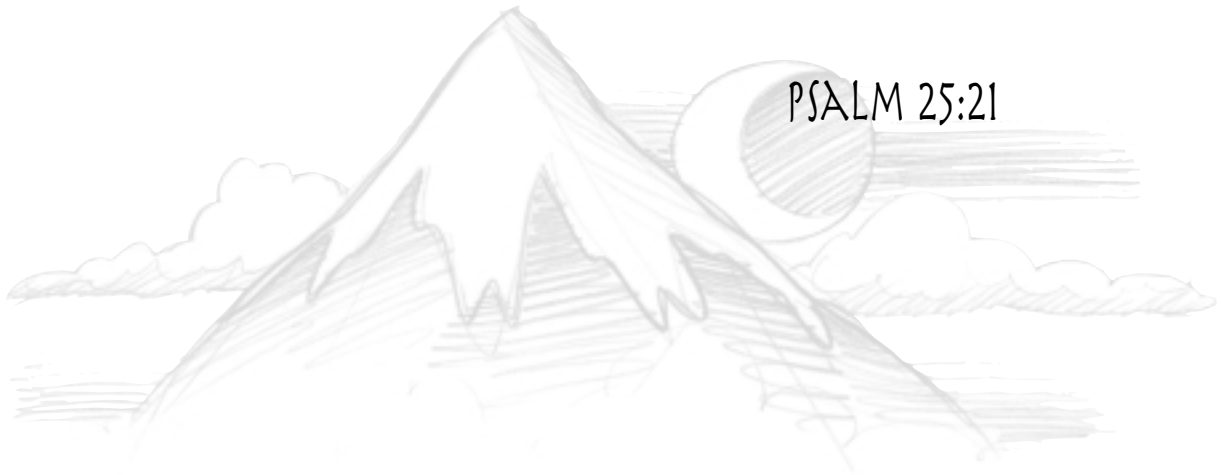
RESULTS "Snap Shot!"

- A. Your teacher suspects you both of cheating and gives you each a zero on the test.
- B. You both finish the test without incident, but his copying made you very uncomfortable, and he insists on copying from you during the next test.
- C. You pass the test, but your friend becomes angry with you and won't speak to you for two weeks.
- D. Your friend understands, but tries to copy from your paper again during the next test.



SCRIPTURE MEMORY

May integrity and uprightness protect me,  
because my hope is in you.



PSALM 25:21

WEEKLY CHALLENGE

This week, look for opportunities to act with integrity at home or at school. Write down the outcome of one situation to share with the class next week.

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## INTEGRITY! WHAT DOES IT SOUND LIKE?

### DIRECTIONS:

- Consider the following definition of integrity: the quality of being honest, steadfast in purpose, responsible and trustworthy.
- Then read each mini-conversation below. Suppose you spoke the words recorded as YOU. Underline the part of your response that is not completely HONEST or SOUND.
- Briefly explain on the line below each conversation how the response does not show integrity.

1. MOM: Did you finish your homework, son?  
YOU: Yes, I've worked on it.

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2. DAD: I need you to mow the lawn today, son.  
YOU: Okay, Dad, I'll see what I can do.

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3. FRIEND: Did you tell Sarah about my problem?  
YOU: Well, Sarah and I talked about a lot of things.

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4. TEACHER: Was your absence from school yesterday excused?  
YOU: I don't remember if it was.

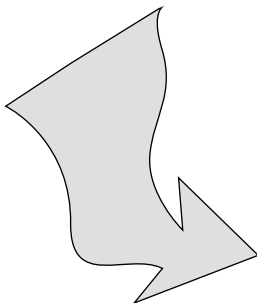
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5. NEIGHBOR: Young lady, did you cut through my yard with your bicycle yesterday?  
YOU: I might have.

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## INTEGRITY! WHAT DOES IT LOOK LIKE?

Now, on the back of this sheet, draw a picture of yourself in a situation in which you think it would be a challenge to act with integrity. (You can draw a situation that has happened to you or one that could happen to you.)





INTEGRITY: ACT IT OUT!

1. Your friend lies in front of you to your parents.  
What will you do?

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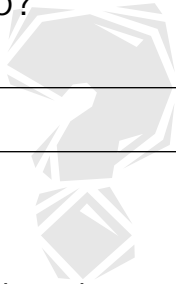
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2. You find a wallet at the mall with \$75.00 in it.  
What will you do?

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3. You accidentally break a neighbor's window while playing baseball.  
What will you do?

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4. You accepted the responsibility to feed and walk your neighbor's dog daily during the week he was away on vacation, but you missed one day. What will you say when your neighbor returns and asks how everything went?

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