

**Lesson Plan for “Personal Safety Jeopardy”
Grade 4**

Title/ Concept	“Personal Safety Jeopardy” Child Abuse Prevention
Time Required	45 minutes
NC Healthful Living Essential Standards	MEH.1 Apply positive stress management strategies. MEH.1.1 Summarize effective coping strategies to manage stress MEH.1.2 Implement healthy strategies for handling stress, including asking for assistance. ICR.1 Understand healthy and effective interpersonal communication and relationships. ICR.1.6 Contrast healthy and unhealthy relationships.
ASCA Mindsets & Behaviors	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SMS 9. Demonstrate personal safety skills
NC Guidance Essential Standards	P.SE.1 Understand the meaning and importance of personal responsibility and self-awareness. P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others
Learning Outcomes	The learner will expand his/her vocabulary on safety and inappropriate/appropriate touches The learner will be able to identify individuals who can provide support and assistance to them when in crisis The learner will problem solve ways to respond to situations that could potentially hurt themselves or others
Materials	Computer with projection Jeopardy Link-will not work on a Chromebook https://jeopardylabs.com/play/safety-jeopardy260 Cheat Sheet for Game https://docs.google.com/a/cms.k12.nc.us/document/d/1zJf-JkLjKVMJxo27prmAuf16lRxc9D2vgc atUaSwO2o/edit?usp=sharing
Introduction (3 minutes)	Lead a brief discussion with the following: Discuss with students that today we will go over ways to be safe and ways to get help. Explain we will play a Jeopardy game. Check for understanding to ensure that all students understand how Jeopardy is played.
Review and Practice (Discussion- 10 minutes)	Open the Jeopardy game to the first slide. Review with students each heading and discuss what types of questions might follow.
Activity (Jeopardy- 25 minutes)	Game Instructions: One idea on how to play: Divide students into three teams (counselor should facilitate this process by assigning numbers, team captains, etc.) Have each group of students form a line (3 lines of students). Explain that each student will have the opportunity to answer questions from the game. Once a student goes through a question

	<p>round, they should go to the back of their line. In order to answer questions, they must “buzz in” first. If you do not have access to three noise making devices, you can have each student sit in a chair and whoever stands up first, after reading the question, can answer. If they answer correctly, their team is able to chose the next question. If the answer is incorrect, allow the next team to answer.</p> <p>Another idea: 2 teams with boys against girls. There are enough questions for most everyone to have a chance at a question. Rotate back and forth. If one team does not get the answer you can give opportunity for other team for them to earn points.</p> <p>Use the cheat sheet to expound on ideas in answering the questions and discuss more if needed.</p>
Review & Closure (2 minutes)	Return to questions that students may have missed to ensure understanding. Allow time for questions at the end of each lesson.
Data & Evidence to Check Student Understanding	Review headings of game again and allow students to explain what each means.
Follow-up Activities to Extend Concept Development	Have students create their own Jeopardy question and quiz a partner.
Related Literature and Websites	www.cybersmart.gov.au https://www.staysafeonline.org/teach-online-safety/ http://www.safekids.org/safetytips/field_venues/home http://www.safety4kids.com.au/safety-zone_stranger-danger http://www.sesamenet.org/