



Choice Board Lesson Plans



Week 2: Building Strong & Safe Foundations: Collective Identity

Division: SECONDARY

Category:

Comm & Team Building --- Physical Activation --- Social Emotional Skill Development

Lesson Title:

2 Truths & A Lie

Learning Goal:

Students will share truths about themselves, while hearing about the various identities of peers within their classroom.

Student Pre-Reflection/ Minds On:

Before you begin, think about...

- What are the benefits of speaking truth?
- Where in society has truth been suppressed? Why?
- How much do I value truth vs. comfort?

Learning Task/Activity:

Either standing in a circle or sitting at desks:

- One player at a time says two things that are true about themselves and one thing that is a lie (in any order). The goal is to trick the other players into believing the lie or thinking one of the truths is a lie
- Teacher will model for the students by going first to demonstrate the length (about a sentence each)
- Go around the class one at a time and after each person's turn have the group guess which one is the lie by a show of hands
- Celebrate by providing a round of applause for anyone that can stump the class

Extension

- Play multiple rounds and eliminate players that were not able to stump the audience
- Introduce Two truths & 1 Lie about a subject, topic, or theme as a minds on/introduction
- Consider telling Two truths & 1 lie about a chapter of a book being read in class or area of study: as a possible review

Ideas for Follow up / Discussion:

Reflection:

- Is there such a thing as an absolute or universal truth? Why or why not?
- What might be a truth that we all share?

- Is there ever a good time to tell a lie? Why?
- If you could find out one actual truth (the real deal) about history, culture, space, etc., what truth would you want to know about? Why?

Further Resources:

2 Truths & A Lie Reviewing Content- <https://teachcommunity.com/2009/12/any-and-all-2/>

Learning Connections

We develop social-emotional learning skills throughout our lives. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. Both elementary and secondary curriculum contain expectations for social-emotional learning. Here is an outline of the six skill categories of social-emotional learning. The highlighted skills will be the focus of this lesson:

Students will learn skills to:

- identify and manage emotions
- recognize sources of stress and cope with challenges
- maintain positive motivation and perseverance
- **build relationships and communicate effectively**
- **develop self-awareness and sense of identity**
- **think critically and creatively**

So, they can:

- express their feelings and understand the feelings of others
- develop personal resilience
- foster a sense of optimism and hope
- **support healthy relationships and respect diversity**
- **develop a sense of identity and belonging**
- **make informed decisions and solve problems**

The resources in this series contain links to sources external to HWDSB such as YouTube and TedTalk. The written content also relies on information gathered from external sources such as School Mental Health-ASSIST, Ophea and others.

Your feedback is appreciated, please follow the link: <https://ca.research.net/r/educatorfeedback>



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