



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching and Learning

Family Life Education

GRADE: 6
Lesson 3

TIME:
One class period



LESSON FOCUS: Child abuse and child neglect

It is recommended that this lesson be sex-separated, but it may be a combined class if necessary.

STATE STANDARD:

6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.

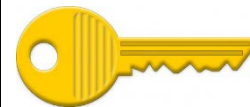
DESCRIPTIVE STATEMENT:

This is accomplished by defining the types of abuse, explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse, sexual and family violence.



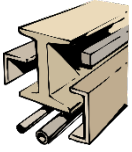
LEARNING TARGET:

I can identify the signs of child abuse and child neglect.
I will be able to report to a trusted adult if I see signs of child abuse or neglect.



KEY TERMS:

- Abuse
- Child Abuse
- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Abandonment
- Child Neglect



MATERIALS NEEDED:

- PowerPoint
- Cornell Notes- (See attached)
- Strategies for the lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).

Video Links: The following links will be found within the PowerPoint presentation.

Martina McBride *Concrete Angel*: <https://www.youtube.com/watch?v=KtNYA4pAGjI>

Kids Health article: <https://kidshealth.org/en/kids/handle-abuse.html?ref=search>



LINK (activate prior knowledge/lesson intro)

Open the PowerPoint presentation. The lesson will be taught using the presentation with the lesson strategies, video directions and activities embedded within the PowerPoint.



1. **Introduce the Learning Target: (Slide 1)**
2. **Bell Ringer:** Have students read the article on child abuse and neglect. They will write two things they read in the article that surprised or troubled them. **(Slide 2)**
3. **Hook:** Have the students write down their thoughts about the music video on a sheet of notebook paper... Martina McBride- *Concrete Angel* **(Slide 3)**



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. As teacher goes through PPT, he/she should guide students through the **Cornell Notes** process. Students should record key ideas on left side of Cornell notes and supporting details on right side. Students do not have to write in complete sentences and may use drawing to note ideas as well. See the Cornell notes strategy instructions and student handout attached.
2. Using the sheet of notebook paper from the “Hook”, the students should copy the “Key Terms” and leave enough space to write down facts about each term that will be taught throughout the lesson. **(Slide 4)**
3. Present child abuse information **(slide 5-6)**
4. Present physical abuse information **(slides 7-9)**

5. Present sites for accidental and non-accidental physical injury **(slides 10-11)**
6. Present emotional abuse information **(slide 12)**
7. Present sexual abuse information **(slide 13)**
8. Present child neglect information **(slides 14-17)**
9. Pose the question “What is an advocate” Ask the students to share their definition of an advocate with their shoulder partner. After about a minute of discussion, present the definition of an advocate using the “ slide transition” **(slide 18)**
10. Explain the benefits of reporting an abusive situation **(slide 19)**
11. Explain assertiveness skills for self-protection **(slide 20)**



ACTIVE LEARNING (collaborative learning/work):

Students read the scenario and answer the questions. **(slide 21)** Afterwards, students will be grouped to discuss everyone’s answers. Groups pick what specific advice they would give to their friend and what would they do to help. Based on the group’s final advice and personal actions they will take to help their friend, each group will write the rest of the story. Have a whole-class debrief by asking groups to choose one representative to share out their advice, helpful actions, and the results of what happened to the abused friend after these actions occurred.



REFLECTION (individual work):

Students should return to their Cornell Notes sheet and complete the summary statement using the **(Power Paragraph strategy)**. **(slide 22)** This activity will be used for lesson closure.



LESSON CLOSURE:

(See Reflection)

Students should be encouraged to discuss the information from the lesson with their parents or guardians.

Cornell Notes: (strategy)

This strategy helps the students distinguish main ideas from details when taking notes. A narrow left-hand column provides space for the students to place the main ideas or subtopics of their reading and the adjacent, wider, right-hand column provides space for the details related to the main ideas or subtopics. The students may fold their papers at the column mark, covering up one column to aid in studying their notes. Link here for Two-Column Notes for Main Idea.

Power Paragraph: (strategy)

A **power paragraph** is a grammatically correct **paragraph** structure that consists of a topic sentence, detail (proof) sentence, a sentence to support the detail sentence and a conclusion. There can be more than one detail and supporting sentence.

GRADE: 6 Lesson 3 (Suggested sex-separated)

Cornell Notes

Main Ideas

Supporting Details
