

**Course Number, Course, Chapter or Unit Title, and Time Frame**

*Violence Prevention and Conflict Resolution*

**Content**

Violence Prevention addresses actions that bring harm to a person's body, feelings, or possessions. Violence Prevention acknowledges that violence can affect everyone and that the interaction among a complex set of factors internal and external to individual influences violence-related attitudes and behaviors. The foundation of Violence Prevention involves skills for teaching students methods to prevent and avoid violence while recognizing the contribution that individuals can make to violence prevention through having good character, acknowledging the rights of others, and living peacefully.

Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and will identify constructive alternatives to violence, including how to discourage others from engaging in violence.

**Common Core Standards**

**MA Frameworks: Standard 11 Violence Prevention and Conflict Resolution**

**Through the study of Awareness students will**

- 11.1 Identify shared community and social beliefs that underlie violence
- 11.2 Describe the relationship between negative stress and violence
- 11.3 Identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.)

**Through the study of Contributing Factors students will**

- 11.14 Describe the relationship between negative stress and violence
- 11.15 Explain why some people admire others who gain social status through violence and how this can contribute to further violence
- 11.16 Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy

**Through the study of Alternatives students will**

- 11.17 Describe the responsibility of the family in teaching children non-violent attitudes and conduct

11.18 Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships

11.19 Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them

### **21<sup>st</sup> Century Learning Expectations**

- ☐ Effectively apply critical thinking skills to solve problems.
- ☐ Communicate skillfully and effectively through written, visual, oral and technological means.
- ☐ Apply tools and technology to a variety of authentic tasks.
- ☐ Demonstrate connections between and among subjects to enhance understanding of the world.
- ☐ Demonstrate originality and innovation through individual and collaborative work.
- ☐ Demonstrate good citizenship, personal responsibility and character through individual and collective actions.
- ☐ Demonstrate understanding and respect for the diversity of ideas, cultures, abilities and lifestyles in the school and beyond.

#### **Concepts, Skills and Practices (students will know and be able to...)**

While exploring a variety of academic disciplines and because violence remains an ever present societal problem students will:  
Learn the risks associated with engaging in violent behavior

Explore and practice preventative processes  
Related to Violence

Demonstrate ability to use interpersonal communication skills to enhance health  
Apply subject knowledge and techniques in solving/ avoiding physical health, mental, and/or social problems

Exhibit a physically active lifestyle

More specifically . . .

An example of a typical Grade 9/10 Violence Prevention/ Conflict Resolution unit sequencing is as follows:

1. The Nature of Conflict
2. Conflict Resolution
3. Role Play Interpersonal or Internal Conflict

#### **Essential Questions**

What are some sources of violence that you have been witness to and/or experienced in your life?

How can you best protect yourself from becoming a victim of violence?

What are some constructive methods or practices that you can use in resolving conflict peacefully?

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Milton High School Health Education

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| 4. Violence and avoidance strategies-"Perfect Victim"<br>5. Video supplement Teen Files Violence<br>6. "Take a Stand" debates on violence issues<br>7. Violence in Media<br>8. Consequences and Costs of Violence<br>9. Recognizing and Preventing Abuse |  |
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### Materials and Resources Needed

Most of the reference material for lessons will come from the text but it should only be used as a reference.

-Text: Glencoe Health< Glencoe/McGraw-Hill, 2009

-Smartboard, Powerpoint Slides, Computer, DVD player, Internet access are helpful technology aids and help with Tactile and Visual Learners.

-Most other materials are prepared and provided by the educator and department director.

### Possible Instructional Strategies

- ☒ Read
- ☒ Write
- ☒ Speak
- ☒ Listen
- ☐ Sing
- ☒ Present hands-on projects
- ☒ Collaborate learning
- ☒ Use multimedia presentations (video, audio, etc.)
- ☒ Debate
- ☐ Role Play and/or perform
- ☒ Discuss
- ☒ Lecture
- ☐ Complete Laboratory work
- ☒ Research- text, software, on-line, etc
- ☐ Conference
- ☒ Design and/or construct

### Possible Assessment Practices (both formative and summative)

- ☐ Present orally – speech, report, etc
- ☒ Map, graph and/or chart work
- ☒ Debate
- ☐ Write, edit, and rewrite
- ☒ Create (models, artwork, simulations, video, audio etc)
- ☐ Present research
- ☒ Compare and contrast
- ☐ Complete and analyze laboratory data
- ☐ Assess reading comprehension
- ☐ Assess listening comprehension
- ☐ Perform (dance, sing, play a sport, role play, act, etc)
- ☐ Speak (language, enunciation, body language, etc
- ☐ Predict results
- ☒ Build or construct

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<input checked="" type="checkbox"/> Practice reading and writing comprehension <input type="checkbox"/> Model (examples, explanations, past student work) <input type="checkbox"/> Practice <input type="checkbox"/> Other: explain below	<input type="checkbox"/> Compose <input checked="" type="checkbox"/> Take tests and quizzes <input type="checkbox"/> other: explain below
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