

**Attachment: Results of our first meeting on January 24, 2009**

**Task 1 - Learning context needs - Determine the need for this instruction.**

- We would like to spend time with subject matter experts and a TKF staff member to find out what resources currently exist within most school districts for violence intervention – how effective current TKF programs are, etc.
- San Diego schools have violence and teachers need to recognize warning signs of violent behavior and have appropriate options to deal with violence
- How well are these goals being achieved is unknown. We need to gather data to determine gap and what ought to be

**Task 2 - Learning context environment - Determine the learning environment in which the instructional product will be used.**

- Staff on front lines observing students directly
- Are there existing curricula into which this content must fit?
- What are the logistical issues (hardware, access in classrooms)?
- We would like to know what technology resources are available at most schools in order to determine a common denominator for delivery methods.

**Task 3 - Learner analysis - Analyze the cognitive characteristics of the learners.**

- Have college degrees?

We need these resources to complete or verify assumptions we made during the analysis.

1. Assumptions to complete this task may or may not be accurate; they need to be confirmed with data from real teachers.
2. Teachers will vary, some may be very knowledgeable and others not. Need to get a better understanding of teacher percentages related to degrees of knowledge.
3. Assumed teachers' learning styles would correspond to the general population.

**Task 4 - Learner analysis - Analyze the psychosocial characteristics of the learners**

- Teachers have a clear and vested interest in decreasing gang involvement and violence in schools (less disruption for teachers, easier classroom

management, reduce fears of physical injury, reduce stress to cut attrition, and improve student retention and learning)

- Life experience regarding gangs may be limited. This can influence their attitudes and how effectively they negotiate their challenges.
- May have to overcome cynicism by carrying forward inspirational messages from programs like TKF to gain support for its principles. The following are some questions and ideas that will help us to overcome this cynicism (if it is encountered):
  - Optimistic, positivist training strategies might be necessary
  - How can we carry forward the inspirational message and transform it into buy-in?
  - Teach them to detect gang violence/at risk behavior?
  - Adult learners do better with interactivity.
  - Adults like to make choices – branching simulations?
  - Need to address teacher concerns about adding another task to their overwhelming workload.
  - Approach it as a tool they can use in the classroom, not mandatory; part of staff development

**Task 5 - Learner analysis - Analyze the physiological characteristics of the learners.**

- Our target audience is 6-12 grade teachers. They are probably equally comfortable with visual, auditory, and tactile learning modalities, with a slight preference for visual and auditory. They range in age from early twenties to retirement.
- The audience is in good health, similar to the general population. This general health will allow for repeated practice sessions and the use of electronic, face-to-face, or print instructional products.