



EYE ON VIOLENCE

A curriculum for planning your service-learning project

Violence and Crime Affects

“No matter where they are, parents want their students to be safe and secure . . . Anyone who thinks they are not vulnerable is really naïve.”

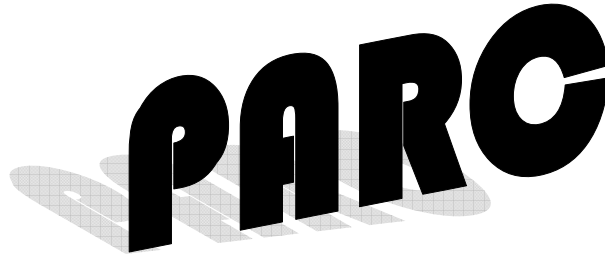
As drug use, gangs and violent behavior have become more and more prevalent in our nation’s schools, the safety of students has become increasingly compromised. You probably already realize that violence and crime can affect your life in more ways than one.

Crime and violence affects almost every aspect of a community, including families, schools, businesses and the economy. A significant portion of our federal budget is used to house criminals in prison, create the laws that deal with violence and to pay the costs for hundreds of thousands of criminal trials. Many groups are already taking great steps to curb violence and stop it before it starts. However, there is still much more to be done.

Now, more than ever, our society needs the efforts and creative solutions of dedicated youth volunteers to ensure a safe, healthy future for everyone. We can be the ones to take action and make a difference.

Service-learning is a great way for us to get involved, by allowing us to perform valuable service for others while learning about an issue, identifying its causes and finding long-term solutions. There are many possibilities. Through effective service-learning, we develop important skills for life, such as teamwork, cooperation, responsibility, and commitment to *getting things done*.

This packet will help you create your own successful service-learning project focused on the issue of Violence. It offers ideas and resources, and guides you through the four steps of the PARC service-learning strategy.



PREPARATION: Identifying and analyzing issues, choosing a project, learning skills needed to perform the project, and outlining the logistics (all the details) of the project.
ACTION: Performing the service as planned. Be ready for any new circumstances that may arise.
REFLECTION: Enabling us to learn from the service experience. This is how service is tied back to what we learn in our classroom or “real life.”
CELEBRATION: It is important for us to realize we have made a difference and we should celebrate our accomplishments.

Did you know?

Approximately 1 in 10 high school students has experienced physical violence in dating relationships. Among college students, the figure rises to 22% of students, equivalent to the rate for adults.

There are 1,500 shelters for battered women in the United States.

Violent juvenile delinquents are four times more likely than non-offenders to come from homes in which domestic violence occurred.

Criminologists expect juvenile crime to rise by 114% over the next decade.

Eighty percent of the medical cost for treatment of firearm-related injuries is paid for by taxpayers.

The direct and indirect costs to Americans of violent and property crimes are 425 billion dollars each year.

Connecting Service To Curriculum....

Math: How do forensic scientists use mathematical formulas to determine the exact time a murder took place?

Social Studies: How have various societies throughout history dealt with the issue of violence? How do their laws and criminal justice systems compare to those of today?

Science: Is violent behavior innate or learned? Do some people have a genetic inclination for violence?

Business: Identify sources of violence in the workplace and the professions that are most affected. What are companies doing to create safer work environments?

Economics: Figure out how much it costs to keep a criminal in prison and where this money comes from.

Computers How have computers revolutionized the process of finding criminals and bringing them to justice?

Family Studies: How does violence in the home affect families and society as a whole? What are some ways these situations can be prevented?

English/Language Arts: Explore the ways violence is portrayed in the media and on television. How it is portrayed differently now than it has been in the past?

Music/Performing Arts: Look at how music containing themes of violence has become common in recent years. Discuss reasons why.

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Project Possibilities.....page 2-3.
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students actively volunteering for you

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Preparation

Addressing violence in your community may seem like a daunting task, but the number of possibilities are endless. You'd be amazed at how many great ideas the students can come up with themselves! That's half the learning—to see how much they can do when they try!

1. What can we Learn and Serve?

- Discuss violence in your community. What are some ways they can affect you, either directly or indirectly? Why does violence occur? What are the situations that foster it? How can we help victims of violence?
- Brainstorm possible solutions! Encourage youth to think about the resources and abilities they have that could meet the needs they see.
- Connect service to the curriculum! How does violence relate to what we are learning in class?
- Decide on a project!

2. Where can we Learn and Serve?

- Call the sites you wish to serve, and find out if your plan is feasible.
- Determine a mutually convenient time to perform service—work out all the project details and logistics.
- Visit: It is highly recommended that teachers visit the site before arriving with students.
- Prepare students for the project by teaching them any skills they will need. Prepare them for what they will see.

3. How will we get things done?

- Make lists of all tasks which must be completed...i.e. communication with the site, supplies, transportation, publicity, permission slips, reflection and celebration committees!
- Assign each task to a separate group or individual. Make sure every student is actively involved in the planning process.
- Set up your ideal timeline, and put deadlines on each task.

Action...

- Have permission slips and emergency numbers on hand when the project begins (if applicable).
- Stay organized and make sure everyone knows what their responsibilities are.
- Meet together regularly to check progress of the project as a whole. Be aware of deadlines and stick to the timeline that you made. Be prepared for new circumstances that may arise, and deal with these in a timely fashion.
- Demonstrate courtesy, respect, and professionalism when interacting with campus guests, agency personnel or agency clients.
- Work together in a courteous and productive manner. Remember, this is as much about learning and bettering yourselves as it is about helping others.
- Provide opportunities for reflection

(see page 3).

- Share ideas and insights along the way to help the project develop as it progresses.
- Keep up your enthusiasm and energy!
- Mail thank-you notes to those who helped or donated goods.
- *But most of all....*

HAVE FUN!!!

San Diego City Schools



Project Possibilities

There are three types of service-learning projects: direct service, indirect service, and advocacy. Each type aims to benefit on the community in a slightly different way. However, all three can be equally effective in keeping our communities healthy and vital.

Direct Service- students address violence with a hands-on approach.

Learn about mediation strategies. Form a confidential peer-mediation service to help students resolve conflicts in a safe and effective way.

Organize a special activity for children at a battered women's shelter. Or help the shelter in any other way you can, such as by serving food, painting, or planting a garden.

Write letters to inmates at a juvenile detention facility.

Learn about self-defense techniques and strategies. Put together an interactive teaching workshop and present it at after-school programs and elementary schools.

Create a safety net to prevent violence by providing safe, supervised activities for children after school is over. Work hard to get lots of kids involved. Recruit teens to plan and direct the activities.

Start up a teen hotline that students can call to get advice from peers on how to best deal with challenges or conflicts.

Indirect service- Students take on a project that will be helpful at another location.

Volunteer at an agency that works to prevent violence, to help them with any projects they need assistance for.

Have a food, clothing, toy or blanket drive and donate the proceeds a battered women's shelter.

Advocacy- students work towards long-lasting solutions by informing others.

Develop a school campaign against violence. Invite speakers, hold a writing contest, and provide opportunities for students to get involved in hands-on projects. Talk to students about how to recognize dangerous situations and get help before violence can occur.

Visit a juvenile hall and talk with the inmates to learn more about them: why they are there, what life is like, their prospects for the future. Put together a short film on what you experienced— use your film to raise awareness with students about the realities of being in prison.

Produce a skit or play that demonstrates the effects of violence and crime, and offers positive solutions. Perform it at your school and for other schools or community groups.

Invite a battered woman, former gang member, police officer or domestic violence caseworker to speak to your class about violence issues they have dealt with in their jobs or personal lives.

Make brochures for parents advising them on how to keep their children safe from handguns and other weapons in the home.

Organize a conference for students, school officials, police officers and community officials to share ideas on how to increase student safety on your campus. Develop an action plan of new items to implement.

Make collages of photos and quotations depicting the unpleasant effects of violence, and the value of maintaining peace. Display the posters on your school campus.

Research, draft and distribute a packet for parents advising them on how to be good role models and maintain effective discipline in the home. This reduces the likelihood of their children acting out in school.

Reflection

Reflection can be a highly creative and on going process in a project. There are some things that you want to be sure to address in your reflection, as it is the crucial learning segment of the service learning model.

At the beginning of the project, you will be reflecting on the ways violence has affected your life and the lives of those in your community, as well as on the many ways you can get involved to help solve these problems. During, the project, reflect on what you are doing by asking yourself questions about the service (see next column). Write your reflections down to share with others at the end of the project.

At the end of a project it is very important to reflect on the project as a whole. First of all, this helps students to realize the importance of the service they not only masterminded but carried out!

Secondly, it introduces students to the important skill of evaluation. Last of all, reflections allow students to discover for themselves what they have learned in their service process.

Some things to address:

- 1) What did we do?
- 2) How did this project help to prevent violence in our campus or neighborhood community? Or, how did it address the needs of victims?
- 3) What challenged or surprised me during the project?
- 4) Did others learn anything from us?
- 5) How did this project change the way I think about violence?
- 7) Did we make a difference?
- 8) How does this apply to our lives and to what we are learning in the classroom?
- 9) How do you think this project will

Some Reflection Ideas

- Keep an ongoing service or project journal.
- Create a bulletin board of pictures and student writings about the project.
- Have students write or share about a person, moment or idea that touched them during their service.
- Write thank-you letters to people who gave donations or helped, and tell them how your project went.
- Speculate on how people could have been changed as a result of your project.
- Educate other classes on how to create their own project to end violence.

Celebration!!!

After doing such a great job planning and implementing their project; your students will have no problem organizing a fun way to recognize their achievements!

The most important part of celebration is that your students enjoy themselves and recognize their accomplishments!

Suggestions:

- ☆Eat! ☆Give awards. ☆Music ☆Games ☆Surprise!
- ☆Invite the principal and school staff, as well as agency staff (if applicable)!



For More Info On Violence Projects

The following local agencies are good resources for planning a project on violence. These organizations have important knowledge to share with you, and many can work with you to set up your project.

Boys and Girls Clubs (619) 298-3520	Peace Resource Center of San Diego (619) 265-0730	San Diego Youth and Community Services (619) 221-8610
Center for Community Solutions (858) 272-5777	Project SafeHouse (619) 267-8023	San Diego Youth Involvement St. Vincent de Paul Village (619) 233-8500
Children's Advocacy Institute (619) 260-4806	San Diego County Parks and Recreation (858) 694-3429	Union of Pan Asian Communities (619) 232-6454
Domestic Violence Infoline (619) 683-2500	San Diego Domestic Violence Council (619) 533-6245	Voices for Children (858) 569-2019
Eye Counseling and Crisis Services (760) 480-6130	San Diego County Probation Dept. (619) 694-4444	Volunteer San Diego (858) 636-4129
Girls Inc.® (760) 724-2409	San Diego Rescue Mission (619) 687-3720	Women's Resource Center (760) 757-3500
Partners for Prevention/Paradise Valley Hospital (619) 472-4607		Youth Shelters (619) 235-5333, (619) 521-3939

Internet Resources

The internet offers many web-sites that relate to service and/or violence. We have provided a listing of just a few of them.

AmeriCorps (www.americorps.org)
 Bureau of Alcohol, Tobacco and Firearms (www.atf.treas.gov)
 Center for Youth as Resource (www.yar.org)
 Commission on Domestic Violence (www.abanet.org/domviol/)
 Corp. for National Service (www.nationalservice.org)
 Do Something (www.dosomething.org)
 Join Together Online (www.jointogether.org)
 National Rifle Association (www.nra.org)
 Nat. School-to-Work Learning&Info Center (www.stw.ed.gov)
 Pacific Center for Violence Prevention (www.pcvp.org)
 Prevent Violence (www.preventviolence.org)
 Teenage Violence (www.ece.utexas.edu/~arriaga/main.htm)
 Volunteer San Diego (www.volunteersandiego.org)
 U.S. Department of Justice (www.usdoj.gov)
 Violence and Discipline Problems (www.nces.ed.gov/pubs98/violence)
 Violence Policy Center (www.upc.org)
 Violence Prevention (<http://edie.cprost.sfu.ca/gcnet/ISS4-21d.html>)
 Youth Violence Facts (www.cdc.gov/ncipc/dvp/yvfacts.htm)
 Victim Services Domestic Violence (www.dvshelkertour.org)
 Youth Build, USA (www.youthbuild.org)
 Youth Service America (www.servenet.org)

Television and Media

American children and teens are being exposed to violence in TV, movies, video games and music. TV glamorizes guns and teaches youngsters that it's alright to use violence to resolve problems.

It's not alright!

Limit TV viewing to 1 to 2 hrs per day. Time spent watching TV or playing video games is time that could be spent on more productive activities. Spend time talking, reading or playing with your children. Watch TV and movies with your child and talk about what you see. Tell your child that violence on TV is not real. Explain that real children are hurt and killed by guns.



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