

**Lesson plan for “What’s My Game Plan?”  
5th grade**

Title/ Concept	“What’s My Game Plan?” Child Abuse Prevention
Time Required	45 minutes
NC Healthful Living Essential Standards	<p>5. MEH.1 Apply positive stress management strategies.</p> <p>5. MEH.1.1 Implement positive stress management strategies.</p> <p>5. MEH.1.2 Evaluate the effectiveness of stress management strategies</p> <p>5. ICR.1 Understand healthy and effective interpersonal communication and relationships.</p> <p>5. ICR.1.1 Illustrate the dangers of communicating with unknown individuals.</p> <p>5. ICR.1.2 Summarize things one can do to seek assistance when encountering a stranger.</p>
ASCA Mindsets & Behaviors Standards	<p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</p> <p>B-SMS 9. Demonstrate personal safety skills</p>
NC Guidance Essential Standards	<p>P.SE.2 Understand the relationship between self and others in the broader world.</p> <p>P.SE.2.1 Interpret the meaning of self-concept.</p> <p>P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.</p>
Materials	<p>Vocabulary review (display on screen)</p> <p>“What’s My Game Plan?” situation cards</p> <p>What’s My Game Plan? organizer (one for each group)</p> <p><a href="https://docs.google.com/a/cms.k12.nc.us/document/d/1zgUeBoOdnSP9ncHimiQVYRc-KNGZ5sxql8s72JYURqU/edit?usp=sharing">https://docs.google.com/a/cms.k12.nc.us/document/d/1zgUeBoOdnSP9ncHimiQVYRc-KNGZ5sxql8s72JYURqU/edit?usp=sharing</a></p>
Introduction (3 minutes)	<p>Lead a brief discussion with the following:</p> <p>-Say-“ You have the right to be safe, the right to be cared for, and the right to get help.</p> <p>“Today we are going to do a small group activity to review and reinforce these. You will have an opportunity to think about, discuss your Rights and share out with the class. We will talk about people in your life who you can talk to if your rights are not being taken care of.”</p>
Review and Practice (Discussion- 10 minutes)	<p>Place the vocabulary sheet on the computer or bring up as slide on interactive whiteboard.</p> <p>Ask students to help review the definitions of the vocabulary. Counselor can expand or ask the kids to give more examples of each type.</p>
Activity (Jeopardy- 20 minutes)	<p><b>Game Instructions:</b></p> <p>Students will complete the “What’s My Game Plan?” activity. Divide the student into 5 groups (if more, you will need to have two copies the situation cards). Give each group one situation card and the “What’s My Game Plan?” organizer. Ask students to work as a group to read their situation and complete the organizer. After everyone is done, ask each group present their situation to the class. Ask the class if they have any additional suggestions for each situation.</p>
Review & Closure (2 minutes)	<p>Review the importance of not keeping bad secrets, even if someone instructs us not to tell. Remind students to tell an adult they trust if they or someone they know is asked to keep a bad secret.</p>

Data & Evidence to Check Student Understanding	Monitoring student responses and independent activity, making sure that all students demonstrate: - Ability to verbalize the 3 rights of children - Ability to verbalize at least 3 adults they can tell
Follow-up Activities to Extend Concept Development	Have students make a comic strip story emphasizing the important thing(s) they learned about secrets.
Related Literature and Websites	<a href="http://www.safekids.org/safetytips/field_venues/home">http://www.safekids.org/safetytips/field_venues/home</a> <a href="http://www.safety4kids.com.au/safety-zone_stranger-danger">http://www.safety4kids.com.au/safety-zone_stranger-danger</a> <a href="http://www.sesamenet.org/">http://www.sesamenet.org/</a>