




STAGE OF LESSON		PLAN: What is your plan?	
I	INTRODUCE LESSON GOAL 1-2 minutes	To understand how, why, and when we should tell the truth.	
M	MOTIVATE with a HOOK	Get students to write up a list of lies that they can remember telling, or lies that have been told to them.	This is a simple introduction to get children thinking about specific instances of lying that have happened in their experience.
P	PRIME with PRIOR KNOWLEDGE -activate it 3-5 minutes		
A	ADD NEW TEACHER INPUT – Explicitly teach the CONCEPT. 10-15 minutes 	Share some of the students' examples or experiences of lying on the board Make two columns on the board and ask students to categorise them into lies that were acceptable to tell, and lies that were unacceptable. (acceptable/unacceptable – good/bad – moral/immoral – helpful/harmful) can also be used depending on age and experience.	We introduce students to the assumption that there are some lies which are not bad (although this is not explicitly stated as an assumption). The veracity of this assumption will pop up again later and be challenged.
	ADD NEW TEACHER INPUT – Explicitly teach and model the SKILL.	Ask students how they determined which lies were acceptable and which were not. Form their responses into a list of criteria that is able to determine when a lie is acceptable and when a lie is unacceptable.	Students should respond in a way that makes it easy to transfer their answers into criteria (because it didn't hurt anyone > lies that don't hurt anyone are acceptable). Students will begin to see how criteria for acceptable lies are developing from their reasons for why they thought a specific lie was acceptable.
C	CHALLENGE with APPLICATION & DEVELOPMENT 10-15 minutes 	Discuss the criteria that the class has come up with for the concept of lying. Get students to give their thoughts on each of the criteria and give a determination on whether they accept them as the foundational criteria for acceptable lies. Do the same for unacceptable lies. Get them to check their criteria against some of the specific examples of lying that were given in the introduction, and also challenge students to think of some counterexamples of acceptable lies that do not meet the criteria that they have come up with (vice versa for unacceptable lies).	Students get to analyse the criteria and argue for some or against some in light of their individual conceptions of lying. Students will also get the chance to test the criteria they have developed against some of their own experiences of lying, as well as some hypothetical examples of lying that they come up with.
	CHECK FOR UNDERSTANDING, FEEDBACK & INDIVIDUAL SUPPORT (Throughout the lesson) 3-5 minutes	Challenge students by moving from a position which assumes that there exists acceptable and unacceptable lies, to a position which states that lies are always and absolutely bad or negative. Ask students to argue one way or the other in order to defend their view on this point.	Students are forced to move away from their thinking about the difference between acceptable and unacceptable lies and into the more abstract concept of lying as a whole. Students will now have to justify their position that there are actually acceptable lies, or else they will have to change their view, and if so, they will have to argue for why their view has changed.
	CULTIVATE INDEPENDENT PRACTICE 5 minutes	Get students to compare the concept of lying with other concepts which are ordinarily thought to be positive, such as kindness, goodness, or compassion, as well as concepts that are generally thought of as negatives, such as greed, spite, or hatred. Compare these concepts with that of lying in a way that challenges the conception of lying as acceptable/unacceptable. For example, give examples of lying that would result in an increase/decrease in kindness, compassion, greed, or hatred. Ask students how these other concepts impact of their determination of acceptable and unacceptable lies.	Here students not only build on their conception of lying, but are also able to make connections to other concepts, and compare and contrast those concepts with their own view of lying that has been developing throughout this session.
T	TIME for GOAL REVIEW 3-5 minutes 	Do you know believe there are lies that are acceptable to tell? Do you think it is sometimes not only acceptable, but necessary to tell a lie?	