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| School Corporation: | Insert Your School Corporation Here | | |
| School Name: | Insert Your School Name Here | | |
| Contact: | Insert Your Name Here | | |
| **Indiana Student Standards for Guidance Addressed** | | | |
| Standard(s) addressed: | 9-12-.3.1 Identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g., parents, crisis hotlines, school counselors). | Indicator(s)  addressed: | 9-12.3.1 Identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g., parents, crisis hotlines, school counselors). |
| **Instructional Development** | | | |
| Grade Level(s): | The audience for this particular lesson is the entire 9th grade through 12th grade classes. | | |
| Title: | Bullying Education Jeopardy Game | | |
| Summary: | To help educate students on the different types of bullying, bullying roles, how to handle bullying, and bullying statistics. | | |
| Time Frame: | 50 – 60 minutes/1 day | | |
| Procedure: | * Reserve a computer lab or classroom for 1 day to complete this activity. * Introduce yourself to the class. * Ask each student to complete the pre-lesson survey. * Explain to the students why they are competing in this game and the importance of bullying education. * Split the students into two teams, team A and team B. * Explain the rules of the game. * Ask students to meet briefly and decide who will be the student representatives for the team. * Team A and team B will take turns choosing a topic and point value, team A will go first. The entire team can help the student representatives answer the questions. * The team with the most points wins the game. OPTIONAL: You can give students rewards such as candy after the game has been completed. * Then ask each student to complete the post-lesson survey. * Collect the worksheets from the students. * Use the last 5 minutes of the class period to start a decision about bullying in their high school and how it affects them. * Thank the students for their attention and completing the guidance lesson. * Make sure the computer lab or classroom is put back in its original order. | | |
| **Evaluation** | | | |  |
| How will mastery of the guidance indicator(s) be evaluated? | 1. Students were given a pre- and post-lesson survey to complete. The surveys can consist of five statements and a Likert scale for them to evaluate each statement. 2. The feedback on the post-lesson survey can question whether the students felt the jeopardy game was useful in helping them become more educated on the topic of bullying. | | |
| **Learning Resources** | | | |
| Resources needed:  e.g., technology resources, media resources, books, web sites | * Pre-lesson Survey * Computer * Projector * Pencils/Pens * Post-lesson Survey * Candy (Optional) | | |
| 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. | Bullying Education Jeopardy Game was created by Marion High School, Marion, IN. | | |
| Collaborative Partners:  e.g., advisory teachers, other teachers, community resource people |  | | |
| **Contact information *(optional)*** | | | |
| Telephone: |  | | |
| E-Mail: |  | | |