

Aula 8

VIOLENCE

META

Apresentar algumas situações que abordem sobre a Violência.

OBJETIVOS

At the end of this class, it is expected that the students:
Ter conhecimento sobre violência; estar consciente acerca dos tipos de violência em inglês; saber utilizar o vocabulário relacionado à violência em inglês.

PRERREQUISITOS

O aluno deve ter conhecimento prévio sobre interações sociais

Izabel Silva Souza D'Ambrosio
Marcle Vanessa Menezes Santana

INTRODUCTION

Esta aula tem o intuito de tratar de um tema essencial, a saber: a Violência. Ela ocorre em diversas formas, desde a mental/psicológica à física. Alguns espaços, antes considerados seguros, tornaram-se extremamente hostis, tais como os lares (violência doméstica) e a escola (*bullying*).

Respeitar as diferenças é essencial para a nossa sociedade, pois evita diversas formas de violência, tal como a verbal. Acolher as pessoas que passam por uma situação de violência e denunciar também são de suma importância, pois não devemos nos calar diante dela.

Levando em consideração o que mencionamos, nesta unidade, trataremos acerca deste tema que, infelizmente, está presente em nosso cotidiano e sempre tem destaque na mídia.

VIOLENCE



<http://clearingthefogradio.org>

Pre-reading questions: What are the violence-related words you know? Can you define them in English?

Defining the Different Types of Violence

Last Updated: November 20, 2015 4:13:34 PM PST

Learn more about the different types of violence.

Sexual assault and rape

Sexual Assault - an umbrella term that encompasses all unwanted sexual behaviors, including rape. Under this umbrella, everything from nonconsensual kissing and fondling to forced oral, anal, or vaginal sex, is an act of sexual assault.

Rape - any sexual intercourse without a person's consent. Rape includes instances where sex is forced, and/or against a person's will, and/or occurs while a person is incapable of giving consent (e.g. incapacitated by alcohol or drug use). It includes forced oral, anal or vaginal penetration, and penetration with a foreign object.

Relationship violence

Relationship Violence (Dating and Domestic Violence) - are terms that refer to a pattern of behavior that is used to gain and maintain power and control over an intimate partner. The violence can be physical, sexual, verbal/emotional, economic or psychological. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, coerce, threaten, blame, hurt or injure someone.

Stalking

Stalking - a pattern of repeated and unwanted attention, harassment, contact or any other course of conduct directed at a specific person that directly or indirectly communicates a threat or places the victim in fear.

Fonte: <https://students.ucsd.edu/sponsor/sarc/definitions/index.html>

TAKE NOTES

Who are more susceptible to violence: men or women? Why?

Have you ever been in a dangerous situation?

What are the most common types of violence in Brazil?

VOCABULARY

1. A person who attacks violently: _____	Assailant
2. Repeated and unwanted behavior, especially using threats or violence: _____	Bullying
3. Bullying that takes place by e-mail, instant messaging, or other: _____	Cyber bullying
4. The unfair treatment of a person or group based on prejudice: _____	Discrimination
5. To grow more intense: : _____	Escalate
6. Repeatedly sending offensive, rude and insulting messages: : _____	Harassment
7. Speech or behavior that is aimed at a person or group based on personal characteristics: _____	Hate violence
8. Making others perform certain tasks in order to join the group	Hazing
9. the killing of one person by another: _____	Homicide
10. A person who encourages fighting, between others while staying out of the fight himself: _____	Instigator
11. A lack of acceptance of another person's opinion's, beliefs, or actions: _____	Intolerance
12. A process for resolving conflicts that involves a neutral third party: _____	Mediation
13. Negative feelings about a group based on stereotypes: _____	Prejudice
14. Unwanted sexual attention, often from someone in power, that makes the victim feel uncomfortable or threatened: _____	Sexual Harassment
15. Groups that are organized to control a specific neighborhood or turf: _____	Territorial gang
16. Deliberate and pointless destruction of public or private property: _____	Vandalism
17. Someone who is harmed or suffers some loss: _____	Victim
18. An act of aggression (as one against a person who resists) : _____	Violence

Adaptado de: <https://quizlet.com/7456497/violence-vocabulary-flash-cards/alphabetical>

Vocabulary for Violence: Some Explanations

Words for killing: bloodshed, execution (usually official, government-ordered killing), homicide, massacre (a large number of people), murder, slaughter. To slay also means to kill (adjective: slain). Starvation is death from hunger (verb: to starve); gassing is murder or injury from poisonous gas.

Complete destruction (or intended destruction) of a whole group of people – “wiping them out”: annihilation, genocide, extermination (also used for “getting rid” of unwanted insects. It comes from ‘terminate’—to end something.)

Ethnic “cleansing” is an effort of one group of people in a nation to exterminate (“cleansing” their nation of) rival ethnic groups—people of a different race, language, culture, or religion who live in the same area.

Gas chambers—buildings designed by the Nazis to kill large numbers of people using poisonous gasses.

Violence that may not cause death:

An atrocity is a large scale, unnecessarily cruel or brutal act. (Similar words: barbarity—something only uncivilized barbarians would do, or enormity—so big and awful it is hard to imagine.)

Adjectives to describe such events include: atrocious (sometimes used for less serious things like gossip: “Didn’t she look atrocious in that red coat?”), barbarous, brutal, cruel, ghastly, gruesome (especially bloody or disgusting), horrible, horrifying, terrible or terrifying.

To assail, assault, or attack is to try to injure or kill someone (the actions are called assault or attack; the people doing the violence are assailants or attackers and the person being attacked is a victim. (Adjectives: assailed, assaulted, attacked, victimized.)

Other verbs for doing harm (followed by their nouns and then adjectives in parentheses) include: to harm (harm, harmful), to hurt -- to cause harm (--not usually used as a noun, adjs: hurt-- injured or hurtful), to injure (injury, injured—hurt, wounded or injurious—causing harm). To maim (--, maimed) is to cripple a person: to badly damage or destroy an arm or leg, hand or foot. To rape or violate a woman is to attack and have forcible sex with her. (Nouns: rape and rapist—the person who commits rape, adjs: raped or violated.)

To threaten is to suggest harm to someone if they do not cooperate—to try to force them to obey because of fear. (The noun is threat; the adjectives are threatening—describing the danger, or threatened—describing the person or thing that could be harmed or destroyed. So innocent people may be 'threatened' by a 'threatening' troop movement.)

Terrorism is using violence to scare (terrorize) people enough to get them to do what the terrorists want. Terrorism is usually used by fairly small groups of people fighting against people or countries with more money and weapons.

Weapons (sometimes called 'arms' as in 'the arms race' or 'nuclear arms') are tools used to hurt or kill: guns, knives, bombs, etc.

More Vocabulary for the Holocaust-- & Today's Violence

allies— nations (or people) on the same side in a war or conflict. (Enemies are people on the other side.)

In World War 2, "The Allies" (including the U.S., the U.K., its colonies and Commonwealth members, the U.S.S.R., and others) were nations that opposed the "Axis" powers (Germany, Italy, and Japan).

Anti-Semitism (adj.: anti-Semitic)—prejudice or actions against Jews.

Civilians are non-military—the ordinary people of a country, as compared to soldiers.

A haven is a refuge—a place of safety. 'Asylum' (and sanctuary) can have similar meanings. Other nations may grant asylum—a safe place to stay—to people threatened in their own countries.

Refugees are people who flee (leave or run away in fear) their home countries due to danger or disaster.

To survive is to live through an awful experience, and survivors are the people still alive afterwards.

A Quiz to Practice this Vocabulary for Violence

Instructions: For the first **two** items, three of the four answers will be other ways of expressing the same basic thought as the example sentence. Choose the letter of the sentence that does **NOT** mean the same or nearly the same as the sentence given first. (Read them carefully!)

For questions 3-10, choose the best word or phrase to fill in the blank in the sentence.

1. The sad fact is that massacres and even attempted genocide are not uncommon in human history. (Which statement below does **NOT** mean the same?)

A. The terrible truth is that horrible mass killings are common in human affairs.

B. The bad news is that brutality and murder are not common in world history.

C. The unfortunate fact is that atrocities and ethnic "cleansing" are not rare in history

D. The historical evidence shows that ghastly slaughters of groups of people happen all too often.

2. Even during the last fifty years there have been large-scale political or ethnic "cleansing" campaigns in Cambodia, Bosnia, Uganda, and other nations. (Which statement below does **NOT** mean the same?)

- A. As recently as the last five decades massacres have happened in Cambodia, Bosnia, Uganda, and other nations.
- B. Even in recent years Cambodia, Bosnia, Uganda, and other nations have experienced attempted genocide.
- C. Five decades ago there were massacres in Cambodia, Bosnia, Uganda, and other nations.
- D. Recent history has provided examples of political or ethnic “cleansing” in Cambodia, Bosnia, Uganda, and other nations
3. Very few generations have lived in secure, peaceful times, without fear of attack or invasion or other _____ to their homes and safety.
- A. threats
- B. threatened
- C. massacres
- D. massacred
4. Soldiers of almost every nation have been guilty of _____ against innocent civilians in wartime.
- A. maiming
- B. maimed
- C. atrocities
- D. atrocious
5. _____ Soldiers who have watched their friends die in combat, and who are afraid, tense, tired, and angry, may take out their anger on the _____ population of the enemy nation, as well as against enemy soldiers.
- A. anti-Semitic
- B. refugee
- C. assaulted
- D. civilian
6. Hitler’s plan was to _____ European Jews. Nazi efficiency made genocide a real possibility rather than a vague idea.
- A. execute
- B. annihilate
- C. execution
- D. annihilation
7. In battles, gunfights, and bombings, often more people are _____ than killed.
- A. injury
- B. harmful
- C. injured
- D. threatening
8. Sometimes people blame the _____ rather than the rapist when a woman is raped.
- A. victim
- B. victimized

Now, as you already have a general idea of what school violence actually is. It is the right time to look forward and discuss about some of the common types of school violence. Some of the general categories of school violence include bullying, fighting and assaulting inside or outside the school premises, bringing drugs and other harmful components to the school, sexual harassment, vandalism, robbing or stealing, bringing handheld weapons and firearms inside the school premises, etc.

Fighting and bullying are one of the common types of school violence. You can even witness the incidences related to them in the elementary schools. One such attitude is quite common with those students who have a mind-set of annoying or dominating others. Gang rivalry also leads to such violence.

Bringing harmful drugs inside the school premises is not only a serious issue of concern for the school administration but for the Federal Department as well. Local gang members of the neighborhood usually provide drugs to the junior members (secondary and senior secondary students) of the gang.

Sexual harassment is one of the serious issues for the school administrations to tackle. This type of school violence is quite common in the schools of sub-urban and rural localities. Most of the cases associated with sexual harassment are censored in order to protect the prestige of school and school administration.

Most of the people are not well familiar with the word “vandalism”. This word truly means to damage or completely destroy the properties of others intentionally just in order to seek some fun.

Stealing and weapon possession are also the common types of school violence. In the past, a large number of students were shot dead with the guns illegally possessed by other students.

If we can investigate the root causes behind the incidences of school violence then we can relatively curb the problem with ease. Firstly, it is important to thoroughly evaluate the psychology of the students and reasons existing behind such an attitude.

Fonte: <http://www.abusivекids.com/types-of-school-violence.html>

Did you experience or see any type of violence when you were a school student? If so, which one?



<https://pixabay.com>

DISCUSSING VIOLENCE

Taking into account the topic Violence, let's discuss!

Student A: Can you define violence?

Student B: _____

Student A: Which is worse: physical violence or mental abuse? Why?

Student B: _____

Student A: Do drugs and alcohol play a large role in violence?

Student B: _____

Now, Students A and B exchange roles:

Student B: In your opinion, what are the possible consequences of bullying?

Student A: _____

Student B: Is violence more common in low or high social classes? Why?

Student A: _____

Student B: Do you think the media makes people violent?

Student A: _____

WEB SEARCH

<https://www.youtube.com/watch?v=65OgEdObtEs>

Access the website. See how violence in Brazil is reported by foreigners.

CONCLUSION

A violência é um assunto abordado pela mídia diariamente. Ela ocorre de diversas formas, desde as a verbal à física. É um tema muito comum nas escolas e nos lares, pois, infelizmente, ela abrange todos, de todas as idades dos diferentes grupos sociais.



SUMMARY

O tópico apresentado está inserido no tópico que tratou das relações sociais, bem como da igualdade de gênero, uma vez que a violência doméstica possui altos índices no Brasil.



SELF-EVALUATION

Sei utilizar o vocabulário relacionado à violência em inglês?
Sei reconhecer os tipos de violência em inglês?
Consegui assimilar o material apresentado?



NEXT CLASS

Na próxima aula, estudaremos *Modern Manners*.

REFERENCE

BRASIL. Secretaria de Educação Fundamental. **Parâmetros curriculares nacionais**: terceiro e quarto ciclos do ensino fundamental: Língua Estrangeira / Secretaria de Educação Fundamental. Brasília: MEC/SEF, 1998.