

[LESSONS & UNITS](#) / UNIT: [BE THE CHANGE: VIOLENCE](#) / LESSON:

1. DEFINING VIOLENCE: YOUR COMMUNITY 

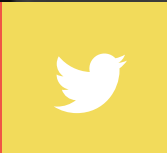
Defining Violence: Your Community

Grades: 9, 10, 11, 12

Subjects: [Language Arts](#) [Philanthropy](#) [Social Studies](#)

Keywords & Concepts: [Be the Change](#) [Research](#) [Social Capitol](#) [Vocabulary](#) [more](#)

Students will form a collaborative definition of violence and its causes through discussion and research. They will evaluate the state of social capital of their own community, taking into consideration a variety of factors that contribute to violence or peace.



LESSON RATING



[OVERVIEW](#)

[INSTRUCTIONS](#)

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duration

PRINT



objectives

The learner will:

- write about a time when they witnessed violence
- work as a group to create a collaborative definition of violence and its causes
- read facts about violence, in particular about children's right to be free of violence, as stated in the 1989 Convention on the Rights of the Child, on the UNICEF website
- read and interpret graphs and data regarding youth violence
- research crime statistics within their neighborhood
- summarize the state of peace/violence in their own community
- create a chart/poster to share their interpretation of the state of violence in their own community.

materials

- Student copies of Youth Violence: Facts at a Glance printed from the Center for Disease Control and Prevention website:
http://www.cdc.gov/violenceprevention/pdf/YV_DataSheet_Summer2009-a.pdf
- Internet-capable computers or printed student copies of the articles The Big Picture and Fact Sheet from the UNICEF Violence Study
<http://www.voicesofyouth.org/sections/violence-war-and-conflict/pages/the-big-picture>
- Inflatable plastic ball (8" to 12")
- Internet-capable computers
- Chart paper, markers
- Art supplies for making posters (poster board, markers, scissors, colored pencils, glue, construction paper, etc.)

teacher preparation

Print student copies of Youth Violence: Facts at a Glance from the CDC website in advance of the lesson. http://www.cdc.gov/violenceprevention/pdf/YV_DataSheet_Summer2009-a.pdf.

If students do not have access to computers, print student copies of the articles The Big

Picture and Fact Sheet from the UNICEF

Violence Study <http://www.voicesofyouth.org/sections/violence-war-and-conflict/pages/the-big-picture> and state specific violence statistics found at http://www.cdc.gov/violenceprevention/youthviolence/stats_at_a_glance/state_statistics.html.

vocabulary

violence: an act of physical or verbal force used to cause harm

right: something that is due to a person by law, tradition, or nature

homicide: murder statistics: data that can be represented in numbers

social capital: personal investment of time through social interactions that builds trust and enables participants to act together more effectively to pursue shared objectives

reflection

Day One

On an large inflatable plastic ball (such as a beach ball), write the following words in marker: definition, cause, example, non-example, fact, result, and possibility. Have youth stand in a circle and toss the ball to one another. As someone the ball, he or she reads the word closest to his or her right index finger. The student reflection thoughts or feelings about violence related to that word.

For example, for possibility, the student may reflect on what he or she could do to reduce violence against children. Continue to toss the ball and reflect on the issue of violence until everyone has had at least one chance to speak. Assure students they always have the right to "pass" without sharing.

Day Two

Students share an observation from the gallery walk. Based on their understanding of social capital and their new knowledge about indicators of violence and peace have the students reflect on what they might to promote peace and grow social capital in their school, neighborhood, or community. As a class brainstorm ideas. Through consensus narrow the ideas to one or two that are feasible for the class to do. Challenge the students to plan and implement one of the strategies to promote peace.

Youth Violence: Facts at a Glance

http://www.cdc.gov/violenceprevention/pdf/YV_DataSheet_Summer2009-a.pdf

UNICEF Violence Study website at <http://www.voicesofyouth.org/sections/violence-war-and-conflict/pages/the-big-picture>

State specific violence statistics at

http://www.cdc.gov/violenceprevention/youthviolence/stats_at_a_glance/state_statistics.html

related resources

[Right To Assemble](#)

[Kroc, Joan](#)

[National Organization for Women](#)

Instructions

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1

Anticipatory Set

Ask youth to think and then write about a time when they witnessed or experienced violence – it could be a violent incident in which they were a direct part, or something they witnessed as an observer.

Give them 5-10 minutes to write. Assure them that what they write will not be seen by anyone unless they choose to share.

Day One

2

Ask the students, “What is violence? Think back to the event you wrote about.” Begin a brainstorm mind-map with the word “Violence” in the middle, and rays extending off from the middle as youth share different aspects of their collective definition of violence.

3

Continue by asking, “What are the causes of violence?” Add these thoughts in new bubbles on the same chart, creating a web of ideas.

4 If it has not already come up, ask students to consider the different *types of violence that exist (domestic violence, sexual violence, violence against children, gang violence, war)*.

5 Distribute copies of Youth Violence: Facts at a Glance.

6 If computers are available to the students direct them to the UNICEF Violence Study website at <http://www.voicesofyouth.org/sections/violence-war-and-conflict/pages/the-big-picture>. Working with a partner, ask them to read “The Big Picture,” in the left hand column then click on “Fact Sheet” on the right side and read this section also. Ask them to share one fact that they’ve learned so far. If computers are not available to the students these two articles can be printed and multi-copied in advance.

7 Hold a group discussion about what they learned. Ask: What surprised you in these articles about youth violence? What did you already know? What did you read about that you have witnessed in our own school or community? How does violence effect you? How does violence effect our community?

8 Introduce the term *social capital* as trust that is built in a community by the positive interactions that happen between its members. When the community experiences a crisis, such as a disaster or violence that “banked” trust can be called on to help the community recover. An example of social capital is when a family experiences a fire that destroys their home and contents, and community members, often time total strangers help the family in need. Acts of violence in the community “drain” the supply of social capital that is available to meet other community stresses. Violence not only effects those directly involved, but weakens communities (families, schools, clubs, neighborhoods, nations and the global community).

9 Conclude this session using the Reflection activity.

10 Day Two

11 Tell the students that today they will be looking into violence statistics at the state and local levels, with the goal of gaining a sense of violence within your own community.

12 If computers are available, ask students to go to http://www.cdc.gov/violenceprevention/youthviolence/stats_at_a_glance/state_statistics.html and select their own state from the alphabetical list of states. Interpret the charts as a group and draw conclusions.

13

Tell the students that in order to find local violence/crime statistics they will have to be internet detectives. Possible internet searches could include the local police or public safety department website, or the local county sheriff department website or the local court system web site. (Students in New York City can find their NYC Police Department precinct at http://www.nyc.gov/html/nypd/html/precinct_maps/precinct_finder.shtml and then look at crime statistics at http://www.nyc.gov/html/nypd/html/crime_prevention/crime_statistics.shtml.)

14

After the research is completed students should share what they have learned about violence in the local community. Ask students if they think the crime statistics they have viewed are an accurate representation of all violence in the community. Do statistics give the whole picture? (some types of violence might be underreported such as domestic violence, violence against children).

15

Ask the students to name words that mean the absence or opposite of violence. If the word peace is not names, suggest it to the students. Ask students to describe what peace might feel like, look like and sound like in their community or neighborhood. Now ask them to think about their new understanding of social capital and discuss what indicators peace and growing social capital have in common.

16

Ask students to consider their own neighborhood. How do they feel? What is the level of social capital in their neighborhood? What do they observe? Do neighbors help each other when in need? What do the statistics say?

17

Assign the class to create charts or posters that represent what they have learned about violence and/or peace. Allow the students to form team of 2 - 4 members. Their representations should include both qualitative and quantitative data.

18

Display the posters around the room. Allow the students to do a "gallery walk" to observe the posters.

cross curriculum

Students reflect on how they might be able to promote peace in their school, neighborhood or community. They are challenged to plan a peace strategy of their choice. Some ideas the students may consider include: inquire at a local women's shelter about what needs they have for helping women and children. Students can help inform the community about the services provided at the shelter and/or the need for volunteers or donated resources; students can contact a local radio station about discussing the topic of

violence in the local community during a broadcast; the indicators for peace they developed may be shared with others at school or in the community. This may be part of an informational brochure around violence.

academic standards

STANDARD

- Select One -



GRADE

- Any -



SUBJECT

- Any -



FIND STANDARDS

Select a set of Standards (required), Grade, and Subject. After you hit "Find Standards," drill through the standards.

philanthropy framework

STRAND PHIL.II Philanthropy and Civil Society



STRAND PHIL.III Philanthropy and the Individual



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