

## GUIDED PRACTICE

Class: Psychology 3090, Human Violence and Individual Changes

Date assigned: 09/04/19

Date due: 09/11/19 & 11/20/19 (for service learning at LAUSD)

Time estimate to complete this assignment: 4

### Overview/Introduction

What is this lesson about? Why do we care?

#### **Re: SERVICE LEARNING CHAPTER 2/WEEK 3:**

##### **One Class Objective:**

**Topic #1** –How do you apply anti-bullying service learning for the LAUSD?

Per CA State University, Los Angeles vision published by President William Covino, service learning is a mandated component of undergraduate General Elective and Psychology major requirements, as well as catalog defined for this course on individual changes against violence. By applying skills of developed knowledge base, students practice leadership presentation skills to prevent middle school bullying in the LAUSD, which research results are indicative of preventing later intergenerational domestic violence and child abuse from childhood bullies.

### Basic objectives

List 3-5 learning objectives that you expect students to be able to master on their own before class.

#### **Lower LOs**

- a. **Theories:** Students will be able to discuss social structural service learning theory (including realistic group conflict and social dominance theories, such as Yalom's group dynamics).
- b. **History:** Students will be able to describe service learning and civic learning in academic settings
- c. **Research:** Students will be able to give examples of and critically evaluate applied research findings to service learning to reduce school bullying; as well as directions for future research to reduce school bullying

### Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering.

#### **Advanced LOs**

- a. **Self-Reflection:** Students will be able to recognize their own potential for violence, and recent social issues concerning bullying (including criminality, domestic violence, personality disorders, group-based violence).
- b. **Self-Learning:** Define individually applications of the transtheoretical model of change with principles of self-help to one's own behavior to personally identify one's role in anti-bullying in our lives and in the larger society.
- c. **Service Learning and Civic Learning:** Students will be able to define predictions of the social and cultural nature of individual and group-based anti-bullying.

## Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

### Flipped Lesson 1 - How do you apply anti-bullying service learning for the LAUSD?

|  | <b>1a – Social Structure Theory of Workplace Violence</b>  | <b>1b, 1c, 1d Service Learning Research</b>   | <b>1e &amp; 1f-Service Learning &amp; Civic Learning</b>   |
|--|--|---|--|
| Out of class<br><b>09/02/19</b>                | Service Learning & Bullying PowerPoint Lecture Handouts; TopHat Service Learning and Civic Learning chapter, and TopHat Bullying chapter + <i>Quizzes for both chapter</i> | <b>Video lecture</b> on service learning and civic learning research  | Documentary Video on academic psychology research application of individual changes against school bullying                                      |
| In class<br><b>09/04/19</b>                    | Instructional Rubric on student team anti-bullying campaign presentation as Civic Learning & Service Learning for the LAUSD  | <i>Curriculum sheets as GALLERY WALK: Service Learning student teams problem-solving a unique situation of middle-school bullying</i> | Civic Learning student teams anti-bullying presentations with Canvas PEER REVIEW   |
| Out of class<br><b>09/05/19 &amp; 11/20/19</b> | TopHat Service Learning and Civic Learning chapter, and TopHat Bullying chapter's <i>DISCUSSION</i> entries with <i>PEER RESPONSE</i> to another student's writing ideas   | TopHat SELF-REFLECTION JOURNAL entry applying a newly learned individual change against school bullying                               | Service Learning of highest peer reviewed scoring team PRESENTING AT LAUSD Belvedere Middle School students (Nov. 20 <sup>th</sup> 12:30-1:30pm) |

2. Give a "playlist" of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.

### Service Learning Readings **Pre-Class**:

- a. Canvas Instructional Rubric on student team anti-bullying campaign presentation as Civic Learning & Service Learning for the LAUSD
- b. TopHat Service Learning and Civic Learning chapter
- c. TopHat Bullying chapter
- ✓ Optional: <https://prezi.com/1gdiv4nfkiwj/copy-of-id-117-service-learning-training-2013/>
- d. 2 Examples of Anti-bullying Service Learning:
  - ✓ <http://www.crisisprevention.com/News-Blog/News/January-2014/Guidance-for-Creating-a-Positive-School->

[Climate?mkt\\_tok=3RkMMJWWfF9wsRoiuqrKZKXonjHpfsX76uoqXq62IMI%2F0ER3fOvrPUfGjI4DS  
cRII%2BSLDwEYGJlv6SgFTbHNMbd2z7gFXRA%3D](https://www.teenvogue.com/story/anti-bullying-sit-with-us-lunch-app)

- ✓ <https://www.teenvogue.com/story/anti-bullying-sit-with-us-lunch-app>
  
- e. Real Anti-bullying presentation example:
  - ✓ <https://www.youtube.com/watch?v=5guegdk5EGk> (video game)
  - ✓ [https://www.youtube.com/watch?time\\_continue=126&v=dVoAndq2LCQ](https://www.youtube.com/watch?time_continue=126&v=dVoAndq2LCQ)
  
- f. Real volunteered by students Anti-bullying presentation examples:
  - ✓ From my own drive, including Kahoot in-class student video game
  
- g. Optional Anti-bullying Resources:
  - ✓ American Psychological Association's stand: <https://www.apa.org/monitor/julaug06/apathy>
  - ✓ American Psychological Association's recommendation of individual changes:  
<https://www.apa.org/monitor/oct02/bullying.html>
  - ✓ <http://www.stopbullying.gov/prevention/at-school/educate/index.html>
  - ✓ [www.Cyberbullying.us](http://www.Cyberbullying.us)

Exercises: Please complete by \_ 09/09/19 \_.

- Give a method for students to submit their work online BEFORE the face to face class meeting. Google forms, SurveyMonkey, and tools in your LMS will all work. Alternatively, give them instruction on what completed work to bring to class as an entry ticket.
  - The submitted work should demonstrate students' mastery of the basic learning objectives.
- h. Method for students to submit **pre-class**:
- a. Submit online via TopHat chapter on service learning and civic learning quiz responses.
  - b. Submit online via TopHat chapter on bullying quiz responses.

## Questions?

Give a way for students to get help.

- a. Discussion Board Forum has an "Ask Dr. Park" Thread running all semester, to which I reply within 24 hours weekdays and 72 hours weekends.
- b. Email Dr. Park at [apark13@calstatela.edu](mailto:apark13@calstatela.edu)