

Using the News

The following activities correlate to the Florida Standards for grades high school students. Health: HE.68.B.3.3; HE.68.B.3.4; HE.68.B.4.1; HE.68.B.4.2; HE.68.B.4.3; HE.68.C.2.2; HE.68.C.2.3; HE.68.C.2.5; HE.68.C.2.6; HE.68.C.2.8; HE.68.C.2.9; HE.68.P.7.1; HE.68.P.7.2; HE.68.P.8.3; HE.912.B.3.2; HE.912.B.3.4; HE.912.B.4.2; HE.912.B.4.4; HE.912.B.5.1; HE.912.B.5.5; HE.912.C.2.6; HE.912.C.2.7; HE.912.C.2.8; HE.912.P.8.3; HE.912.P.8.4 **Language Arts:** LAFS.68.RI.1.1; LAFS.68.RI.1.2; LAFS.68.RI.1.3; LAFS.68.RI.2.4; LAFS.68.RI.2.5; LAFS.68.RI.2.6; LAFS.68.RI.3.7; LAFS.68.SL.1.1; LAFS.68.SL.1.2; LAFS.68.SL.1.3; LAFS.68.SL.2.4; LAFS.68.SL.2.5; LAFS.68.SL.2.6; LAFS.68.W.1.1; LAFS.68.W.1.2; LAFS.68.W.1.3; LAFS.68.W.2.4; LAFS.68.W.2.5; LAFS.68.W.2.6; LAFS.68.W.3.7; LAFS.68.W.3.8; LAFS.912.RI.1.1; LAFS.912.RI.1.2; LAFS.912.RI.1.3; LAFS.912.RI.2.4; LAFS.912.RI.2.5; LAFS.912.RI.2.6; LAFS.912.RI.3.7; LAFS.912.SL.1.1; LAFS.912.SL.1.2; LAFS.912.SL.1.3; LAFS.912.SL.2.4; LAFS.912.SL.2.5; LAFS.912.SL.2.6; LAFS.912.W.1.1; LAFS.912.W.1.2; LAFS.912.W.1.3; LAFS.912.W.2.4; LAFS.912.W.2.5; LAFS.912.W.2.6; LAFS.912.W.3.7; LAFS.912.W.3.8



Do you know what stalking is? How is showing someone attention different than stalking? Before you do any research about this topic, have your teacher make a list of things your class knows or thinks they know about stalking on a piece of chart paper or the board. Do any of these points surprise you?

It may seem flattering when someone tells you they have seen you around and bought you gifts because he or she knows “what you like.” However, sometimes too much attention can be a red flag. Stalking can take many forms. Learn more about what stalking is by reading this handout from the Florida Coalition Against Domestic Violence:

<http://fcadv.org/sites/default/files/What%20is%20Stalking%20Handout.pdf>. In addition, you can learn more about stalking and the dangers from the Victim Connect Resource Center: <http://victimsofcrime.org/our-programs/stalking-resource-center>. Make a list of the facts you learn about stalking from these two websites.

Using the advertisements or advertorials in your newspaper as models, create a full page advertisement about stalking, alerting people about what stalking is, its dangers and how people who think they are being stalked can get help. Write a blog post to go along with the advertisement you created. Discuss the most important things you have learned with your class. Were any of the things you learned surprising or new?



Violence is a serious issue. On any given day, the newspaper is filled with articles about violence. No matter where you live, there seems to be an increase in violence involving teenagers. Look in your newspaper for two or three articles on teen violence (domestic violence, bullying, gang). Write down the main idea or thesis of each article. Write a one-page essay discussing the issues presented in the articles. Also include some possible suggestions to avoid the violence noted in the article. Be sure to use specific examples from the articles to support your ideas. Share what you have learned with your classmates.



Dating violence is a form of bullying. Bullying and violence are not just part of growing up. Abuse by another person leads to pain, shame and possible serious injury. It takes courage to stand up to a bully, especially if you are dating that person. There are many articles in the news about negative behavior, but the newspaper is also filled with courageous actions. We hear a lot about police officers, firefighters and soldiers doing brave things. But many other people demonstrate courage every day. Look in your newspaper for a story about a person demonstrating courage. In a fully-developed paragraph, summarize the story and explain why you think the people involved are being courageous. Be sure to include the who, what, where, when, why and how facts of the article, and include specific examples that you can share with your class.



A bystander is a person who sees a dangerous or unsafe situation. Many times that person does stand back and does not call for help or stop the situation because of fear, intimidation or a feeling of helplessness. Research shows that educating and engaging bystanders is an effective way to help prevent the widespread problem of sexual violence and abuse within communities. Does silence hurt? Think about events in history that may have been prevented or their impact lessened, if people had spoken up and did not close their doors against violence or bullying. Research this issue in your local library or school media center. Look for articles in your newspaper depicting incidents or crimes that could have been prevented if someone stood up to help. Write a research paper focusing on this issue in historical and modern times. Be sure to document your sources. Share what you have learned with your class.



Relationships exist on a spectrum. In other words, relationships can range from healthy to unhealthy to abusive, and everywhere in between. In a healthy relationship, the “power” is shared. When it is not, the relationship becomes unhealthy. At the individual level, violence exists when one person with power attempts to exert their power or control over another person who may not have as much power. Violence may include physical, verbal or emotional abuse. Violence at the societal level is when a group of people with power attempts to exert their power or control over a group of people who may not have as much power. This may lead to the survivors of the violence feeling hopeless or helpless. It is important to note that violence is never the survivor’s fault. Violence is a choice. Look for an example of individual violence and an example of societal violence in your newspaper. Compare the acts in these articles. Create a Venn diagram using specific examples from the articles to show the differences and similarities. Share what you have learned with your class.



Teen dating violence is an important issue, and as a proponent of teen safety, it is your job to educate your fellow students by planning a school Dating Violence Awareness campaign. You may make posters, plan daily morning show announcement spots, create slogan buttons and/or plan a school wide assembly. You may want to organize your information according to the following sub-categories: facts about dating violence, different types of violence, warning signs, effects of dating violence, breaking the cycle of violence and the law. Look through the advertisements, editorials and cartoons in your newspaper to help plan your campaign. Create an informational news spot about the campaign that could air as a public service announcement (PSA). Create advertisements, cartoons and an editorial for your school newspaper.



Knowing the difference between fact and fiction is very important, especially when it comes to personal safety. With your classmates, discuss the definition of both fact and opinion. Look through the news section of your newspaper and select several articles of interest to you. Using the articles, make a list of the facts and a list of the opinions from each. Discuss the articles with your class.