



JROTC Virtual Learning

LET 2 Decision Making

7 May, 2020



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Lesson 2

Preventing violence

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Preventing Violence



Key words

- antisocial
- gang
- retaliate
- zero tolerance

What You Will Learn to Do

Apply strategies to prevent violence

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Examine** the problem of violence in our society
- **Identify** ways to prevent violence in schools
- **Identify** risk factors for teen violence

Essential Question

Why does violence occur in schools?



Learning Objectives (cont'd)

- **Describe** strategies for preventing violence
- **Define** key words: antisocial, gang, retaliate, zero tolerance

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Introduction

In 2013, about 25 percent of high school students reported being in a physical fight in the past year. Eight percent of the students reported being in a fight on school grounds. Fighting and other actions of violence are a serious problem in our society. In this lesson, you'll explore risk factors for violence and learn about strategies for preventing violence at school and in your community.

Violence in Our Society

Violence is any act that causes physical or psychological harm to a person or damage to property. Violent crime has many costs. One cost is money; other costs are the physical and mental harm to people. Victims of violence may be hurt permanently. For example, injuries may cause permanent brain damage or leave an individual paralyzed. Victims of violence may also suffer from mental health problems. Witnesses of violent crime may feel fearful and unsafe.

Everyone ends up paying for violent crimes. The added costs for police officers, courts, and prisons go up each year. Federal and local governments are often forced to raise taxes to help pay for these additional costs.

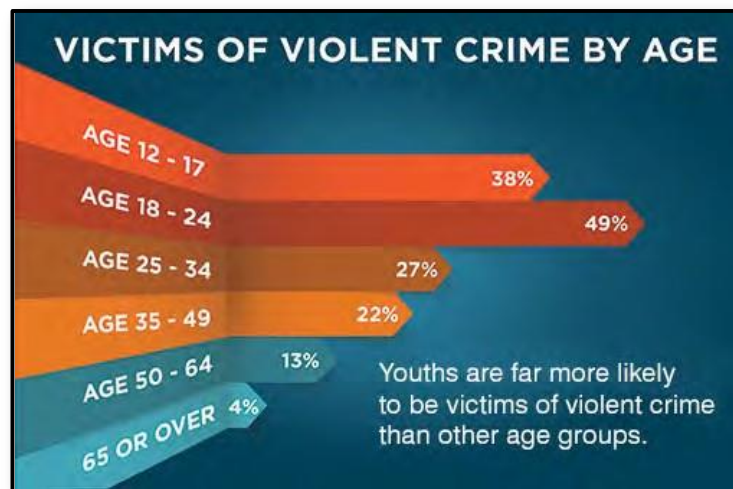


Figure 5.2.1

Various factors have been suggested as causes for the high rates of violence. Some people point to the violent acts shown on television, music, video games, movies, and on the Internet as contributing factors. Others cite changes in family structure that tend to leave children unsupervised for hours at a time.

Some also believe the availability of guns to be a major cause of violence.

Poverty also plays a role in higher rates of violent crime. Communities with poor housing, high unemployment, and limited community services tend to have higher rates of violence.



U.S. Department of Education

Figure 5.2.2

SCHOOL AND CAMPUS VIOLENCE

School violence is not easy to understand. There is no single reason why students become violent. Some follow behavior they have seen at home, in their neighborhoods, or on TV, movies, and video games. Sometimes, young people who have been the victim of bullying can't take it anymore and will do anything to make it stop. The Centers for Disease Control and Prevention (CDC) provides a list of risk factors for those who commit violent crimes on school campuses:

- History of violent abuse
- Attention disorders, such as hyperactivity or learning disorders
- History of early aggressive behavior
- Involvement with illegal drugs, alcohol, or tobacco
- Poor behavior control
- High emotional distress
- Emotional problems
- Antisocial beliefs and attitude
- History of violence and conflict in the family
- Gang involvement
- Social rejection by classmates



Figure 5.2.3

Incidents of violence in schools have led to increased security measures. Many schools now keep all or most doors to the school locked. In some schools, students must pass through metal detectors to enter the school. School officials may search lockers and students' belongings if they have reasonable suspicion that someone is planning a violent act.

Many schools have adopted a **zero tolerance** policy for weapons or weapon look-alikes, illegal drugs, and violent behavior. A zero tolerance policy is a policy that makes no exceptions for anybody for any reason. Any student found guilty of bringing any prohibited items to school, or of behaving violently, is automatically expelled.



Figure 5.2.4

Risk Factors for Teen Violence

BULLYING

As you learned in the last lesson, bullying and cyberbullying can have terrible effects. While some targets of bullying will feel so tormented that they commit suicide, others will direct the violence outward. Targets of bullying may **retaliate**—to get revenge by doing something bad to the person who bullied them. Sometimes the retaliation is violent. People who engage in verbal or social bullying behaviors are also at risk for violence. Bullying behaviors can escalate into physical violence.

GANGS

A **gang** is a group of criminals who associate with one another to take part in criminal or **antisocial** activity. Gangs will display their membership and unity by wearing similar types of jewelry and clothing and using certain types of language and hand signals. Typical gang activities include vandalism, graffiti, robbery, and drug dealing. Because gangs don't readily associate with people they perceive as different, their members are often isolated from the rest of the community.

In recent years, gangs have started recruiting younger members because young offenders receive less severe penalties. Many young people join gangs due to the influence of their classmates, neighbors, or family members. Some young people join gangs for excitement; they feel bored at home or they don't receive positive feedback from parents or guardians.



Figure 5.2.5

Key words

zero tolerance:

Policy that makes no exceptions for any reason

retaliate:

To get revenge by doing something bad to someone who has harmed you

gang:

Group of people who associate with one another to take part in criminal behavior

antisocial:

Lacking sociable instincts or practices, sometimes violating accepted laws and customs

Because gang members often carry weapons, they make areas unsafe for everyone. In addition, some of their actions, such as random shootings, are unpredictable. As a result, innocent people are injured or killed. The presence of gangs in a school or community causes people to live in fear instead of confidence about their safety.

Gang members, especially recruits, often know of no way other than gang membership to gain a sense of belonging. However, once in a gang, members often find themselves caught in an environment of intimidation and crime they may not be able to escape.

Groups such as Community Boys and Girls Clubs, sports, school-supported clubs and activities, and JROTC, can offer young people a sense of belonging without joining a gang.

GUNS AND OTHER WEAPONS

While many people disagree about the relationship between weapons and violence, most agree that when weapons are used in fights, fights are more deadly. This is especially the case with firearms. The presence of any weapon—especially a gun—can escalate a conflict. Consider how quickly a fistfight could become deadly if one person had a gun.

According to NBC News Research, in the United States, handguns are used in the majority of homicides and suicides. Every 17 minutes someone in the United States dies from a gunshot wound. Firearm injury is the second leading cause of death for people age 15-24. For every one person killed by a firearm, four are wounded. A survey of young people who had been shot revealed that 35 percent of them were carrying guns when they were wounded.

One strategy to prevent firearm accidents includes installing safety devices on guns. Gun owners are also advised to keep their firearms unloaded and to store ammunition in a separate, locked place. When people buy guns for hunting or protection, they are highly encouraged or may be required to take a safety course to learn how to handle the guns.

ALCOHOL AND DRUGS

Alcohol, drugs, and violence tend to go hand in hand. Drug users who are desperate for money to support their drug habit often turn to illegal and violent behavior. Drugs also affect a user's ability to think clearly and have good judgment. While under the influence of drugs, a person might shoplift, steal a car, or commit a violent crime.

Although alcohol is not legal for purchase or consumption for individuals under the age of 21, this has not stopped the problem of underage drinking. According to the Centers for Disease Control and Prevention, alcohol use by persons under the age of 21 is a major public health problem. Alcohol is the most commonly used and abused drug among youth in the United States, more than tobacco and illegal drugs. One study conducted by the U.S. Department of Justice found that alcohol was a factor in 40 percent of all violent crimes.



Figure 5.2.6

Another study published in the Annual Review of Public Health examined drinking on college campuses over a two-year period. This study reported that 600,000 students reported being hit or assaulted by another student who'd been drinking.

According to the National Institutes of Health, more than 4000 people under age 21 die each year from alcohol-related car crashes, homicides, suicides, alcohol poisoning, and other injuries such as falls, burns, and drowning.

Everyone can make a difference to help eliminate alcohol and illegal drugs from schools and communities. When young people are actively involved in sports programs, school academic programs, or community projects, they are less likely to become involved in alcohol or illegal drugs.

Be an Advocate for Preventing Violence

Schools work very hard to create a safe, supportive environment for students to be academically and socially successful. Students must also help with keeping schools and campuses safe from violent acts. You can help prevent school violence by acting responsibly and encouraging others to do their part. Here are some actions that you can take and advocate.

- Refuse to bring a weapon or weapon look-alike to school, to carry a weapon for another person, or to keep silent about those who carry weapons.
- Immediately report any violent incidents or threats of violence to school authorities or the police.
- Learn how to manage your own anger.
- Help others settle arguments through proper conflict resolution. Mediation is for both sides in a dispute working to reach a peaceful agreement.
- Welcome new students and get to know students who are often left out.
- Sign, or start, a pledge of non-violence in which students promise to settle disagreements using mediation and to work toward a safe campus.



Figure 5.2.7

Even with the best intentions, violent conflicts still happen. If other people get into a fight, do not cheer them on. Having people around and cheering on the situation raises the chances that things will quickly get out of control. Do not try to end any violent conflict yourself because you may get hurt. You should be the one who seeks assistance from a school administrator or other school staff member.

Ways to Protect Yourself from Violence

No one ever wants to be the victim of violence or crime. You can reduce your chances of becoming a victim with some common sense strategies. Be alert to what is going on around you and trust your instincts. If a situation feels dangerous, it probably is. Be ready for threatening situations before they arise by anticipating possible problems and

planning appropriate responses. With the adults in your family, identify some dangerous situations that could happen. Figure out what you could do to get out of those situations safely. If you suspect or hear a student talking about violence, report it to school authorities. Many cases of school violence could have been prevented because the attackers provided information to others about their intentions.

Choosing your friends wisely is another way to protect yourself. Avoid people who have a low commitment to school, participate in illegal activities.



Content Enhancement:

PRECAUTIONS TO PROTECT YOURSELF FROM VIOLENCE

Outdoors

- Do not walk alone at night.
- Avoid poorly lit streets.
- If you think someone is following you, go into a store or other public place.
- Never hitchhike or accept a ride from strangers.
- Don't look like an easy target; stand tall and walk with confidence.
- If someone wants your money or possessions, give them up.
- If you are attacked, scream and get away any way you can.
- Do not carry a firearm or other weapon.
- Do not loiter or give the appearance that you are lost.
- If you are on public transportation, avoid displaying expensive items such as smartphones, watches, and jewelry.

At Home

- Lock doors and windows when you are home alone.
- Open the door only to people you know well.
- Do not give personal information over the telephone or computer.
- Never agree to meet alone with a person you met online.
- If someone comes to the door or window and you are frightened, call 911 or the police.
- Never shoot firearms or pick them up, even if they are unloaded.
- When you come home, have your key ready before you reach the door; do not enter if the door is ajar or appears to have been tampered with.
- Never tell a stranger that you are home alone. Instead, say that your parents are busy and can't come to the door or phone.

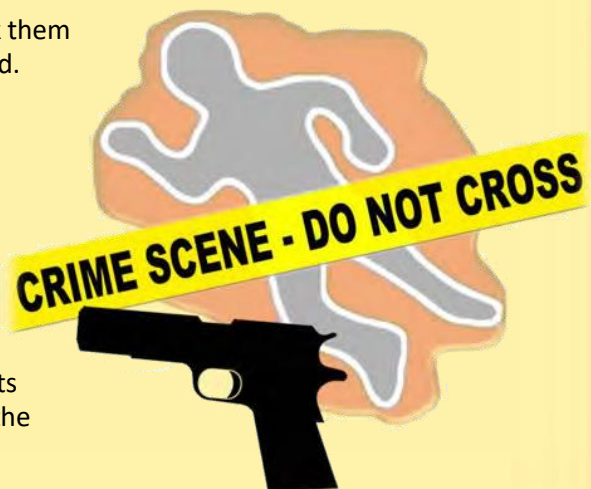


Figure 5.2.8

Conclusion

It will take much work to lower the incidence of violence in our society. As a Cadet and leader in your school and community, you can set an example and use smart strategies to prevent violence.

Lesson Check-up



- List three risk factors for teen violence.
- Why are drug and alcohol often a factor in violence?
- What are three basic ways you can protect yourself from violence?

Performance Assessment Task

Chapter 5: Decision Making

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

What can you do to prevent or stop bullying?



Directions

For this performance assessment task, you will evaluate methods to protect yourself and others from bullying

1. Apply critical thinking techniques
2. Build your capacity for life-long learning
3. Communicate using verbal, non-verbal, visual, and written techniques
4. Do your share as a good citizen in your school, community, country, and the world
5. Take responsibility for your actions and choices
6. Treat self and others with respect

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Decision Making Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Examine the problem of violence in our society	met not met
2. Identify ways to prevent violence in schools	met not met
1. Identify risk factors for teen violence	met not met

Comments:

Name: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____