

SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

SVPDP PRESENTATION PANELS

Activity Description

Students will create a four-panel display, one panel for each of the *Foundations of Democracy* concepts (authority, privacy, responsibility, justice). Students will be divided into four groups and assigned to a panel.

Each group's board will include

- the title of their assigned *Foundations* concept;
- six important terms, and their definitions, chosen from their assigned *Foundations* concept (reference “Words to know” at the start of lessons if elementary level, “Terms to know” at the start of lessons for middle or high school);
- pictures found by students with captions that explain how the pictures represent the assigned concept;
- four separate paragraphs about what the group learned about its concept, using the lesson titles (see rubrics below).

Students are encouraged to decorate their boards and present them to parents, teachers and administrators.

Suggested Grade Level

Upper elementary to high school

Estimated Time to Complete

Four to five days

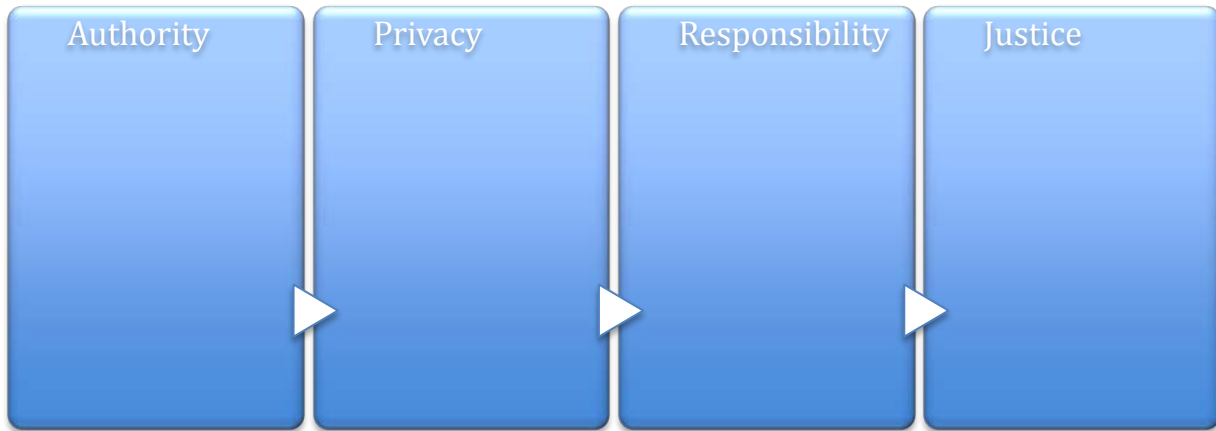
Objectives

Students will be able to

- express their knowledge of the SVPDP materials using written, graphic and create expression;
- continue to use previously learned strategies to distinguish among multi-meaning words and to determine the meaning of unfamiliar words;
- demonstrate control of Standard English through grammar usage, and mechanics (punctuation, capitalization, and spelling);
- employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

Materials Needed

- Poster board
- Markers/Sharpies
- *Foundations of Democracy* book
- Magazines, newspapers, etc. for students to find and cut out pictures representing concepts
- Scissors
- Glue or tape to attach images to the display panels



RUBRICS

(Examples for use here are based on *Foundations of Democracy*, middle school)

AUTHORITY

Answer the following questions. Write one paragraph for each.

- Unit One: What is Authority? (Lessons 1–3)
- Unit Two: How Can We Evaluate Rules and Laws, and Candidates for Positions of Authority? (Lessons 4–7)
- Unit Three: What Are the Benefits and Costs of Using Authority? (Lessons 8–9)
- Unit Four: What Should Be the Scope and Limits of Authority? (Lessons 10–13)

Select and define six terms from this concept and its lessons.

Find pictures to represent this concept, and provide captions that explain how.

Grading rubric

- 10 points for each one-paragraph reply to a question (40 points)
- 5 points for each of the six terms defined in own words on note card (30 points)
- 5 points for each of the six pictures with an explanation of how each fits *authority* (30 points)

Total points _____/100

PRIVACY

Answer the following questions in one paragraph for each.

- Unit One: What Is the Importance of Privacy? (Lessons 1–3)
- Unit Two: What Factors Explain Differences in Privacy Behavior? (Lessons 4–5)
- Unit Three: What Are Some Benefits and Costs of Privacy? (Lessons 6–8)
- Unit Four: What should Be the Scope and Limits of Privacy? (Lessons 9–14)

Select and define six terms from this concept and its lessons.

Find pictures to represent this concept, and provide captions that explain how.

Grading rubric

- 10 points for each one-paragraph reply to a question (40 points)
- 5 points for each of the six terms defined in own words on note card (30 points)
- 5 points for each of the six pictures with an explanation of how each fits *privacy* (30 points)

Total points _____/100

RESPONSIBILITY

Answer the following questions in one paragraph each.

- Unit One: What is the Importance of Responsibility? (Lessons 1–3)
- Unit Two: What Might Be Some Benefits and Costs of Fulfilling Responsibilities? (Lessons 4–5)
- Unit Three: How Should Conflicts Between Competing Responsibilities Be Resolved? (Lessons 6–9)
- Unit Four: Who Should Be Considered Responsible? (Lessons 10–14)

Select and define six terms from this concept and its lessons.

Find pictures to represent this concept, and provide captions that explain how.

Grading rubric

- 10 points for each one-paragraph reply to a question (40 points)
- 5 points for each of the six terms defined in own words on note card (30 points)
- 5 points for each of the six pictures with an explanation of how each fits *responsibility* (30 points)

Total points _____/100

JUSTICE

Answer the following questions in one paragraph each.

- Unit One: What Is Justice? (Lesson 1)
- Unit Two: What Is Distributive Justice (Lessons 2–5)
- Unit Three: What Is Corrective Justice? (Lessons 6–10)
- Unit Four: What Is Procedural Justice? (Lessons 11–15)

Select and define six terms from this concept and its lessons.

Find pictures to represent this concept, and provide captions that explain how.

Grading rubric

- 10 points for each one paragraph question (40 points)
- 5 points for each of the six terms defined in own words on note card (30 points)
- 5 points for each of the six pictures with an explanation of how each fits *justice* (30 points)

Total points _____/100