

**Unit:** Family Life

**Grade level:** 4th

**Lesson:** Child Abuse

**Subject:** Health/PE

**Synopsis/description of the lesson:**

Family life lesson discussing child abuse. Instruction will include explanations of abuse, how to protect oneself from abuse, and importance of confiding in a trusted adult.

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| <b>Enduring Understanding(s):</b><br>Focus is on understanding what abuse is and the importance of protecting yourself. | <b>Guiding Questions:</b><br>1. What is child abuse?<br>2. How can you protect yourself?<br>3. Who can we consider a trusted adult? |
| <b>Essential Standard(s):</b><br>Child Abuse                                                                            | <b>SOL(s):</b><br>ACPS 4.5<br>The student will describe the factors surrounding child abuse.                                        |

| <b>Learning Targets/Objectives</b>                                                                                            |                                                                                                                                                                                                                                      |                                                                                                                                                                                                          |
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| <b>Know:</b>                                                                                                                  | <b>Understand:</b>                                                                                                                                                                                                                   | <b>Be able to:</b>                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Definition of child abuse to include sexual abuse and electronic harassment</li> </ul> | <ul style="list-style-type: none"> <li>How to protect oneself by using the Protect Yourself Rules: smart choices, unsafe touches, hitting is wrong, it doesn't matter who it is, tell them to stop, tell a trusted adult.</li> </ul> | <ul style="list-style-type: none"> <li>Confide in a trusted adult such as a parent, teacher, religious leader, grandparent, guardian</li> <li>Make appropriate decisions in unsafe situations</li> </ul> |

| <b>Evidence of Learning (Assessment Plan)</b>                                                      |
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| Active and engaged in peer/class discussion as well as contributing to scenario worksheet activity |

|                         | <b>Teacher Procedure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Student Procedure</b>    | <b>Materials</b>                     | <b>Time</b> |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------|-------------|
| <b>Opening</b>          | - Review expectations for appropriate behavior during lesson<br>- Review <a href="#">Question Box Procedures</a><br>- Allow students time to discuss the specific scenarios but any specific questions need to be placed in the question box at the end of class (follow the question box procedure).<br>- Tell students they will have the opportunity to think on their own as well as discuss/work with partners and share with class when comfortable. | - Follow class expectations | -Question Box<br>-Papers<br>-Pencils | 2 min       |
| <b>Learning Process</b> | <u>Lead discussion:</u>                                                                                                                                                                                                                                                                                                                                                                                                                                    | - Follow class expectations |                                      | 20-25 min   |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                       |                     |       |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------|-------|
|                | <p>-What is Child abuse?<br/>(mistreatment of a child to include physical, neglect, emotional, or sexual with cruel and/or malicious intent)</p> <p>-What forms can abuse come in?<br/>(include electronic social media, email, internet)</p> <p>- Discuss the importance of confiding in a trusted adult and emphasize how this person can be different for everyone.</p> <p>-What are ways we can protect ourselves? (Make smart choices, unsafe touches - when something makes you uncomfortable, hitting is wrong, it doesn't matter who it is, tell them to stop, tell a trusted adult)</p> <p><b>Scenario activity</b><br/><a href="#">4th Grade Scenarios</a></p> | Students will complete the scenario worksheet on their own, with a partner, or discussion as a class. | Copies of worksheet |       |
| <b>Closure</b> | <p>Reinforce that child abuse is never the child's fault.</p> <p>Collect papers as needed</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>- Follow class expectations</p> <p>- Turn in papers as needed</p>                                  | none                | 5 min |

| Reference Materials                                                                                                                                                                                                                                                                                                                                                                                                                                 | Engaging Qualities of Student Work                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Questions to consider in assessment</li> <li>• Learning Targets using Bloom's Taxonomy</li> <li>• Rigor/Relevance Framework</li> <li>• Bloom's Taxonomy Word Wheel</li> </ul> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• High-Yield Instructional Strategies</li> <li>• Grouping Strategies</li> <li>• Differentiation Strategies</li> </ul> | <p><input checked="" type="checkbox"/> Personal Response</p> <p><input checked="" type="checkbox"/> Clear/Modeled Expectations</p> <p><input checked="" type="checkbox"/> Emotional/Intellectual Safety</p> <p><input checked="" type="checkbox"/> Learning with Others (Affiliation)</p> <p><input type="checkbox"/> Sense of Audience (Affirmation)</p> <p><input type="checkbox"/> Choice</p> <p><input type="checkbox"/> Novelty and Variety</p> <p><input checked="" type="checkbox"/> Authenticity</p> |

| Notes/Reflection/Extension                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Allow students time to discuss the specific scenarios but any specific questions need to be placed in the question box at the end of class (follow the question box procedure). This lesson could be very short but allow for time in case students have more to say or take more time. The key to this lesson is the discussion. Be sure students know you can be considered a trusted adult and you are available to speak to at other times.</p> |