

# Play-acting ways to protect

Students create and act out skits about ways they can protect themselves from common risks.

## Learning goals

### Big idea

It's important to protect our health and property against risks.

### Essential questions

- Why is it important to keep ourselves and our property safe?
- What actions and choices can protect us?

### Objectives

- Understand the kinds of things we need to keep safe
- Identify actions and choices that help protect what is most important to us

### What students will do

- Brainstorm things that need protecting.
- Plan and perform a skit that highlights actions and choices that help minimize risks.



### NOTE

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Please remember to consider your students' accommodations and special needs to ensure that all students are able to participate in a meaningful way.

#### KEY INFORMATION

##### Building block:

-  Financial habits and norms
-  Financial knowledge and decision-making skills

**Grade level:** Elementary school (2-3), (4-5)

**Age range:** 7-9, 9-11

**Topic:** Protect (Managing risk)

**School subject:** English or language arts, Fine arts and performing arts, Physical education or health

**Teaching strategy:** Simulation

**Bloom's Taxonomy level:** Apply, Create

**Activity duration:** 45-60 minutes

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#### National Standards for Personal Financial Education, 2021

Managing risk: 4-1, 4-2, 4-3, 8-1, 8-5

These standards are cumulative, and topics are not repeated in each grade level. This activity may include information students need to understand before exploring this topic in more detail.

## Preparing for this activity

- While it's not necessary, completing the "[Exploring saving and spending game](#)" activity first may make this one more meaningful.
- Print one single-sided copy of the protection story cards in this guide.
  - Cut apart the cards so each group can select a card from the set.

### What you'll need

#### THIS TEACHER GUIDE

- [Play-acting ways to protect \(guide\)](#)  
[cfpb\\_building\\_block\\_activities\\_playacting-ways-protect\\_guide.pdf](#)

#### STUDENT MATERIALS

- [Protection story cards](#) (in this guide)

## Exploring key financial concepts

Many people feel that their health, family, pets, money, and property are important. Knowing what's important to you can help you figure out how to protect it from risks. A risk is something that exposes us to danger, harm, or loss. We face risks every day. But there are ways we can protect ourselves from risks. Wearing a helmet when biking, going to the doctor for checkups, locking doors at home, and keeping money in a wallet or purse are some ways people protect themselves, their property, and their money.

### TIP

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Because practices related to protecting people, property, and money change, students should be encouraged to always look for the most up-to-date information.

## Teaching this activity

### Whole-class introduction

- Ask students what it means to protect something.
  - Students' answers may include "making sure something doesn't get broken" or "keeping someone from getting hurt."
- Explain that students will create skits about how they can protect themselves from common risks.

- Be sure students understand key vocabulary:
  - **Protect:** To make sure that somebody or something isn't harmed, injured, damaged, or lost.
  - **Risk:** Exposure to danger, harm, or loss.

#### TIP

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Visit CFPB's financial education glossary at [consumerfinance.gov/financial-education-glossary/](https://consumerfinance.gov/financial-education-glossary/).

## Group work

- Divide the class into groups of 4-5 students.
- Give each group a protection story card.
- Tell students they'll work together to come up with a short skit (two to three minutes long) that highlights things they can do to protect themselves or their property based on the story from their card.
- Give students 10 minutes to talk about what their story card says and what to act out in their skit.
- Invite groups to act out their skits for the class.

## Wrap-up

Bring the class back together to discuss other common risks they might face and ways they protect themselves and their property.

## Suggested next steps

Consider searching for other [CFPB activities](#) that address the topic of protecting, including managing risk. Suggested activities include "[Exploring ways to protect what's important to us](#)" and "[Comparing places to save money](#)."

## Measuring student learning

Students' skits and answers during discussion can give you a sense of their understanding.

**Keep in mind that students' answers may vary, as there may not be only one right answer.** The important thing is for students to have reasonable justification for their answers.

# Protection story cards

Print a single-sided copy of this sheet and cut apart the cards.



You and your friends are going on a bike ride. How will you protect yourself from getting hurt?

You and your friends are going to the movies. How will you protect the money you're bringing to pay for your ticket and snacks?

A flu is going around your school. How will you protect yourself and stay healthy?

You and your friends are going to ride your bikes to school. How will you protect your bikes and keep them safe?

You and your friends are going to the library to borrow books. How will you keep the books safe until you return them?

You and your friends are going to a local park in the summer. How will you protect yourself from the sun and getting overheated?

You and your friends are going to use a laptop for a project. How will you make sure the laptop doesn't get broken or damaged?

You and your friends are going to walk together to school. How will you protect your books and school supplies from getting lost or damaged?