

Student Learning Plan

Unit 3: Foundations for Success

Violence Prevention [Profiler] [U3C7L4]



Why this is important:

National Center for Education Statistics report that approximately 37% of high school students have been in a physical fight within the year and 18% of high school students have carried a weapon at least once within the past 30 days. These alarming statistics illustrate the fact that the instances of violence have become all too common in our schools. Safety has become a primary concern, in what is supposed to be a non-threatening learning environment.

In earlier lessons you learned processes for effectively managing conflict and negotiating a fair solution. However, what if the negotiation is unsuccessful, and you cannot reach an agreement to settle the conflict? What other steps can you take to prevent a conflict from escalating to violence? In this learning plan you will learn how you can take personal responsibility for violence prevention.



What you will learn to do:

(Competency)

Apply strategies to prevent violence

Linked Core Abilities

- D. Do your share as a good citizen in your school, community, country, and the world
- E. Treat self and others with respect



How you will know when you are succeeding:

You will demonstrate your knowledge and skill:

- by creating a violence prevention action plan

Your performance will be successful when:

- Action Plan includes a statement of your personal commitment to prevent violence
- Action Plan describes how you will enhance your personal violence prevention skills
- Action Plan describes how you will involve others in violence prevention in your school
- Action Plan describes guidelines for safe intervention in potentially violent situations
- Action Plan lists specific strategies for preventing violence
- Action Plan lists the resources and activities needed to establish a violence prevention program in your school
- Action Plan summarizes how you will record progress
- Action Plan describes how and when you will assess improvement

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Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Differentiate between violent and non-violent responses to anger
- b. Compare violence prevention techniques
- c. Select strategies for preventing violence
- d. Define key words: violence, prevention, decision-point



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

- ____ 1. VIEW a video segment from “Just 2 Days”. BRAINSTORM ways that violence could have been prevented using a graphic organizer or Thinking Map. DISCUSS each character’s responsibility to prevent violence. [Work with a partner]
- ____ 2. [SELF-PACED OPTION] THINK ABOUT a violent event in the news such as a terrorist bombing, a domestic dispute, or an incident of violence in a school. BRAINSTORM a list of things that might have prevented the violence from occurring.
- ____ 3. LISTEN TO and OBSERVE a briefing about violence prevention. LEARN MORE OR REVIEW by reading Section 4: Violence Prevention in Chapter 7 of your text. ANSWER the review questions at the end of the section. [Work with a partner]
- ____ 4. [SELF-PACED OPTION] CARRY OUT Learning Activity 3 independently.
- ____ 5. COMPLETE the Violence Prevention Profile. [Work independently]
- ____ 6. [SELF-PACED OPTION] Same as above.
- ____ 7. REVIEW the results of the Violence Prevention Profile. COMPLETE Exercise 1: Who’s Responsible? [Work in teams of 3-6 cadets]
- ____ 8. [SELF-PACED OPTION] Same as above.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Violence Prevention Assessment Task. SELF-ASSESS your work using the scoring guide. SUBMIT your work to your instructor for feedback and a grade. PLACE your completed assessment task in your Cadet Portfolio.
- ____ 2. SELF-PACED OPTION: Same as above.