

The teacher may present statistics connecting teens to violence so students may reflect on their role in preventing violent acts.

The teacher may provide various examples of bullying (e.g. cyber, verbal, physical, covert) so students can begin to make connections to bullying they have experienced/witnessed.

The teacher may provide erroneous beliefs (e.g. “only boys bully”) about bullying so students can reflect upon their personal perspectives.

The teacher may show a video (e.g. https://www.youtube.com/watch?v=Zk6xrEPY_fc) or give a real life scenario demonstrating the impact of bullying so students can evaluate the possible effects (e.g. short and long term) of bullying.

The teacher may provide examples of hate terms (e.g. racism, intolerance, hazing) so students can analyze how these terms may impact individuals.

The teacher may review effective communication strategies so students can examine techniques to prevent or de-escalate a violent situation.

The teacher may present a scenario (e.g. two rival schools in conflict at a sporting event) involving teen violence so students can analyze the roles that people play in a violent conflict.

The teacher may provide an expert presentation (e.g. police officer, principal, and video) on cyber bullying so students can connect social, emotional, physical and legal consequences of bullying.

The teacher may provide social media examples of cyber bullying so students can analyze the role media plays in desensitizing our society’s view of bullying.

The teacher may provide examples of various violence related scenarios (e.g. written examples or current event articles) so students can formulate violence prevention strategies.

The teacher may provide examples of resources for sexual harassment, hazing, bullying, hate crimes so students can research and select valid and reliable violence prevention resources.

Performance Assessment: As a director of a media production company, you and your team will create a media presentation for your peers that illustrates the use of positive verbal and non-verbal communication skills and strategies. Your production company will choose a scenario that presents an act of prejudice, discrimination, bias and/or racism.
Questions to be considered in your production:
How would you demonstrate ways to de-escalate the conflict?
Why do people have biases?
How is violence perpetuated?
Why is respecting others important in reducing violence?
Additionally, some of the prejudice/biases to consider may include: Sexual orientation, race, gender, religious beliefs, age, financial status, disabilities, size (height, weight), clique group, clothing style choices.

The Golden Rule