

Teen Violence: Who Are the Everyday Victims?

WebQuest Description: This webquest is one designed as a pre-reading or follow-up project to do before or after reading the novel *The Outsiders* by S.E. Hinton. However, this webquest is designed in a way so that it can accompany any novel that deals with issues of teen violence, or it can be done to perhaps accompany an unit in a health or character education course.

Grade Level: 6-8

Curriculum: English / Language Arts

Keywords: teen violence, the outsiders, teens, violence, S.E. Hinton, bullying

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Introduction

Teen Violence: Who Are the Everyday Victims? Teen violence is on the rise and becomes a bigger problem in our society every day. Teen violence exists all around us....at schools, in homes, and in our communities. What is teen violence? What do you know about teen violence? What forms does teen violence come in? Have you or others you know ever been a victim of teen violence? Maybe you were and you just didn't realize it.

Tasks

You and several of your classmates will become a team of experts specializing in teen violence. Your job is to create a Public Service Announcement (PSA) to create awareness of teen violence and its devastating effects on today's youth.

Process

Step One - After watching examples of PSA's, your group will discuss which type of PSA announcement to produce. Your choices include a PSA for a newspaper/magazine, the school channel/TV, or a radio PSA. Below are some examples of PSA's. Please view each one. Then, individually, choose one you like best and complete the 'Evaluating a PSA' form below. Example 1- TV PSA; Example 2- TV PSA; Example 3- Radio PSA; Example 4- Radio PSA; Example 5- Newspaper/Magazine PSA; Example 6- Newspaper/Magazine PSA. Once you have viewed all of the examples, please review this website: <http://nij.gov/topics/courts/restorative-justice/marketing-media/psa.htm>. It will provide information and tips about PSA's. Discuss this information with the group and decide which type of PSA will be created. Fill out the 'Beginning a PSA' starter sheet below. Hand it in to the teacher when you are finished. Step Three - The class will split up into groups of four. Each group should decide among themselves who will assume each of the following roles within the group: counselor, statistician, cinematographer (interview other teens), and a media specialist. Each student is responsible for completing the individual work that accompanies his/her job in order to make the PSA a complete success. Counselor - Research in order to find out what kinds of teen violence occur most often and describe each kind. Also, identify who the victims of each type of teen violence are most apt to be. Below are a couple of resources to help you get started with your research. You should also complete the form labeled 'PSA Counselor' below while researching. Site 1; Site 2 Statistician - Locate statistics that would be useful for your group's PSA. Remember your PSA is aimed at a specific target audience and will be designed to increase awareness. Below are a couple of resources to help you get started with your research. You should also complete the form labeled 'PSA Statistician' below while researching. Site 1; Site 2 Cinematographer - You will be interviewing five to ten students in the district in order to gain further insight and information for the group in regards to creating your PSA. Please print the form labeled 'PSA Cinematographer' below in order to further understand and complete your task. Media Specialist - You will be in charge of creating the design plan for the PSA much like a graphic designer or movie director. Depending on which form of PSA your group has decided to create your job will vary. You will need to constantly check-in with the Cinematographer, Statistician, and Cinematographer in order to gain ideas for how the PSA will be produced in regards to the information they are gaining. The resource provided under 'Media Specialist' below is what you should use to begin if your group decided to do a video PSA. If you all have decided to do a visual or radio PSA, please consult your teacher for alternate resources. Lastly, before branching out and starting your individual work, the group should review the form labeled 'Project Timeline' provided below to ensure that each of you make a commitment to meet the deadlines for individual and group work. The project must be completed on time. Step Four - Collaborate with your group in order to begin creating the PSA. Print and complete the 'PSA Outline Sheet' below as a group to help get started. Step Five - ACTION!!!! Produce your PSA. Step Six - Refer to the Evaluation Tab for the final step before submitting your PSA to the teacher for final evaluation.

Listening and Speaking 2A - Develop an apply effective speaking skills and strategies for various audiences and purposes.

In discussions and presentations, use

- designated time constraints
- media
- organized notes

Information Literacy 1A, B & C- Develop and apply effective research process skills to gather, analyze, and evaluate information.

Develop a research plan, with assistance, to guide investigation and research of focus questions. Locate and use multiple resources to

- acquire relevant information
- evaluate reliability of information
- fulfill research plan

Record relevant information using a variety of note-taking and organizational strategies

NET-S Standards

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

- Plan strategies to guide inquiry
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- Plan and manage activities to develop a solution or complete a project
- Collect and analyze data to identify solutions and/or make informed decisions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- Advocate and practice safe, legal, and responsible

use of information and technology

- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- d. Transfer current knowledge to learning of new technologies

Credits

Julie Szaj/eMints Instructor

NCTE/ReadWriteThink/PSA Outline Sheet

Heather Berger/Colleague and fellow eMints classmate

Other