How Does the Virus of Violence Affect Your Life?

Intended Audience: Special Needs Students between the ages of 12 and 17.

Objectives: Students will conduct their own survey that deals with various issues of the video. They will be able to evaluate and make conclusions based upon the data and results of their surveys.

Needed Materials/Resources:

- TV, DVD Player
- Virus of Violence DVD
- Poster Boards
- Survey Worksheets
- Computers (if available)
- Pamphlet materials (if available)
- Calculators, rulers, markers, pencils

Video Description/Length: Approximately 44 minutes

Activities:

Activity 1 – Discuss the first segment (beginning to Martin Sheen making his entrance)

1. Discuss with the class the events that were shown.
2. Initial reactions to the segment.
3. Ask "What elements in our society do you think can cause or play a hand in these acts of violence?"
4. Have students write ideas down on paper, discuss and collect them.

Activity 2 – View the remainder of the video and have the students answer the following questions while watching.

1. Are violent video games teaching others to accept increased violence in our society?
2. What is it that breaks down the resistance of killing in these children?
3. What breaks down the safeguard in people (the reaction in the brain that stops you from killing your own species)?
4. Does news coverage increase "copycat" crimes by making celebrities out of kids who kill?
5. What is your opinion on how the video is blaming video games and the media as a major factor in the violence that occurs in our society?

Discuss the questions in depth with the students!

Activity 3 – Get a consensus or a majority agreement on what the definition of violence should be. What types of acts should be considered? Introduce the statistic given in the film: "Children are exposed to approximately five violent acts per hour during primetime and an average of 26 violent acts per hour during Saturday morning children's programs." Evaluate this statistic with the class.

Possible discussion questions could be:

- What does this mean to our society?
- What does this prove about what the film is suggesting?
- Is this statistic true in our community?

Pass out the surveys to the students. Explain your timeline, expectations and assessment.

Activity 4 – After data has been collected from the surveys, have students put their collected data in the form of a pie chart, bar graph or line graph. The students should display their data on a poster board, pamphlet, etc. with a description of the message that they are trying to send.

(On a separate sheet of paper, allow students to analyze their data; in other words, what does the data mean to someone who reads it?)

Have students answer the questions:

1. If a person does not know the title or content of your information, will they be able to look at the project and know what you are trying to say or publicize?
2. Does the statistic on violence in primetime and Saturday morning shows model what is shown on our televisions?
3. If it does, what can be concluded from that information?
4. If it does not, what can be concluded from your results?

Assessment: Collect surveys and evaluate students according to the computation of their data (whether it be percentages, etc.) Look at their final project and decide if their conclusion can be reasonably drawn from their data presented. Possible Rubric located at the bottom.

Follow Up/Next Steps/Actions: Projects can be displayed in the schools, send to the Center for Successful Parenting(or a local group that supports Awareness Against Violence).

Compare and contrast student perceptions of video prior to viewing and after having watched video in its entirety.

A Suggested Survey –

- Gather data from TV Guides (paper or on TV), newspapers, internet, etc.
- Take a time span of five weekday nights and one Saturday morning to collect this data.
- Based on the class' definition of violence, preview the shows that are scheduled to come on those nights, read the descriptions of each show and write down the indicated amount of violence that is shown in each.
- Take a study of about three shows per night (half hour to an hour). If you have watched a specific show before or if you are able to watch it, indicate or approximate the number of times of violent act occurs. Document the data.

Possible Rubric:

Criteria	Points Possible	Points Earned
Essay adheres to MLA guidelines and includes a heading, title, one-inch margins throughout, etc.	**5**	
Few if any spelling, punctuation, or grammatical errors exist that interfere with the author's intended meaning.	**5**	
Essay has five well-developed paragraphs.	**25**	
Thesis Statement is underlined.	**10**	
Introduction is interesting to read. It effectively captures the reader's attention and increases his desire to continue reading.	**10**	
At least three examples of violent acts are highlighted in the body paragraphs of the essay and serve to support the author's thesis.	**25**	
Essay is clear, concise, and interesting to read. It is thought-provoking in its use of vocabulary and language.	**20**	
TOTAL		