

BULLYING AND VIOLENCE PREVENTION

ELEVENTH GRADE

LESSON 4

TITLE: Creating a Model City

PURPOSE: To promote an understanding of differences as they relate to bullying and violence in the high school culture and general community.

OBJECTIVES: The student will be able to:

- demonstrate an understanding of biases that exist for various groups in our community.
- develop workable solutions for dealing with bullying and violence.

LANGUAGE ARTS FLORIDA STANDARDS (LAFS): LAFS.1112.SL.1.1;
LAFS.1112.W.1.3

COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING (CASEL) COMPETENCIES: Self Awareness; Self-Management; Social Awareness; Relationship Skills; Responsible Decision-Making

VALUES MATTER MIAMI CORRELATION: Citizenship; Fairness; Kindness; Pursuit of Excellence

VOCABULARY: differences, culture, society, tolerance

INSTRUCTIONAL TIME: 45 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- paper/pencil
- paper

SPRINGBOARD ACTIVITY:

1) Discuss the meaning of the word *differences, culture, society, and tolerance*. Lead a discussion on how the words are related and their impact on society. Possible definitions include, but are not limited to:

- a) *Differences*: the quality or condition of being unlike or dissimilar.
- b) *Culture*: the behaviors and beliefs characteristic of a particular social, ethnic, or age group: *the youth culture; the drug culture*.
- c) *Society*: an organized group of persons associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.
- d) *Tolerance*: a fair, objective, and permissive attitude toward opinions and practices that differ from one's own.

2) Ask students to name some of the different cultural groups that exist in the community and in school. Provide the following examples: jocks, nerds, blacks, homosexual, etc.

ACTIVITY:

1) Explain to students that these are a few examples of “hate crimes.” Organizations like the Anti-Defamation League and the Southern Poverty Law Center report that hate-motivated vandalism, cross burnings, bombings, beatings, and murders have been increasing at an alarming rate in the United States.

2) Read the following statements to the students:

- CLIFTON, NEW JERSEY—several 13- and 14-year-olds spray paint swastikas on Jewish homes.
- LOS ANGELES, CALIFORNIA—a group of skinheads tries to provoke a race war by plotting to shoot members of an African-American church.
- HOUSTON, TEXAS—a youth tells police he shot a gay man to death because he hates homosexuals.
- BROWARD COUNTY, FLORIDA—while yelling racial hate names, a mob of youthful partygoers beats to death a Vietnamese-American college student.

3) Even more disturbing is that people under 18 commit 16.2 per cent of all hate crimes in this country. (www.ucr.fbi.gov/hatecrime) In 2016, 1186 hate crimes were committed by people under the age of 18. Although few youths who commit these crimes belong to hate organizations, some are attracted to neo-Nazi skinhead gangs. These groups believe that a race war against the Jews and “mud races” is the “only ultimate solution.”

4) Divide the class into small groups of 3 to 5 cooperative groups. Instruct students to imagine that they are legal counsel for the Senate Judiciary Committee for the state of Minnisconsin. The committee has asked you to

advise it about ways in which to address the issue of differences and culture in the society.

- 5) In your committee, address the challenges of various cultural groups. Develop a Tolerance Model in which all groups feel like welcome members of the human community.

ASSESSMENT: Teacher observation, class participation and completion of activity.

FOLLOW-UP ACTIVITY: Have students write a personal essay in which he/she demonstrates how personal challenges are overcome. Include aspects discussed in the lesson.