

### **Integrity Activity: Where Do I Stand?**

**Objective:** Students will gain experience in sharing personal views and in understanding individual differences. Students will also gain some understanding of how peer responses influence their behaviors, including doing the right thing.

**Materials:** Four large pieces of paper, each printed with the name and/or picture of the following animals: a lion, a deer, a fox and a dove

**Length of time:** 20-30 minutes

**Activity/Discussion:** The teacher will tape a picture in four areas of the classroom. Students will then be asked to stand next to the animal that they feel most represents how they are when they interact with others at school. When students have taken their places, the teacher can call on the students in each group to explain why they believe the animal best represents them. Other questions could prompt students to consider how they are with people they don't know, family members, when they are alone, etc., to help students understand influences on behavior. The students might also be asked about which social situation do they feel most like themselves. Students could then be asked about the social influences of their choices; did they choose a group because their friends were in it? If so, how does peer influence affect our behaviors, both positively and negatively? If a student chose to stand on his or her own or away from his or her close friends, how did it feel to them to choose differently?

**Evaluation/Extension:** Students may be evaluated based on the quality of the discussion and respectful listening when others talk. As an extension, students could talk about times they took a stand about something they believed in or said no to peer pressure. They could talk about why doing these things can be hard and what can be gained and lost by taking a stand and doing the right thing.