



Grade 9 Sample Lesson Plan: Unit 2 – Analyze & DECIDE Against Violence

SOLs

- 9.2.N Analyze situations involving risk and risky behaviors such as violence and weapon use

Objectives/Goals

- The student will analyze how the culture supports and challenges health beliefs, practices, and behaviors *regarding violence and weapon use*.

Materials

- [Analyze and DECIDE Against Violence slideshow](#)
- [Analyzing Influences Web assessment](#)

Procedure

- Instant Activity - Start by having students think and write to themselves with the following prompt:
 - *Think about any instances of violence (school or home) that have occurred in your community? How safe and comfortable do you feel at your school? In your neighborhood? How did these instances affect your feelings of safety and comfort?*
 - *After you reflect on these questions, make a chart with one column of “Factors that Make Me Feel Safe” and another column of “Factors that Make Me Feel Unsafe”*
 - After students have had a chance to respond, ask if anyone would like to share some ideas. Brainstorm ideas as a group. You could talk about Maslow’s Hierarchy of Needs here (see slide of his pyramid) and mention: *Talk about how safety is a basic need that we need to have as human beings. **Safety needs** - protection from elements, security, order, law, stability, freedom from fear.*
 - Next, tell students that it is hard to predict what might lead one person to engage in an act of violence. Factors about the

person and factors about the person's environment or situation can have an impact and lead to violence.

- Go over some of the main risk factors for violence (see slides for more detail)
 - Mental or Emotional State
 - Personal Gain
 - Exposure to Violence
 - Alcohol and Drug Use
 - Availability of a Weapon
- Here you can have students analyze how the culture supports and challenges health beliefs, practices, and behaviors *regarding violence and weapon use* by completing the [Analyzing Influences Web assessment](#)
- You can build on this lesson by implementing decision-making practice to violence and weapon use using the 9th grade [DECIDE Against Violence & Weapons Lesson](#)

Resources

- [Analyzing Influences Web assessment](#)
- Andy Horne, 2015 National Health Teacher of the Year

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

Analyzing Influences Violence, Weapons & You

Directions: Create a web with your name and health issue in the center. Each spoke signifies an influence in your life (i.e. family, peers, social media, video games, yourself, etc.) that impacts you in a positive or negative way in regard to violence and weapon use..

1. Identify at least 5 influences. Is it positive or negative? Is it Internal (you control) or something External (out of your control)?
2. Describe the message that you receive from each of those influences about drug use. Discuss HOW and WHY it influences you.
3. Draw a line connecting the source to yourself – the thicker and bolder the line, the more powerful you feel that influence is on your decisions and behaviors about this topic.

The diagram is a web with a central orange oval containing the text "Your Name". Five spokes radiate from this center to five identical sets of boxes. Each set includes a yellow box labeled "Influence:" with the prompts "Positive or Negative?" and "Internal or External?", and a larger blue box labeled "Message:".

Reflection - Complete this after filling out the Web of Influence above...

After completing this activity, what is one thing you learned about influences impacting you in terms of violence and/or weapon use? What did you learn (if anything)?

Analyzing Influences Web Assessment Rubric

Number of Connections	I made 5 or more connections. (5 or more lines)	I made 4-5 connections. (4-5 lines)	I made 3 connections. (3 lines)	I made 2 or fewer connections. (0, 1, 2, lines)
Quality and Depth of Connections	<p>The connections I created are explained thoroughly. The HOW and WHY are described and the message is evident.</p> <p>I am able to “think outside the box” and make thoughtful connections to the influence and how it impacts me</p> <p>Reflection is thorough with specific example(s)</p>	<p>My connections are accurately explained The HOW and WHY are described in each connection and the message is mostly clear/evident.</p> <p>AND...</p> <p>Reflection is thorough with specific example</p>	<p>My connections are accurate, but are not explained in complete sentences. The how and why are not clear in most cases. The message is clear in some cases and lacking in some.</p> <p>AND/OR...</p> <p>Reflection is vague or not evident</p>	<p>My connections are inaccurate and are not clearly explained. Or, lacking evidence.</p>
Assessment Level →	Wow! (10 pts)	Got It! (9 pts))	Getting There! (8 pts)	Not Yet! (5-6 pts)