

Helpful Reports – Lesson Plan

High School

Objectives

Students will:

- Understand how anonymous reports are evaluated for urgency and credibility.
- Analyze and correct vague, dramatic, or ambiguous reports.
- Practice creating reports that are concise, objective, respectful, and actionable.
- Reflect on ethical considerations: safety, privacy, bias, and appropriate use.

Materials

- Mini-Lesson Google Slides (link on webpage)
- Student Paper (link on webpage)

Learning Activities

Introduction

- Ask students: “What could happen if we don’t provide enough information in an anonymous report?”

Mini-Lesson

- Explain that strong reports generally include:
 - What you observed or heard (firsthand if possible)
 - When it occurred (approx. time/date)
 - Where it happened
 - Why it concerns you
- Highlight respectful language and avoiding assumptions or diagnoses (“he’s crazy,” “she’s dangerous”).
- Provide anonymized, somewhat realistic samples (not graphic or identifying). Students identify weaknesses such as:
 - Emotional exaggeration
 - Lack of detail
 - Gossip/rumors
 - Judgmental tone

Report Rewriting

- Give groups 4–6 sample anonymous reports with common issues:
 - Overgeneralizing
 - Emotional outbursts
 - Missing key details
 - Judgments instead of facts
 - Rumors or “someone said that someone said...”

Group Discussion

- Discuss:
 - “Why is clarity important but not required for reporting?”
 - “How do we avoid unintentionally shaming or labeling someone?”
 - “Why is reporting still encouraged even if your description isn’t perfect?”
- Emphasize: It is always better to report than to stay silent. Adults can sort through details; students don’t need to investigate.