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| **Indiana Student Standards for Guidance Addressed** | | | |
| Standard(s) addressed: | Citizenship Development | Indicator(s)  addressed: | 6-8.3.7 |
| **Instructional Development** | | | |
| Grade Level(s): | 9-11 | | |
| Title: | Choose Respect Trivia | | |
| Summary: | *Choose Respect Wall of Respect* allows the kids to review put to use, in a creative way, the information they have learned over the past 3 lessons. It allows them to share this information with others in their school as well. | | |
| Time Frame: | 80-83 minutes | | |
| Procedure: | 1. Greet students   **(7 minutes)**  In small groups (2-3) discuss what you have learned over the course of the past 3 lessons? What types of things would you expect in a health relationship? What types of things might be warning signs in your future relationships? (ASK THEM TO THEN PROCESS AS CLASS THESE IDEAS)   1. Introduce students to the idea of the “Wall of Respect”   **(10 minutes)**Then have them begin to brainstorm (as a class) creative ways that they can share these messages to others in their school in a large mural form (where everyone contributes to the making of the Wall of Respect).  **Say:** To make this work, we need every ones participation, we need everyone to work to make something to add to the mural.  Ways might include:   * wanted poster (of characteristic that they would want in a friend or partner), * a poem * a story * a song * hand print * bunch of hand prints (doing this together as a class) * different scenes that groups work on to tell a story * list of resources to go to for help if you are being abused   What the end product should look like will be up to them, but the purpose is to have them think and use the information they have learned over the course of the three lessons, and pass on the information in an appropriate way to other students.  (they have about **40 minutes** to make something to add to the Wall of respect)  Take about **10 minutes** to put every ones product together on large roll paper.  POST-TEST **(LEAVE 10-15 minutes!!)** | | |
| **Evaluation** | | | |
| How will mastery of the guidance indicator(s) be evaluated? | * Participants will be able to identify characteristics of healthy, positive relationships when dating * Participants will be able to identify characteristics of unhealthy and positive relationships when dating * Students will be able to describe various types of abuse | | |
| **Learning Resources** | | | |
| Resources needed:  e.g., technology resources, media resources, books, web sites | LOTS OF STUFF TO BE CREATIVE!!! | | |
| Citation(s):  You may include copyrighted materials in “resources needed,” but do not reproduce copyrighted materials in your lesson plan. Non-copyrighted materials need to be reproduced and included with your lesson plan. Cite sources here. | http://chooserespect.org/scripts/materials/materials.asp | | |