

诚信指导课最容易上砸的五个地方：自查清单与改法

这份清单给上过同类课的老师自查用。五个失误按课堂时间顺序排，每个都附识别信号，对照自己那节课就能定位。

失误一：导入聊成道德辩论会。信号是五分钟导入讲了十五分钟，还有学生举手要发言。根源是情境问题问得太开放，「你会怎么做」容易引发立场之争。改法：问题改成事实性的——「多找的钱现在在你手里还是已经花了」，只请两到三个学生，看黑板计时，到点直接收束进课题。导入的任务是引出「小事」，不是辩论该不该还。

失误二：范文只讲了情节，没带走写法。信号是交流环节学生全在复述故事，「后来他还钱了」这类话停不下来。改法：把每个交流问题的主语从「故事」换成「句子」——不问你读懂了什么，问你画到了哪个词。教师自己先示范画一处，学生模仿的永远是动作而不是指令。

失误三：练笔题材大面积跑偏。信号是巡视时看到「我扶老奶奶过马路」「我拾金不昧交警察」。前者与诚信无关，后者能写但全班写重了。改法：练笔要求里直接给三个可选锚点——多找的钱、没兑现的约定、说出口的一句假话，允许自拟但必须过「和说真话、守约定、不贪小便宜沾边」这条线。巡视时低声换题，不公开点名。

失误四：点评环节只夸不教。信号是展示两篇作文后全班鼓掌，教师说「写得真好」就过。改法：两篇必须一强一弱配对比，提问固定为「哪篇让你相信这事真发生过」，让学生自己说出心理细节的差别。点评时间至少四分钟，砍掉也要保住这个对比。

失误五：板书写完不用。信号是下课时板书还是开课那几行，右边佳句区空着。根源是没有收集佳句的机制。改法：同桌互读圈佳句时，教师同步抄两三个到手上，展示环节后当场贴进佳句区；来不及抄的，让圈到佳句的作者自己上台写。板书是这节课的产出物，不是装饰。

课后五分钟自查：对照五条各打一个勾，中招的写一行改法进教案备注，下周平行班再上同一课时先改这一条。同一节课上两轮，第二轮的教案备注比第一轮的正文更值钱。

Five Ways This Integrity Lesson Goes Wrong: A Self-Check List with Fixes

This checklist is for teachers who have taught a version of this lesson. The five failures follow class order, each with a signal for locating it in your own lesson.

Failure one: the lead-in turns into a morality debate. Signal: a five-minute opener runs fifteen, hands still going up. Root cause: the scenario question is too open; 'what would you do' invites a stance fight. Fix: ask a factual question instead — 'is the extra money still in your hand or already spent' — call only two or three students, watch the clock, and close into the topic on time. The lead-in exists to introduce 'small events', not to debate whether to return the money.

Failure two: the model essay is retold as plot with no craft taken away. Signal:

sharing time fills with story retelling — 'then he paid it back' — and nobody stops. Fix: change the subject of every sharing question from 'the story' to 'the sentence' — not what you understood, but which word you underlined. The teacher underlines one spot first; students copy actions, not instructions.

Failure three: writing topics drift en masse. Signal: circulating reveals 'I helped grandma cross the road' and 'I turned in found money to the police'. The first is unrelated to honesty; the second works but everyone writes it. Fix: put three anchor options right in the requirement — extra change, a broken promise, a spoken lie; self-chosen topics are allowed but must pass the line of truth-telling, promise-keeping, or not pocketing small gains. Switch topics in a whisper during circulation, never publicly.

Failure four: feedback only praises, never teaches. Signal: two samples get applause, the teacher says 'well done', and it's over. Fix: pair one strong and one weak sample deliberately, with the fixed question 'which one makes you believe it really happened', letting students name the difference in psychological detail. Reserve at least four minutes for this; cut anything else first.

Failure five: the board stays unused after being written. Signal: at dismissal the board still shows the opening lines and the quote zone is empty. Root cause: no mechanism to collect good sentences. Fix: while partners circle best sentences, the teacher copies two or three onto hand cards and posts them into the quote zone right after sharing; if too slow, the author of a circled sentence writes it up themselves. The board is this lesson's output, not decoration.

Five-minute post-class self-check: tick each of the five items, write one fix line in the lesson-plan notes for any that apply, and apply that fix before teaching the same lesson to the parallel class. After two rounds, the second round's notes are worth more than the first round's plan.