
Day of Kindness High School Lesson

Title: Responding to Violence: Keeping the Peace

Grade: High School Level

Goal: To create and improve the school climate of all SFUSD school sites.

Objective: At the conclusion of this lesson, students will have:

- examined different types of violence;
- examined different types of anger;
- understood strategies to keep anger from becoming a violent response.

Background: Violence is a leading cause of injury among young people today. To help reduce their personal risk of injury from violence, students must become more aware of the pervasiveness of violence and the harm it does. They also need to learn effective, nonviolent ways to resolve conflict.

A number of students have also been exposed to violence at home. Many are at risk for behaving violently toward others or for becoming victims of violence.

Main Points & Overview:

- Violence is an increasing problem in our society.
- Violence among family members and friends is widespread.
- Violence in any kind of relationship is never acceptable.
- Children who grow up in violent homes are more likely to become violent themselves.
- The availability of firearms makes conflict between people far more dangerous than it once was.
- Mass media may play a role in promoting violence in our society.
- Learning to deal with anger is a personal step toward reducing violence.
- The practice of conflict resolution skills can reduce the risk of violence.
- There are things we can do to reduce the risk of becoming a victim of violence.

Time: 30-60 minutes

Materials/ Equipment:

Lesson plan enclosed.
Optional: Overhead Projector.

Anticipatory Set/Introduction to Lesson:

Introduce April 7, 2004 as the “Day of Kindness” within SFUSD as directed by Superintendent Ackerman. Today’s lesson will help to develop strategies to address issues of bullying, harassment, and sexual harassment.

Introductory Activity:

Please take out a piece of paper and write about one time you saw someone victimized through bullying or harassment.

Does anyone want to share what they wrote down?

Is there something you could have done to intervene in the situation?

What is a non violent response that would have helped the situation?

Have students divide into groups of 4 -5. Give each group a copy of the attached “What Would You Do” Worksheet.

Either the classroom teacher or students select one of the situations to discuss in their small groups.

Ask students to answer the following questions about the situation:

- Does this situation contain an act of violence?
- What could each person in the situation do to reduce the risk of violence?
- What constructive response would you use in the situation?

Have students report back to the large group their findings.

Brainstorm nonviolent ways people could respond to situations when they feel angry.

Some options to consider are:

- Control the strong feelings
 - take deep breaths
 - cry
 - work off the energy - move, run, exercise
 - hit a punching bag or pillow
 - talk to yourself - tell yourself not to get angry

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- Take action
 - apologize
 - talk calmly
 - offer your opponent a way out
 - leave
 - talk to a friend
 - write in a diary

Extension Activity:

Have students look at the media – print or television – and ask them to find an instance where an act of anger escalated into an inappropriate expression of violence.

Have students take the Ally Pledge

WHAT WOULD YOU DO?

Name _____ Date _____ Period _____

Situation 1

Susan is walking down the hall at school when she feels Stuart's eyes on her again. She glances over toward the lockers and sure enough, Stuart is watching her. Susan frowns and hurries to class. Stuart has been watching her constantly for about 3 weeks. He even drives by her house several times a day, and once she thought she saw him running out of the bushes in her back yard. Stuart has not spoken to Susan at all. He just watches her. It's starting to get creepy.

Situation 2

Hettie needs to go to the bathroom, but she's afraid. Often, a group of older girls hide out in the bathroom at school and try to make you give them money to use the toilet. One day, a girl shoved her against the wall when Hettie told her she didn't have any money. Usually, Hettie tries to hold it in all day, but today she has to go to the bathroom really badly.

Situation 3

Robin is worried about tonight's date with Jody. Last night, they had an argument on the telephone. Robin slammed the phone down while Jody was talking and refused to answer the phone when it kept ringing. Robin knows that Jody has a quick temper and is going to be annoyed about their argument last night.

Situation 4

Tip has started taking out Robert's ex-girlfriend, Laurinda. Robert and Tip have never liked each other. Robert has a gun and has been bragging to people that today's the day he's going to teach Tip a lesson. Laurinda has heard about the gun. But she's afraid that if she warns Tip, Robert will come after her.

Situation 5

Shawna left her 16-month-old baby with her boyfriend, Mike, while she went shopping. Shawna and Mike have been going together about 6 weeks. Shawna is a devoted mother. While Shawna was out, her neighbor, Sally, heard Mike yelling and the baby screaming.

SFUSD ALLY PLEDGE

You're an Ally if:

- ☆ *You respect all students and staff regardless of their race, ethnicity, gender, religion, physical ability, sexual orientation or gender identity*
- ☆ *You believe that it takes many different kinds of people to contribute to a positive and safe school community*
- ☆ *You are willing to confront name-calling, physical and sexual harassment at your school site*
- ☆ *You care about the safety of all persons on campus and are willing to do what you can to help create a safer environment*
- ☆ *You choose not to call others names based on stereotypes*
- ☆ *You maintain confidentiality if a friend confides in you unless that person is in danger of harming self or others*

Name _____



Support Services For Sexual Minority Youth