

Grades 9-12 / 20 minutes / TEACHER PLAN

Check the claim. Choose the next step.

Students separate observations from assumptions and communicate a concern through an appropriate channel.

Before class

Three fictional scenarios below; paper or discussion.

Preview the lesson and adapt it to approved school guidance. Use fictional examples; students may pass. Do not collect private student or medical information.

0-4 min / Frame

Say: "A confident claim is not always a verified fact. We will practice describing what we know and what we still need to check."

4-9 min / Sort

Read one scenario. Ask students to separate "observed or provided" from "assumed." Do not use current school incidents or personal details.

9-15 min / Draft

Pairs write a two-sentence response: "Here is what I noticed. Here is what I need clarified." Choose an appropriate school role to ask, without inventing an emergency protocol.

15-20 min / Review

Use the answer guide. Discuss why public accusations or resharing uncertain information can create additional problems. Revisit the school's approved concern-reporting process.

Access & participation

Read aloud, provide processing time and accept spoken, written, drawn or pointing responses. Follow individual accommodations. No public speaking or personal disclosure is required.

Grades 9-12 / STUDENT ACTIVITY

Check the claim. Choose the next step.

Think it through. Choose a helpful next step.

These examples are imaginary. Write, draw or discuss your response. You do not need to share a personal experience. For younger learners: an adult reads the prompts.

01 / A cropped image claims a new school policy starts tomorrow. It has no date or source.

What could this person do next?

02 / A class project has two conflicting instructions about a task.

What could this person do next?

03 / You hear a secondhand concern about someone's safety.

What could this person do next?

One thing to take with you

Write one question that would help verify a claim. Then name the kind of official source or school role that could answer it.

Grades 9-12 / TEACHER ANSWER GUIDE

Talk about the why.

01 / Discussion point

Treat the claim as unverified. Check the current official policy or ask the responsible school office. The crop alone does not establish the policy or its effective date.

02 / Discussion point

Pause the uncertain part and ask the teacher which instruction applies. Describe the conflict clearly rather than choosing the fastest option.

03 / Discussion point

Share the concern promptly through your school's approved route; identify what is firsthand and what is secondhand. Do not investigate, confront anyone or post accusations. For an immediate emergency, follow the school's emergency instructions.

Optional family message

Today students practiced distinguishing facts from assumptions and asking clear questions. Discuss an ordinary, non-sensitive example of checking a claim before repeating it. No response is required.

Reference / scope

Original classroom discussion; use your school's approved guidance.

Discussion and learning only. This is not emergency response training or a substitute for qualified school guidance.