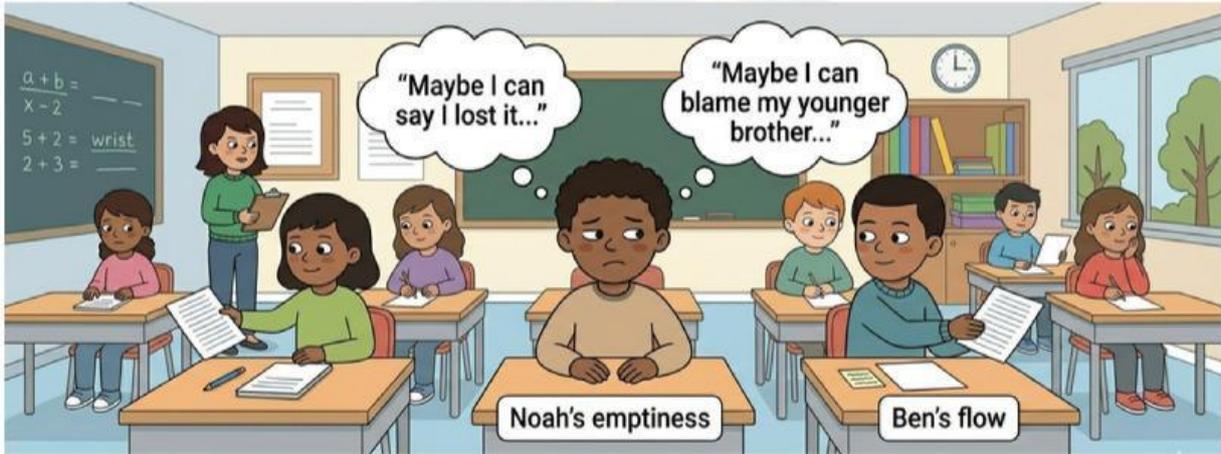


3. What would someone with true integrity do in this situation, and why?

PART II: Responsibility vs. Excuses (Accountability)

Directions: Read the situation and answer the questions.



The Flow of Choice: Honesty and Decision-making in Returned Work.

Situation: You forgot your homework at home. The teacher asks the class to pass their papers forward. You think to yourself: “*Maybe I can say I lost it...*” or “*Maybe I can blame my younger brother...*” No one saw what really happened.

4. Why is this considered a “hidden choice” situation?

5. What is the EASY choice, and what is the RESPONSIBLE choice?

o Easy Choice:

o Responsible Choice:

6. How will choosing the "Responsible Choice" affect your Trust Battery with your teacher?

PART III: Emotion vs. Control (Mindfulness)

Directions: Read the situation and answer the questions.



Situation: You are working hard on an assignment, but you keep getting the answers wrong. Your body starts to feel hot, your chest feels tight, and your fists are clenched. You feel like shouting or ripping up the paper.

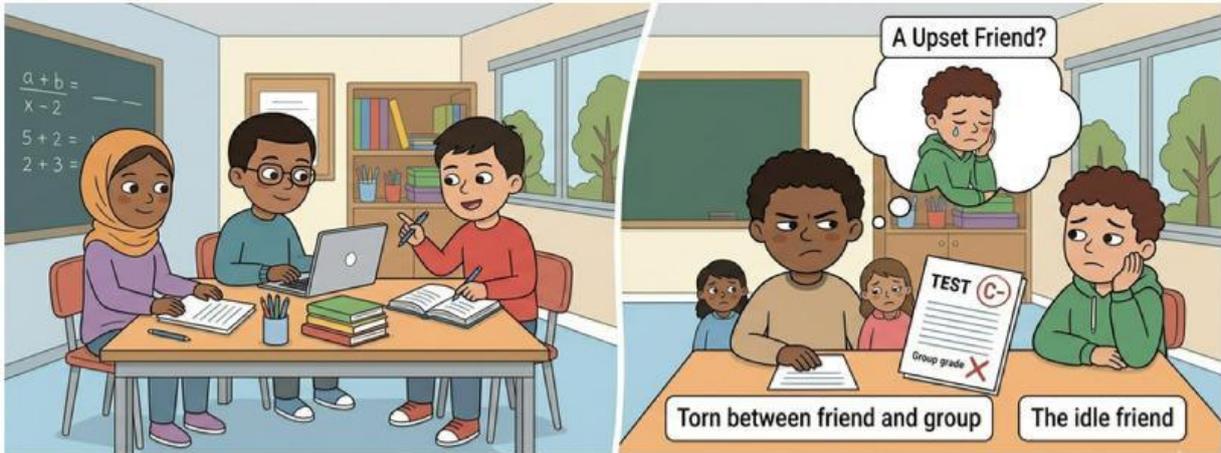
7. What are these physical signs (hot face, tight chest) telling you about your emotions?

8. What is a MINDFUL choice you can make using the STOP strategy (Stop, Take a breath, Observe, Proceed)?

9. Why is stopping and thinking important before you react?

PART IV: No Perfect Answer (Conflict)

Directions: Read the situation and answer the questions.



The Group Project Dilemma: Navigating Friendship and Responsibility. What would you do?

Situation: Your group project partner is also your good friend. However, they are not doing their part of the work. If you tell the teacher, your friend might get in trouble and be mad at you. If you don't tell the teacher, your whole group might get a failing grade.

10. What are the TWO competing problems in this situation?

11. What is a FAIR solution that respects both your friendship and your group's grade?

12. What would a responsible and respectful student do first before going to the teacher?

PART V: Long-Term Thinking (The Hard Truth)

Directions: Read the situation and answer the questions.



Situation: You lie to avoid getting in trouble for breaking a classroom rule. It works perfectly. No one finds out, and you don't get punished.

13. Why might lying feel like a "good choice" at first?

14. How does keeping a secret lie affect your own internal feelings (guilt, stress)?

15. If people eventually find out, how does this affect your Trust Battery over time?

16. Why is telling the truth harder, but stronger in the long run?

PART VI: Performance & Reflection Rubric (Teacher Use)

(Teacher: Score the student's overall exam responses based on this 9-point rubric)

A. Perspective-Taking (0–3 pts):

Can identify multiple sides of a conflict and understand others' feelings.

B. Ethical Reasoning (0–3 pts):

Consistently chooses the option aligned with integrity, honesty, and responsibility.

C. Consequential Thinking (0–3 pts):

Accurately predicts the long-term results of actions (e.g., trust, grades, relationships).

Total Rubric Score: ____/9

(Add to the 16 written questions for a total out of 25)

