



JROTC Virtual Learning

Violence Prevention LET 3 [U3C7L4]

April 27, 2020



Lesson: 27 April 2020

Objective/Learning Target

Why this lesson is important:

National Center for Education Statistics report that approximately 37 percent of high school students have been in a physical fight within the year. Eighteen percent of high school students have carried a weapon at least once within the past 30 days. These alarming statistics show that the instances of violence have become all too common in our schools. Safety has become a primary concern in a place that 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? What if you cannot reach an agreement to settle the conflict? What other steps can you take to prevent a conflict from turning to violence? In this learning plan, you will learn how you can take personal responsibility for violence prevention.

What you will learn in this lesson:

Differentiate between violent and non-violent responses to anger

Compare violence prevention techniques

Select strategies for preventing violence

Define key words: decision-point, prevention, violence

Student Learning Plan

Unit 3: Foundations for Success

Violence Prevention [Profiler] [U3C7L4]



What you will accomplish in this lesson:

Apply strategies to prevent violence



Why this lesson is important:

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

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What you will learn in this lesson:

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



You will have successfully met this lesson's purpose:

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



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.

INQUIRE PHASE: What do you already know?



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1. THINK ABOUT what you know about how violence impacts people's daily lives. PREPARE for this lesson by discussing *What you will accomplish in this lesson*; *What you will learn in this lesson*; *Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.

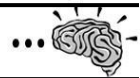
- _____ 2. VIEW a video segment from Just 2 Days®.
- _____ 3. BRAINSTORM ways that violence could have been prevented using a graphic organizer or Thinking Map. DISCUSS each character's responsibility to prevent violence.
- _____ 4. REFLECT on who is responsible to prevent violence. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. VIEW a presentation or CONDUCT RESEARCH on violence prevention.
- _____ 2. SHARE your ideas for violence prevention with the class.
- _____ 3. REFLECT on what you learned about violence prevention. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____ 1. COMPLETE the Violence Prevention Map in the Violence Prevention Profile.
- _____ 2. REFLECT on the Violence Prevention Map. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. REVIEW the results of the Violence Prevention Profile.
- _____ 2. COMPLETE the Violence Prevention [Profiler] Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activity 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.



Courtesy of Army JROTC

U3C7L4

Violence Prevention

Key Words:

Decision-point

Prevention

Violence

What You Will Learn to Do

Apply strategies to prevent violence

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Differentiate between violent and non-violent responses to anger
- Compare violence prevention techniques
- Select strategies for preventing violence

Introduction

The National Center for Education Statistics reports that approximately 37 percent of high school students have been in a physical fight within the year, and 18 percent 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 nonthreatening learning environment.

You've been exposed to the processes for effectively managing conflict and negotiating a fair solution. But, 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 lesson you will learn how you can take personal responsibility for violence **prevention**.

Statistics Don't Lie

Youth **violence** is a widespread problem in the United States. Consider the following statistics:

- About 9 percent of murders in the United States were committed by youth under 18 in 2000. An estimated 1,561 youth under the age of 18 were arrested for homicide in 2000
- Youth under 18 accounted for about 15 percent of violent crime arrests in 2001
- One national survey found that for every teen arrested, at least 10 were engaged in violence that could have seriously injured or killed another person
- About one in three high school students say they have been in a physical fight in the past year, and about one in eight of those students required medical attention for their injuries
- More than one in six students in grades six to 10 say they are bullied sometimes, and more than one in 12 say they are bullied once a week or more
- Suicide is the third leading cause of death among teenagers. In 2000, 1,921 young people ages 10 to 19 died by suicide in the United States
- About one in 11 high school students say they have made a suicide attempt in the past year

What You Can Do to Prevent Violence

Somewhere every day, someone is dealing with violent behavior. Whether it's a child being bullied by a classmate or a shop owner being robbed at gunpoint, violent acts occur everywhere. Although violence has become more common in recent years, it is still an unacceptable way to resolve issues and problems.

Teenagers and young adults can play an important role in reducing and preventing violence. Consider some of the following ideas.

Start with Yourself

Try to broaden your social circle to include others who are different from you. Be mindful of your language and avoid stereotypical remarks and challenge those made by others. Speak out against jokes and slurs that target people or groups. Silence sends a message that you are in agreement. It is not enough to refuse to laugh. Make a commitment not to contribute to violence in any way. Do not bully, tease, or spread negative gossip about others. Respect others and value differences. Try to broaden your social circle to include others who are different from you.

Understand Diverse Cultures, Traditions and Lifestyles

Learning about others' cultures and traditions can help you be more compassionate and understanding. It can also help you better understand points of view that are different from your own. Talk with your friends, parents, and teachers about how you and your classmates can respond to hateful attitudes and behaviors. Newspapers, magazines, movies, and television shows that you've seen on these subjects can be great ways to start a discussion about hate crimes and intolerance.

Get Involved

Get involved in your school and community. Identify any hate group active in your community; then share the information by publishing an article in a school or local newspaper or talking to community groups or groups of students. Volunteer with a community group, play sports, write a play or poem, play a musical instrument, or join a club or after-school program.

Join a Group That Promotes Tolerance

Join with other students to create anti-hate policies and programs in your school. Coordinate an event that brings diverse people and groups together. Find ways to show support and solidarity for groups when one of their members is a victim of hate violence.

Learn about effective programs and what other teens are doing around the nation. Find out how to plan and start a program, run a meeting, develop publications, and work with the news media.

Avoid Alcohol and Drugs

Stay away from alcohol and drugs as well as people who use them. There is a strong link between the use of alcohol and drugs and violence.

Learn About Conflict Resolution

Many schools, churches, and after-school programs offer training in conflict resolution skills. This training might include the following:

- Learning about a win-win approach to resolution
- Turning problems into possibilities
- Becoming a more empathetic listener
- Practicing assertiveness, not aggressiveness
- Learning the art of negotiation

Do Not Carry a Gun or Other Weapons and Avoid Those Who Do

Carrying a gun is unlikely to make you safer. Guns often escalate conflicts and increase the chances that you will be seriously harmed. If someone is threatening you and you feel that you are in serious danger, do not take matters into your own hands. Find an adult you can trust and discuss your fears or contact school administrators or the police. Take precautions for your safety, such as avoiding being alone and staying with a group of friends if possible.

Take the Pledge

You can take the Student Pledge Against Gun Violence and adhere to it to make your school and community safer.

“I will never bring a gun to school

I will never use a gun to settle a personal problem or dispute

I will use my influence with my friends to keep them from using guns to settle disputes

My individual choices and actions, when multiplied by those of young people throughout the country, will make a difference.

Together, by honoring this pledge, we can reverse the violence and grow up in safety.”

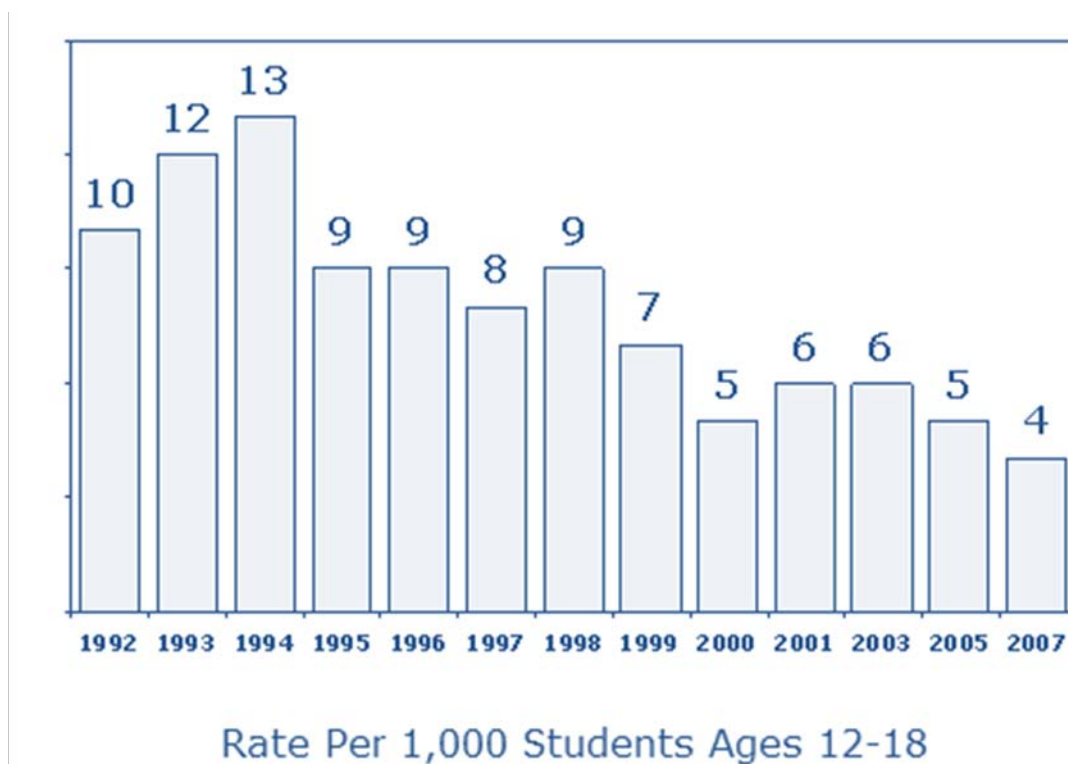
Most of us have learned from an early age that it is wrong to “tattle,” but in some instances it is the most courageous thing you can do. Tell a trusted adult, such as a teacher, guidance counselor, principal or parent. If you are afraid and believe that telling will put you in danger or lead to retaliation, find a way to anonymously contact the authorities. Before someone reaches a **decision-point** and performs a violent act that can change their life and the lives of those around them, tell someone who can help.

Conclusion

Although violence has always been a problem in the United States, the number of deaths and serious injuries increased dramatically during the late 1980s and the early 1990s as more and more youth began to carry guns and other weapons.

Since then, however, the tide has begun to turn. Data provided in part by the National Crime Victimization Survey indicates that violent crime in schools has declined dramatically since 1994. The annual rate of serious violent crime in 2007 (40 per 1,000 students) was less than half of the rate in 1994.

The graphic below shows a declining trend in violent crimes committed in schools.



Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2007. Cited in Figure 2.2 in *Indicators of School Crime and Safety: 2007*; National Center for Education Statistics, U.S. Department of Education (<http://bjs.ojp.usdoj.gov/index.cfm?ty=pbdetail&iid=1762>)

Clearly, considerable progress has been made, but youth violence does still remain a serious problem in the United States. These statistics can drop even lower when youth leaders, like you, set a protocol on how to deal with conflict, resolve it and ultimately prevent violence in a community.



Lesson Check-up

1. What ways can you get involved in your school or community to help prevent violence?
2. Why is it important to learn about other cultures and ethnicities in an effort to prevent violence?
3. How can the use of drugs and alcohol lead to violent acts?

Exercise 1: Who's Responsible?

<p>Lesson 1 (List 2 or 3 violent events.)</p>	<p>Lesson 2 (Describe your personal responsibility to prevent violence.)</p>
<p>Lesson 3 (Describe the responsibility of bystanders to prevent violence.)</p>	<p>Lesson 4 (Describe the responsibility of a community [such as a school] to prevent violence.)</p>

Performance Assessment Task

Unit 3: Foundations for Success

Violence Prevention [Profiler] [U3C7L4]

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

Apply strategies to prevent violence



Directions

For this performance assessment task you will create a Violence Prevention Action Plan. For this assessment you will:

1. Think about what you have learned in this lesson about preventing violence.
2. Review the results of the Violence Prevention Survey.
3. Develop an action plan to improve your violence prevention skills.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Violence Prevention [Profiler] Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your Action Plan includes a statement of your personal commitment to prevent violence	met not met
2. Your Action Plan describes how you will enhance your personal violence prevention skills	met not met
3. Your Action Plan describes how you will involve others in violence prevention in your school	met not met
4. Your Action Plan describes guidelines for safe intervention in potentially violent situations	met not met
5. Your Action Plan lists specific strategies for preventing violence	met not met
6. Your Action Plan lists the resources and activities needed to establish a violence prevention program in your school	met not met
7. Your Action Plan summarizes how you will record progress	met not met
8. Your Action Plan describes how and when you will assess improvement	met not met

Comments:

Name: _____ **Date:** _____

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