



OVERVIEW

BIG IDEA

Violence is an epidemic in our nation. Like many illnesses, it has preventable causes that we must target.

OBJECTIVE

7.1: Demonstrate strategies to prevent, manage, or resolve conflicts

AGENDA

1. Leading Causes of Death
2. The Cost of Violence
3. The Violence Epidemic
4. Public Health Approach
5. Violence Prevention Skits

HOMEWORK

Identify a resource for violence prevention in your community and analyze the problem and population it targets, its impact, and strategies used.

LESSON 7.1

Violence

SUMMARY:

Students will examine the issue of violence from a public health perspective. They will begin by identifying the impacts of violence, including deaths from homicide and suicide as a leading cause of death for teens. They will consider the problem of violence as an epidemic and learn about the different types of violence. They will examine a public health approach to reducing violence and work in teams to portray a violence scenario in a skit.

STANDARDS:

NHES 4.12.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others



MODULE 7: VIOLENCE

LESSON 7.1

Violence

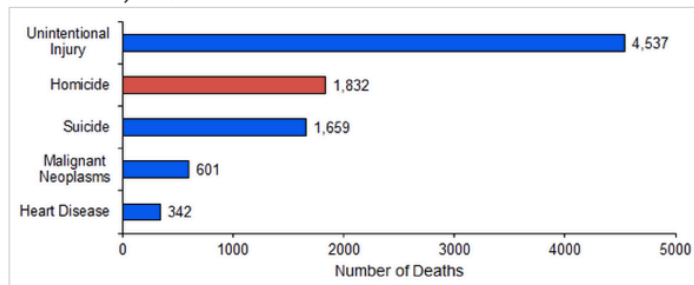
Obj. 7.1: Demonstrate strategies to prevent, manage, or resolve conflicts.



Leading Causes of Deaths for Teens

Use the graph to answer the questions below.

Five Leading Causes of Deaths Among Persons Ages 15-19 Years, United States, 2010



1. What role does violence play in deaths among teens?
2. Approximately how many times more people age 15-19 died from homicide than malignant neoplasms (cancer)?
3. Considering the leading causes of injury, what should public health professionals focus on in their prevention efforts? Why?

DISCUSS

The Cost of Violence

The graph above depicts the leading causes of death among teenagers 15-19. However, the graph does not show other effects that result from violence. With a partner, discuss the impact, effects, and cost of violence on individuals, families, communities, and society.

Effects of Violence:

DO NOW: Ask students, “Do you think the leading causes of death are significantly different for younger teens? Children? Adults? Elderly?”

DO NOW: Possible answers:

1. Violence is responsible for the second and third leading causes of death for teens 15-19. Homicides and suicides together make up the leading causes of violence.
2. 3 times more people 15-19 years old died from homicide than cancer
3. Answers will vary. Students may argue that a focus should be placed on reducing violence (i.e., gun control, violence prevention education)

DISCUSS: Possible answers

Individuals: mental health, sense of safety, time spent outdoors/interacting with others, loss of school, work, etc. days, increased medical bills
Families: broken homes/families, court intervention & lawyer fees, emotional toll on family members, especially children
Communities: increased spending on public safety, less tourism/business, lower property values, less new businesses starting
Society: healthcare expenses, healthcare worker shortages, burden on social welfare system, etc.



The Violence Epidemic

Violence is a serious public health problem in the United States. From infants to the elderly, it affects people in all stages of life. In 2010, over 16,250 people were victims of homicide and over 38,360 took their own life.

The number of violent deaths tells only part of the story. Many more survive violence and are left with permanent physical and emotional scars. Violence also erodes communities by reducing productivity, decreasing property values, and disrupting social services.

Source: CDC Violence Prevention (<http://www.cdc.gov/ViolencePrevention/index.html>)

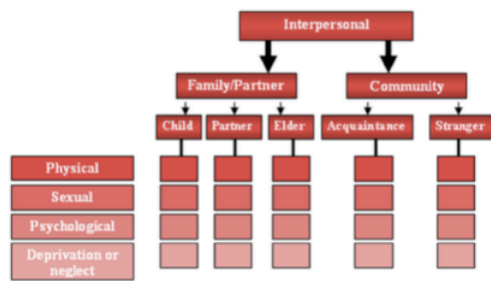
What is Violence?

The World Health Organization (WHO) works toward violence prevention through the Violence Prevention Alliance (VPA). The VPA addresses the problem of violence as defined in the *World report on violence and health* (WRVH), namely: "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation."

Types of Violence:

- **Self-directed violence** refers to violence in which the perpetrator and the victim are the same individual and is subdivided into *self-abuse* and *suicide*.
- **Interpersonal violence** refers to violence between individuals, and is subdivided into *family and intimate partner violence* and *community violence*. The former category includes child maltreatment; intimate partner violence; and elder abuse, while the latter is broken down into *acquaintance* and *stranger* violence and includes youth violence; assault by strangers; violence related to property crimes; and violence in workplaces and other institutions.
- **Collective violence** refers to violence committed by larger groups of individuals and can be subdivided into social, political and economic violence.

Typology of interpersonal violence



Source: WHO Violence Prevention (<http://www.who.int/violenceprevention/approach/definition/en/>)

NEW INFO:

Ask students which type(s) of violence they THINK are overlooked, ignored, or given less attention in society (among healthcare professionals, news/media, social welfare agencies, etc.). Why are these forgotten or falling between the cracks? Are they more difficult to identify, less commonly reported, or some other reason?



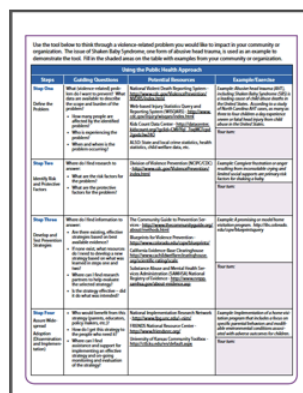
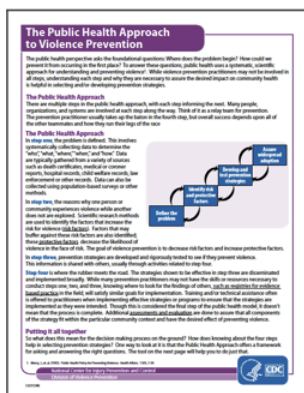
Lesson 7.1 Instructor Guide

MODULE 7: VIOLENCE



The Public Health Approach to Violence Prevention

Read the handout, "The Public Health Approach to Violence Prevention." Before you begin reading page 2, select one type of violence from the diagram on the previous page and use it to fill in the boxes labeled 'Your Turn.'



Violence Prevention Skits

Working in a team, select one type of violence and create a skit depicting a scenario involving that type of violence. Your skit should include at least one cause or risk factor that lead to that type of violence, one impact or effect of the violence on an individual, family, community, or society, and one strategy to prevent, manage, or resolve the conflict that lead to the violence. Plan your skit using the table below:

Type of Violence	
Cause or Risk Factor	
Effect or Impact	
Strategy to Prevent, Manage, or Resolve Conflict/Violence	

READ:

PDF source: http://www.cdc.gov/violenceprevention/pdf/ph_app_violence-a.pdf

Ensure that a class set of this handout is copied. Handout can be found in resources folder for this module.

THINK:

Consider setting a time limit on skits in terms of preparation and presentation. 30 minutes should be a sufficient amount of time to prepare an informal skit. 2-3 minutes in length should be enough to convey necessary information. If more time is needed, plan to use the following class period.



Violence Identification

Select two of the skits you observe to record in the table below. Identify the type of violence depicted, one cause or risk factor, one impact or effect, and one strategy to prevent, manage, or resolve.

Skit #1

Type of Violence	
Cause or Risk Factor	
Effect or Impact	
Strategy to Prevent, Manage, or Resolve Conflict/Violence	

Skit #2

Type of Violence	
Cause or Risk Factor	
Effect or Impact	
Strategy to Prevent, Manage, or Resolve Conflict/Violence	



Violence Prevention

Determine what resources for violence prevention are available in your school, neighborhood, community, or city/town. Using any available sources, find one resource (i.e., neighborhood watch, advocacy organization, education program, etc.). Then write a 1-3 paragraph summary of the resource including:

- the type of violence the organization focuses on
- target population served
- causes or risk factor targeted
- impact or effect of the organization
- strategies used to prevent, manage, or resolve conflicts or violence

THINK:

The assessment hinges on students ability to portray (and as an audience member: identify) strategies to prevent, manage, and resolve violence.

HOMEWORK:

Students will gain a sense of the assets and needs in their community through this exercise while they practice identifying strategies to prevent, manage or resolve violence in the real world.