

Defining Violence

Outcomes

- ✓ Youth will be able to define violence as any act or behavior that is negative and destructive.
- ✓ Youth will be more aware of the violence around them.
- ✓ Youth will begin to establish relationships with TITAN members.
- ✓ Youth will be enthusiastic about the program and wish to return to the next session.

Materials Needed for this Session

- Markers
- pencils/ pens (writing utensils)
- flip chart paper
- packet of plain paper
- music
- CD player
- candy (lots of goodies)

Prepare the Pre & Post Tests

Introduction

Members should make an energetic entrance:

Welcome the youth to the program, tell them who TITAN is and what we are doing here today. **Mention that this program will run about a (blank #) of weeks long and that they are going to have the opportunity to have a lot of fun and learn important things at the same time.

There may be a lot of questions and answers from the youth, so spend a short period of time answering any questions that they may have.

Activity

This is the opportunity to get comfortable with the youth. Reminder: Your approach says everything about who you are.

First Game: Group by Numbers

The purpose of this game is to break the large group into even smaller groups, while giving youth an opportunity to be vocal about things that are important to them. Also, keep in mind that cliques do exist, and this is to unravel the cliques. Sometimes the groups will not have an equal amount of people in them.

Example: Group of 6

Okay, so now let's try something a little different:

By your favorite food

By age, grade, etc.

****Depending on the amount of participants, focus on splitting them evenly. Into groups no larger than 5-6 youth.**

Once the group is split into groups, facilitators will play additional games in order to get them to know our names and for us to get to know theirs.

Helpful ice breakers to assist are:

- Picnic Game
- Concentration
- Silly Willy
- Wind Blows

Once the smaller groups have been formed, working with your smaller group, begin to list words that are usually associated with violence i.e. punching, kicking, etc. After listing all the words they can come up with, you have them create a statement that puts all the ideas together in at least one sentence.

Assure that their answers are written down on a large sheet of paper so it can be shared openly. **Make sure that you have all of your needed supplies (writing utensils).

(Next)

This activity will involve the following necessary items: writing utensils and paper. At this time, youth should be informed that a song with inappropriate language will be heard, so they should be ready to hear some rough words.

Explain to them that the sheet of paper in front of them, which they should each have (individually), is to write down how many acts of violence they hear based on their own definitions of “violence” or “violent acts”.

After this is done, allow the youth an opportunity to share with others why they counted as many as they did. Allow this brief moment for open discussion amongst the youth and then when they have been given a chance to speak, **make a note that the youth may have missed some but that’s okay. (Be prepared to challenge the youth about their definition versus TITAN’s.)** After some time into the processing, TITAN gives their definition of violence. During this process, the goal in mind should be that you teach them something new about how they view the definitions of violence and violent acts when listening to the particular song.

(Next)

Replay the song one more time to youth members. The only difference about this time is that you (the member), have given them a new way of listening to the song. You till then ask them again, how many times they heard violence or violent acts. The count should be more accurate this time. You should then have them compare their original counts with the new counts. Have discussions with them based on the differences and why they occurred. Use the method of realization of their own definition and the new definition that you gave them. **With this greater understanding of violence, encourage the youth to think about where else there may be hidden pockets of violence around them.**

Wrap it Up

TITAN members, ask the youth members for feedback based on the session that they just had. Initiate questions and answers for them. Pay close attention to the quiet ones. If they don't ask, you should ask them if they have any questions that they would like to ask but did not raise their hands to do so. Try to spend as much time picking at their brains by using questions as much as you can so that you can peak their interests in the event that took place today.

At the end of every session, you should remind the youth that there will be another session scheduled for the following week. Try to be spontaneous in doing so. The more interested you make the next session, the more likely the youth members will come back.

Session 2

Skit

Scene 1

Narrator: One day, two best friends, Harry and William, were chilling at the mall. They were having fun until...

Harry: Yo man, aint that Ron with your girl?

William: Who?!

Harry: You know, that kid who tagged your house...?

(William and Harry then approach Ron & Jenny; they start to argue, which then results with Ron getting jumped.)

Scene 2

Security Guard: *(On phone)* Mrs. Doc, can you please come to get your son at the mall's holding cell? *(Pause)* You can? Thank you.

Ron's Mom: What are you doing here?! I told you not to get into anymore fights! Now you can't go to the mall with your friends or football practice.

(Security Guard on phone with Harry's parents as Ron and his mother leave.)

Scene 3

Ron: *(On phone)* Yo, get the crew and meet me at the park. We're going to get 'em.

Thug 1: I don't know what you're talking about, but aight, I gotchu.

Scene 4

(William & Harry in park, as Ron & Crew approaches them.)

Ron: Ey Willaim!

(Fighting breaks out- William dies, Harry gets hurt.)

(Cops come & arrest Ron & Crew.)

Narrator: In the end, Ron and his crew go to prison after having killed William.

Myths of Violence

Outcomes

- ✓ Youth will be able to identify some of the myths that society uses to justify violence.
- ✓ Youth will be able to think creatively about the myths (ability to come up with their own).
- ✓ Youth will be able to think critically about the myths versus the realities and consequences.

Introduction

Facilitators should begin asking the youth about the myths of violence. Some questions could be:

- Does anyone know what a "myth" is?
- So a myth is a story people use to explain things they don't understand
- Can someone tell me one myth about violence?
- (Take a few minutes to warm up)
- Does anyone want to play a game that will better explain what a myth is when referring to violence?

Now you can begin to play a game with the youth.

This game is called Rock, Paper, Scissors, and Tag

Myth: Violence Solves Problems

There are two team's that are sworn enemies- they've had beef since Jimmy cracked corn (for the longest time ever) and each team's goal is to wipe out **their enemy once and for all.**

(Facilitator must hype it up!!)

Rules

There will be two teams:

- Teams can use the three symbols: Rock, Paper, or Scissor.
- As a group, they must choose one of the symbols together; that they will use to attack the other team.
- Then the groups will line up face-to-face (forming two lines that are parallel)
- On the count of three, each group will throw out the symbol that they chose.
- The winning group must tag players from the opposite team.
- When a member of the opposite team has been tagged, they must join the opposing team.
- Players will be given a certain amount of tries to tag the entire opposing team.

Space is needed for this activity

Re-cap

Use this game as an example of the myth, violence does solve problems. Question how it did by asking:

- 1) Did the problem ever get solved? How? Why not?
- 2) Those who switched sides...

End result: Participants now know of one myth of violence: **violence can solve problems.**

Next ...Myth... →

This game is called: Arm Wrestling

Myth: Violence is The Only Resort.

Basically, have the youth play against each other in arm wrestling.

Rules: Partner Up!

- Every time you pin your opponent, you get a piece of candy.
- After the first round, ask the youth how many pins they got. Tell them they're not trying hard enough and they should get more next time.
- The game will go on for ten seconds.
- After the second time, go around and tell the teams (after counting up their pins) that they could still get more... then ask for two participants to come and demonstrate how to get many pins. For the whole group, give a few seconds to think about how, and then make them go again.

(Re-cap)

Use the game "Arm Wrestling" as a reference to help the youth understand the myth that violence is the only resort. Try to get the youth to talk about what they had to do in order to get a piece of candy. The only resort was to pin their opponent, which can be used as an example of using violence in order to "win something".

End Results: The second myth of violence has been introduced (**violence is the only resort**). At the end of the game, participants will realize that there are other strategies to use to solve the problem such as a compromise.

The Cycle of Violence

Outcomes

- ✓ Youth must understand the cycle of violence:
 1. Anger
 2. Avoid or retaliation
 3. Back to anger with increasing intensity with each turn through the cycle
- ✓ Youth should be able to look at situations of violence through the **The Cycle of Violence**.
- ✓ Begin to define ways to break out the cycle

Introduction

Re-cap last week's session:

Facilitators should begin this session by briefly greeting the youth. You should have prepped and be ready to ask some interesting questions regarding the previous session.

Break down the day's agenda

SKIT

The skit shows how a small problem escalates into something big and serious. (Fist, stick, knife, guns)

Setting: This story takes place in your ordinary public high school.

Narrator: It's a typical day in the life of Victoria, she wakes up and gets ready for school and then she is out the door running to go catch a bus. Victoria walks down the halls of her school only to find this...

(Narrator should move out of the way and allow actors to come in and comfortably relay their messages "Loud and clearly")

Victoria: Hi guys! Did you study for Mrs. Marshall's test, because I was up all night...

Friends: (They don't say anything, but look at her, then walks away)

Victoria: (yelling as her friends are walking away) What did I do? (End scene one)

Scene Two: Lunch

Narrator: At lunch, none of Victoria's friends sat at the table with her. Victoria's other friend William notices that she is sitting alone and decides to go over to her table and see what's going on.

William: You look mad. Why are you sitting all by yourself? What's wrong, Vicky?

Victoria: I'm mad because my friends aren't talking to me and they won't even tell me why...

William: I'll talk to them for you and see what's going on...

Victoria: Thanks Will... you're such a good friend.

Narrator: William walks over to Victoria's friends and starts to talk with them.

William: Why aren't you guys talking to Victoria? She's really pissed.

Friends: First of all NO ONE cares if she's mad and the reason we aren't talking to her is OUR BUSINESS... (End scene two)

Scene Three: At the lockers

Narrator: William is talking to Victoria about the conversation that he had earlier with Victoria's Friends.

(As Victoria begins to talk, the "friends" walk by)

Victoria: You know what I don't even care if they don't like me. They're lucky that I don't run their business 'cause I know a lot of their dirty laundry. I don't even know why they started with me because I'm gonna get people after them.

William: Calm down, you're just upset.

Narrator: Victoria's friends were there the entire time.

Friends: Now you running your mouth and threatening us? It wasn't even that serious. You better you watch your back!

Victoria: Whatever! Nothings' going to happen anyways'...

Friends: Don't let us catch you by yourself.
(A teacher walks by and separates Victoria from the rest of the friends)

Narrator: Days go by and Victoria doesn't run into her friends at all. She thinks that everything is over. (End scene three)

Scene Four: Going Home

(As friends are walking up to Victoria with a fast pace)

Friends: You thought we forgot about what happened the other day but we didn't.

Victoria: I don't have problem with you guys and I'm not trying to fight any of you.

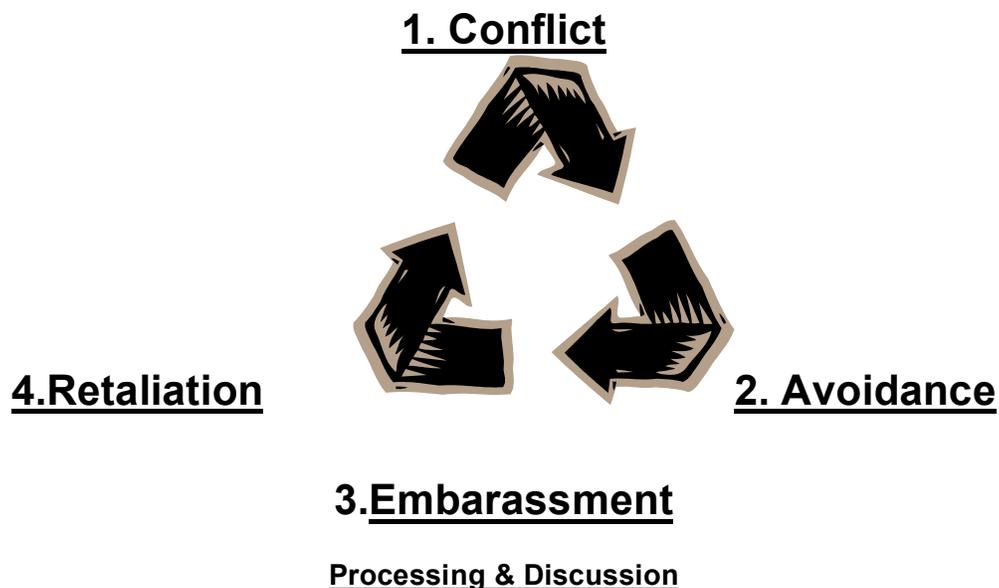
Friends: Well you should have thought about that before you started running your mouth!

William: (leaves)

(The friends start to jump Victoria as she yells for help and begs them to stop)

Narrator: Something so small as a misunderstanding grew into a big problem which led to Victoria getting jumped. Now my question to you is: Does it end here?

The Cycle of Violence



At this time, facilitators should begin asking questions to youth; directing them in the path of realizing that they have just learned about three myths of violence. The answers are as follow and you should think about generating questions that will gain these answers:

- **Myth #1:** Use rock, paper, scissor, and tag as a reference to have the group understand the myth: **violence solves problems.**

- **Myth #2:** Use arm wrestling as a reference to have the group understand the myth: **violence is the only resort.**
- **Myth #3:** Use the story as a reference to have the group understand the myth: **something positive can come from something negative** as well as the other two myths.

SKIT Myth versus Reality

Facilitators will end this session by giving the youth a mythical story and act out the reality of the scenario. The mythical story could be a story that sounds true but may or may not be. Discussing these types of actions is good too! (Also, being creative and able to come up with your own ideas would be great or you can use samples below).

You could use examples from the movies like:

- Enough: JLo kills her ex-husband and then everything is okay.
- Mission impossible: James Bond flicks one dude, kills all the bad guys and walks out and walks out and has a drink with Halle Berry.
- Friday: Neighborhood bully who beats people up and takes their things from them. Craig decides one day that he's going to beat the bully up. Then the next day, Craig wakes up and everything seems okay.
- Boyz in the Hood
- Get Rich or Die Trying

(Use the kind of movies that have a “happy” ending and no one is arrested but someone dies; there are a lot of examples that the media portrays killing someone to justify some sort of action).

Participants will now act out their skits with two parts: the myth and the reality. They would have to show the “happy movie ending” versus the realistic ending of a certain myth of violence that will be given to them.

How Nonviolence Has Changed The World

“Nonviolence means avoiding not only external physical violence but also internal violence of spirit. You not only shoot a man but you refuse to hate him.”

- Martin Luther King Jr.

“Nonviolence is not inaction. It is not discussion. It is not for the timid or weak... Nonviolence is hard work. It is the willingness to sacrifice. It is the patience to win.”

- Cesar Chavez

Explain the reaction of these nonviolent leaders' respective communities (African –American and

Mexican) by creating a visual depiction of a scene where they are saying these quotes.

“Nonviolence is not a garment to be put on and off at will. Its seat in the heart, and it must be an inseparable part of our being.”

- Gandhi

Research the history behind this quote and find a more recent advocate of nonviolence of the present-day from Asia.

“War seems to be part of the history of humanity. As we look at the situation of our planet in the past, countries, regions and even villages were economically independent of one another. Under those circumstances the destruction of our enemy might have been a victory for us. There was a relevance to violence and war. However, today we are so interdependent that the concept of war has become outdated. Today we have to arrive at solutions through dialogue. .. I think therefore that the concept of violence is now unsuitable. Nonviolence is the appropriate method.”

- Dalai Lama

Research the history behind this quote and find a more recent advocate of nonviolence of the present-day from Asia.

You are a close relative of Steve Biko. He has just died and now you are writing a eulogy for him. How would you memorialize his legacy as a leader of the anti-apartheid movement?

“The people in power will not disapprove voluntarily; giving flowers to the cops just isn't going to work. This thinking is fostered by the establishment they like nothing better than love and nonviolence. The only way I like to see the cops given flowers is in a flower pot from a high window.”

- William S. Burroughs

Find a song/ video clip that gives a scenario that justifies the use of violence.

“Where choice is set between cowardice and violence, I would advise violence. I prefer to use arms in defense of honor rather than remain the vile witness of dishonor.”

- Gandhi

Find a song/ video clip that gives a scenario that justifies the use of violence.

"I must deal immediately and at some length with the question of violence. Some of the things so far to the Court are true and some are untrue. I do not, however, deny that I planned sabotage. I did not plan it in a spirit of recklessness, nor because I have any love of violence. I planned it as a result of a calm and sober assessment of the political situation."

- Nelson Mandela

Find a song/ video clip that gives a scenario that justifies the use of violence.

"The concept of nonviolence is a false ideal. It presupposes the existence of compassion and a sense of justice on the part of one's adversary when this adversary has everything to lose and nothing to gain by exercising justice and compassion, his reaction can only be negative."

- George Jackson

"I believe it's a crime for anyone being brutalized to continue to accept brutality without doing something to defend himself."

- Malcolm X

Using a Venn Diagram, compare and contrast these two different ideals of nonviolence.

Find a nonviolence movement in the area shown on the map. Explain the setting (atmosphere, time and place) of each movement.

Find a nonviolence movement in the area shown on the map. Explain the setting (atmosphere, time and place) of each movement.

Find a nonviolence movement in the area shown on the map. Explain the setting (atmosphere, time and place) of each movement.

Find a nonviolence movement in the area shown on the map. Explain the setting (atmosphere, time and place) of each movement.

Definition:

Research the official definitions of nonviolence and explain the different reasons behind the use of nonviolence. Then, with all this stuff, create a working definition of nonviolence that TITAN can use in its curriculum.

Origins:

Create a clear timeline of the beginnings of the use of nonviolence to the present day in one specific continent (except for North America).

Elements:

Research at least three elements of nonviolence and find three objects that symbolize each element.

If you could start your own nonviolence movement, what would be your topic, who would be your audience, and why? If possible, use the guidelines of the six steps of nonviolent social change as you create this campaign.

Processing :

To find the meaning of an experience, construct knowledge through reflection, and apply the learning to new situations.

1.) Activity-

- Get the group to loosen up and have fun
- Problem solving initiatives that introduce a topic
- Demonstrate concepts and raise questions
- Make as many connections to the topic

2.) Reflection-

- See perceptions from different angles
- Compare what you saw vs. what someone else saw

“WHAT” did we do?

- What happened?
- What behaviors were observed?
- Did the group solve the problem?
- Who did what jobs?
- Were the rules followed?

3.) Generalizing – “SO WHAT?”

- Takes reflection process even deeper.
- Acknowledge each others experiences and contributions.
- How is the group cooperating?
- Some people talking more than others
- Is the responsibility being shared
- Who helped the group?
- How did you solve the problem?
- How did you work together?

- How did you feel about the overall experience?
- Who brought what skills?

4.) Apply learning to future challenges- “NOW WHAT?”

- The group applies its new knowledge to the next activity or daily lives
- How are we to do it?
- Set new goals and gain new understanding each time
- What are the new pieces of information that will change how we deal old problems
- What insight did we gain on common situations