UNIT 1: Bystander Intervention

Content Area: **Social Studies**
Course(s): **Naval Science 1**
Time Period: **September**
Length: **3 blocks**
Status: **Published**

Enduring Understandings

- Treat the students as full and equal partners in the attempt to change their thinking and behavior.
- Believe that each of your students has the ability to significantly grow and improve.
- Present creating change in each area as a skill that students can choose to develop over time and with practice

Essential Questions

- Why does the bystander effect exist?
- Why do people respond when fewer people are around?
- What fears do people have in regard to intervening?
- Why is intervention important?

Learning Objectives

- Analyze the complex interplay between individual, relationship, community, and societal factors of bullying.
- Addres the factors that put people at risk for experience or perpetrating violence.

Skills

- Apply critical thinking and problem-solving strategies during structured learning experiences.
- Listen to and speak with diverse individuals to enhance communication skills.
- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

Resources

- NJROTC/NNDCC Bullying Intervention Program.

- National Sexual Violence Resource Center: Bullying Intervention Campaigns and Programs.
- "Not-Alone": Bystanders and their role
- MVP: Mentors in Violence Prevention program

- **https://www.navy.com/**

- **https://www.nrotc.navy.mil/**

- Naval Junior Officers Training Corps Introduction

- Cadet Reference manual

- A Field Manual for NJROTC 10th Edition

Standards

LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SOC.6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.
SOC.6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.