

Body Check

This lesson gives students an opportunity to explore the concept of cheating through the lens of integrity; specifically, the lesson addresses the idea of using integrity when tempted to cheat for ourselves or asked to cheat by someone else. It isn't easy to make the right choice, especially when you feel pressured "in the moment". This lesson gives students strategies to combat both temptations in cheating and reminders to always do their own work.

Integrity Sub-Concept(s)

Kindness

Lesson Timeframe

25-30 minutes

Required Materials

- ☐ Smartboard to play the video
- ☐ Two bags of M&Ms (one that contains the expected candy and one that contains something else like beans, rice, or something unexpected) -- requires preliminary preparation on the part of the teacher
- ☐ Bowls to empty bags into

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



DESIGNATED BY CASEL
AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.

See last page for details.

Lesson Objective

Students will:

- Explore different cheating scenarios and explore how to react with integrity.
- Use strategies in perseverance to combat the temptation to cheat.

Teacher Connection/Self-Care

Integrity means teaching from 'bell to bell'. Examine how wisely you use your student contact hours. What can be done during planning instead of when they are present?

Tips for Diverse Learners

- Use a note catcher to write responses while watching the clips or having a printed copy of questions.
- Pause the videos at key points so students can better access the emotions and decisions in the video and record them in their note catchers.



Share

3-5 minutes

Take out two bags of M&Ms. One should be filled with M&Ms as expected; the other you should have emptied prior to class and filled with something else, such as small stones, rice, beans, etc.

When you buy a bag of candy at the grocery store, what do you expect to find in the package? What should it look like? What quality?

Allow students to respond. Then open the two bags and pour the contents into two bowls.

Are you surprised by what you see? How would you feel if this happened to you?

Allow students to respond.

*Just like this bag of M&Ms, what is on the inside of us needs to match what is on the outside. No one wants to buy a bag of M&Ms and find _____ on the inside. People want to be with someone who is genuine or is what they seem to be. This is called having integrity and being honest. **Integrity means doing what you know is right and kind in all situations.***



Inspire

5-7 minutes

Today we are going to talk about body language and lying. Just like in my example with the M&Ms, it doesn't feel good to be on the receiving end of a lie. When we choose to lie, our body language will also change. Let's watch a short video about body language and how much we communicate without ever saying a word.

Video Clip: "Snack Attack" https://youtu.be/38y_1EWIE9I?si=tjxl3B4jxAh563j (5 min)

Show the video clip noted above. If you can't play the clip, summarize by saying the following:

"The old woman in the clip works very hard to get the last snack in the snack machine inside the train station. After heading outside, she sits next to a man who appears to be stealing her snack bit by bit. She becomes very angry and storms onto the train, all while he continues to be kind to her. At the very end of the clip, she looks inside purse and realizes she hadn't even opened her own snack- but rather was eating his snack all along!" All of this was communicated without speaking."

Body language is how we communicate with our body. This includes eye contact, facial expressions, and physical gestures. (If your class wasn't able to watch the video, review each type of body language with the class instead) Let's think back to our video clip.

Ask:

RANDOM ACTS OF KINDNESS
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- What did the old woman do with her face and body when the snack wouldn't come out of the vending machine?
- What did the old woman do with her hands when the man took the first cookie?
- What did the man do when she took the packet of cookies and put them in her lap?
- What did she do when she first got on the train?
- How did her body language change when she discovered her uneaten cookies in her purse?



Empower

15-20 minutes

Now we will try an activity that will let us observe body language with others, both when we are telling the truth and when we are telling a lie. Pay special attention to your partner's facial expressions, eye contact, and gestures.

Divide students into pairs. Try to put them into pairs based on height as it makes the activity easier.

Instructions:

1. Students face each other.
2. The student on the left puts their arm straight out with their palm facing down.
3. The student on the right then gives the following directions:
 - Your arm is like a lie detector. Repeat after me and let's see if it works!
 - Finish this phrase with something you REALLY love.
 - I love...
 - While you are saying the statement, I'm going to press on your arm.
 - Your job is to stop me from pushing it down with my arm!

Do this again, but this time have the student repeat a lie. A simple, universal one is, "I love vomit".

- Have the student put their arm back up. This time, they say the lie out loud while their partner tries to push down their arm.

Have partners trade roles and repeat the activity with the truth and a lie.

Ask:

- Was it easier or harder to push your partner's arm down when they were telling the truth or lying?
- What did you notice about your partner's body language and nonverbal communication when they were lying? (smiling, looking away, moving around, etc.)



Reflect

5-7 minutes

Discuss WHY it was harder to keep your arm when you were lying-

- *Lying takes focus, especially if you want someone to believe you. This made it much harder for you to keep your arm up!*

Notice also how your nonverbal communication (what you do with your body even when you're not talking) changed. You might have started laughing, changed the expression of your face, or looked away to avoid eye contact. You also might have moved your arm away or turned your body away from your partner.

Remember, what you say is only a small part of what you communicate. Lies involve your entire body, not just what you say. That's why you can still lie even when you're not saying anything at all.



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AND EMOTIONAL
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>