



Violence Prevention



Chapter Preview

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▲ Working with the Photo

Many teens become victims of bullying. **What would you do if you witnessed someone being bullied?**

Start-Up Activities

Before You Read

What do you know about violence and abuse?

Take the short quiz on this page. Keep a record of your answers.

HEALTH QUIZ Answer *true* or *false* for each of the following statements:

1. Violent gangs are found only in large cities.
2. Victims of violence can suffer emotional and physical injuries.
3. There are no effective ways to deal with bullies.
4. The term *abuse* refers only to physical violence.
5. When abuse occurs in a family, all members may be affected.

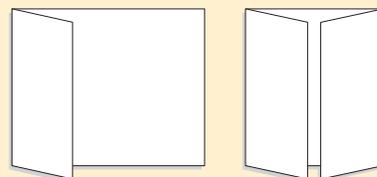
ANSWERS: 1. False; 2. True; 3. True; 4. False; 5. True

FOLDABLES® Study Organizer

As You Read

Make this Foldable® to record what you learn about violence prevention at home and away from home. Begin with a sheet of 11" × 17" paper.

- 1 Fold the short sides of the sheet of paper inward so they meet at the middle.
- 2 Label the Foldable® with the title "Violence Prevention" in bold letters along the upper edge. On one of the front sides of the Foldable®, write "Home." On the other front side, write "Away from Home."
- 3 Under the appropriate tabs, list ways you can reduce your risk of becoming a victim of violence both at home and away from home.



Go Online

Visit glencoe.com and play the Chapter 8 crossword puzzle game.

Lesson 1

Avoiding and Preventing Violence

Guide to Reading

Building Vocabulary

Some of the terms below have word parts that signal meaning. Examples are *-ence* and *-cide*. Learn and use these parts to figure out definitions.

- violence (p. 176)
- homicide (p. 176)
- gang (p. 177)
- drug trafficking (p. 177)
- zero tolerance policy (p. 178)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** factors that contribute to teen violence.
- **analyze** how the media influence teen violence.
- **describe** measures taken to prevent violence in schools.
- **explain** ways to protect yourself from violence.

Reading Strategy

Classifying Make a chart of the types of violence detailed in the lesson. Identify an example of each.

FOLDABLES Study Organizer Use the Foldable® on p. 175 as you read this lesson.

Quick Write

Write about what you think is most responsible for school violence and why.

The Many Faces of Violence

On most days, the front page of any major newspaper will carry at least one story involving violence. **Violence** is *any behavior that causes physical or psychological harm to a person or damage to property*. Violence can take the form of words as well as actions. Threatening another person with physical harm is considered violence. So is defacing or destroying public or private property. Homicide is violence at its worst. **Homicide** is *the killing of one human being by another*.

A recent study by the CDC reported that more than 750,000 young people were treated in emergency rooms for injuries related to violence. That same survey revealed that 33 percent of students reported being in a physical fight one or more times in a year. The study also found that of the 5,570 youth homicides reported, 82 percent were killed with firearms.

- ◀ Cleaning up graffiti is an ongoing challenge in many cities. **What do you think could be done about this problem?**



Factors in Teen Violence

One factor that appears to have a strong influence on the increase of teen violence is the media. Statistics show that by age 18, a child will have witnessed as many as 200,000 acts of violence on television. Movies and popular music often portray violence as acceptable. Many researchers see a connection between these messages and the rise in teen crime. Other **factors** in teen violence include the influence of gangs, the availability of weapons, and the use of drugs.

Gangs, Weapons, and Drugs: A Vicious Cycle

Gangs

At one time the word *gang* referred to a group of loyal friends. Today, a **gang** is a group whose members often use violence or take part in criminal activity. While gangs are most often found in cities, they also form elsewhere.

Gangs contribute to violence on the streets and in schools. Their violence frequently leads to the injury and death of innocent people. Gang members may carry weapons and sell drugs. In fact, gang members are 50 percent more likely to carry guns than any other youth group. Most gangs that have guns buy them illegally, often with money made through **drug trafficking**—the buying or selling of drugs. Drug trafficking is a serious crime.

Weapons

In a nationwide survey, 17 percent of students reported carrying a gun, knife, or other weapon. If you carry a gun, you are twice as likely to be injured by gun violence. You also increase your risk of hurting or killing an innocent person.

Drugs

One national survey found that 85 percent of violent teens reported using marijuana. Some 55 percent reported using several illegal drugs. Drugs affect a person's ability to think clearly, show good judgment, and make wise decisions. A person under the influence of a drug is more likely to be involved in violent crime. He or she may commit an act of violence in order to get money to buy drugs.

Academic Vocabulary

factor (FAK ter) (noun)
something that contributes to a result. *Talking about your problems with friends or family is a factor of good mental/emotional and social health.*



Reading Check

Explain What is the relationship between gangs, weapons, and drugs?

What **Teens** **THINK**

What can schools do to protect students from violence?

My advice would be to make sure a teacher is in the hallway at all times. Make sure teachers talk to their students, not just about school but about life. Ask new students to sit with you.

Hannah W.
Centerville, IN



School Violence

Most schools are safe places. Every year, however, 3 million young people in the United States become victims of crime at school. Two-thirds of these incidents are violent. Many schools have responded to this problem by adopting a **zero tolerance policy**. This is a *policy that makes no exceptions for anybody for any reason*. In schools with zero tolerance policies, any student who brings a weapon to school is expelled. Students who take part in any violent act are also expelled.

Many schools have taken other measures to improve safety and reduce violence. These actions include limiting entry to a single door, and keeping all others locked. Many schools have also begun performing random searches of lockers and backpacks. Still others have added metal detectors at entrances to prevent students from bringing weapons into their schools.

Protecting Yourself from Violence

You can reduce your risk of becoming a victim of violence by avoiding unsafe situations. Be alert to what is going on around you and trust your instincts. If a situation feels unsafe, it probably is. **Figure 8.1** lists some additional precautions you can take to protect yourself at home and away from home.

FIGURE 8.1

PROTECTING YOURSELF FROM VIOLENCE

These strategies can help you reduce the risk of becoming a victim of violence. **What other strategies could you use to avoid violence, gangs, and weapons?**

At Home

- Lock doors and windows when you are home alone.
- Open the door only to people you know well.
- Do not give personal information over the telephone or computer.
- Never tell a stranger that you are home alone. Say your parents are busy and can't come to the phone.
- Never agree to meet with a person you met online.
- When you come home, have your key ready before you reach the door.
- Never shoot a gun or pick it up, even if it is unloaded.
- If someone comes to the door or window and you feel you are in danger, call 911.

Away from Home

- Walk in pairs or in a group. Stay in familiar neighborhoods.
- Tell your family where you are going and what time you will be home.
- If you think someone is following you, go into a store or other public place.
- Never hitchhike or accept a ride from strangers.
- If a stranger stops his or her car to ask you for help or directions, walk or run the other direction. Do not get close to the car.
- Don't look like an easy target. Stand tall and walk confidently.
- Never carry your wallet, purse, or backpack in a way that is easy for others to grab.
- If someone wants your money or possessions, give them up.
- If someone tries to grab you, scream and run away.



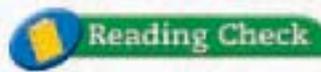
- ▶ Many schools today are stepping up measures to prevent acts of violence. **What steps have officials in your school taken to make you feel safer?**

Preventing Violence

You can do your part to help stop the spread of violence. Develop your own personal zero tolerance policy regarding violence. Make a pact with yourself never to fight with or threaten others. Encourage others to resolve conflicts peacefully. Be a role model for nonviolence. Encourage your family to become a member of your Neighborhood Watch program. If you see or hear anything that may lead to violence, talk to a trusted adult right away.



Michael Newman/PhotoEdit



Reading Check

Recall What can you do to help stop the spread of violence?

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 1.



Lesson 1 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is *violence*? Use the word in an original sentence.
2. **Recall** What steps are schools taking to help prevent the spread of violence?
3. **Identify** If you were approached by a stranger in person, on the phone, or on the Internet, how would you protect yourself?

Thinking Critically

4. **Evaluate** Greg has been studying at a friend's house all day. Now, it is dark outside and he is uncomfortable walking home alone. What could Greg do?

5. **Analyze** Some people feel that school searches violate a person's right to privacy. How might you respond to this argument?

Applying Health Skills

6. **Conflict Resolution** Some violent acts happen because conflicts are allowed to escalate. With a partner, develop a story about two teens in conflict. Show how the teens use the T.A.L.K. strategy (see p. 165) of conflict resolution to peacefully resolve their differences.



For more Lesson Review Activities, go to glencoe.com.

Lesson 2

Dealing with Violence

Guide to Reading

● Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- victim (p. 180)
- assault (p. 181)
- battery (p. 181)
- rape (p. 181)

● Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** several types of violent crimes.
- **describe** actions that victims of violence need to take.
- **advocate** for the prevention of violence in America.

● Reading Strategy

Predicting Look at the main headings, figures, and captions before you read this lesson. Predict the kinds of information you think you might learn.

Quick Write

Find and write a summary of a news story about someone victimized by crime or violence.



Effects of Violence on Victims

Did you know teens are twice as likely as adults to be victims of violent crime? A **victim** is *any individual who suffers injury, loss, or death due to violence*. Victims who survive violent attacks are affected in different ways. In addition to the physical injuries that can result from violence, a victim's emotional injuries can be even more painful and long-lasting. Victims of any kind of violence should seek help to deal with the effects. Talking with a trusted adult or a mental health professional can lessen some of the pain. With help, victims of violence can recover.



- ▶ A school counselor can be one source of help for victims of violence. **What are some other sources of help for victims?**



Assault and Battery

Two violent crimes that often go hand in hand are assault and battery. **Assault** is an unlawful threat or attempt to do bodily injury to another person. Assault can be with a weapon or with bare hands. **Battery** is the unlawful beating, hitting, or kicking of another person. Often people who threaten to assault go on to batter, or beat, their victims. Assault and battery can occur anywhere, and anyone can be victimized.

One category of battery victims is people injured by domestic abuse. This crime involves beating or doing other physical harm to a family member. Women and children are the most common targets of domestic abuse. Anyone who is a victim of domestic abuse needs to get outside help right away.



Reading Check

Compare What is the difference between assault and battery?



Rape

Rape is any kind of sexual intercourse with a person against her or his will. Most rape victims are female; however, males can also be victims.

In most rape cases involving teens, the attacker and victim know each other. Sometimes the person who commits the rape is a peer whom the victim has dated or is dating. No matter what the circumstances are, rape is always a crime and is *never* the victim's fault.

The best way to avoid becoming a rape victim is to avoid situations that might lead to attack. Stay with a group of peers when you go places. Avoid walking alone, especially at night. Avoid going anywhere with a date where there are no other people around. Instead, go on group dates with other couples and stay in public places. Do not let anyone touch you in a way that makes you feel uncomfortable. Remember, it is your right to say no and to have control over your own body. No one should be forced to engage in sexual activity against his or her will.



Reading Check

Recall Who can become a victim of rape?

- ▶ Many communities work together with law enforcement to make their neighborhoods safer. **What is being done in your community?**



DEVELOPING

Good Character

Caring

If someone you know has been a victim of violence, you can demonstrate the character trait of caring by showing concern and compassion for that person. Listen if the person wants to talk. Help him or her know when to seek help from a parent or other trusted adult.

What communication skills would be helpful in this type of situation? What are some other ways you could show the person that you care?





- ▶ One way to help defeat violence is through education. **What can you do to advocate for an end to violence?**



Spencer Grant/PhotoEdit

Getting Help

One of the worst things a victim can do after an attack is nothing. Unfortunately, that is exactly what most people do, especially victims of rape. A report by the National Institute of Justice estimates that 95 percent of all rapes go unreported. Perhaps the biggest reason why this number is so high is that many rape victims feel ashamed or embarrassed. They somehow feel that they are partly or totally to blame for the attack.

If you are a victim of violent crime, you need to take three important actions. The first is to get medical attention. Sometimes victims of crime have been injured and are not even aware of it. Many are in a state of shock, which can temporarily block out pain.



The second action you need to take is to report the incident to the police. This is especially important in the event of rape. Making a report can be difficult, but it is a necessary step. Revealing the incident to the police can help them bring the person responsible to justice. It can also be a step toward preventing that person from harming others.

Third, seek out treatment for the emotional effects of what you have been through. Being a victim of violence is a traumatic experience for most people. It has long-term emotional effects that can interfere with normal life. Victims may have flashbacks and nightmares. They may also have trouble forming relationships. Counseling can help most victims recover from the experience and move on with their lives.



Recall What is the first action that a victim of violence needs to take?



Helping Defeat Violence

Violence has lasting effects on the victims, their families, and society. It is also very expensive. The cost of youth violence exceeds, \$158 billion each year.

Both the government and private organizations work to help reduce and prevent youth violence. You can also help stamp out the epidemic of violence. Here are some ways:

- Any time you witness an act of violence, report what you have seen. Talk to a trusted adult first. He or she will take the necessary steps to involve law enforcement.
- Become an advocate for safety and victims' rights. One is the Youth Outreach for Victim Assistance (YOVA) program. Sponsored by the National Center for Victims of Crime, this youth-adult partnership educates teens about what victims go through. It also tells young people where they can go for help if they are victimized.



Visit glencoe.com and complete the Interactive Study Guide for Lesson 2.



Identify Who does violence affect?



Lesson 2 Review



Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define the term *assault*.
2. **List** Name two ways a person can avoid becoming a victim of rape.
3. **Identify** What are three actions a victim of violence should take?
4. **Recall** How can you personally help stamp out violence?

Thinking Critically

5. **Explain** Why is it important to tell someone if you are a victim of violence?

6. **Apply** Jacob and Tom are walking home from a movie when some older teens grab and shove them. After the incident has ended, Tom says he wants to forget about it and just go home. As Tom speaks, his voice is shaking. What might you say to your friend if you were in Jacob's place?

Applying Health Skills

7. **Advocacy** Find out about programs in your community that work to prevent violence. How can students get involved? Report your findings in the form of a chart.



For more Lesson Review Activities, go to glencoe.com.

Lesson 3

Bullying and Harassment

Guide to Reading

Building Vocabulary

Each of the terms below is an act of wrong-doing. Define each as best you can. Be prepared to change or correct your definitions as you read the lesson.

- intimidation (p. 185)
- harassment (p. 186)
- gender discrimination (p. 186)

Focusing on the Main Ideas

In this lesson, you will learn to

- **describe** ways of dealing with bullies.
- **identify** different forms of harassment.
- **develop** effective communication skills to deal with harassment.

Reading Strategy

Finding the Main Idea For each of the main headings in this lesson, write one sentence that states the main idea.

Quick Write

Write a poem or short story involving a bully. Give your poem or story a positive ending.

Bullying

Vic was waiting patiently in line at school. It was a hot day and he wished the line would move faster. Just then he felt someone push him, almost causing him to fall over. Vic turned and saw Tony and three of his buddies. “Out of the way, loser,” Tony said as the four cut in front of Vic. Tony glared at Vic and then grinned at his friends. They all started laughing. Vic felt an immediate urge to push back, but he noticed that a teacher was walking toward him. He was glad that the teacher intervened.

- ▶ Most students have been bullied at one time or another. **What actions can you take if you are confronted by a bully?**





Dealing with a Bully

Have you ever been bullied? If so, you are not alone. Three out of every four students have been bullied at one time or another. Bullying is reported to be the most severe in grades 7 through 9. Dealing with bullies can be a source of frustration and fear.

Bullies often taunt people who are shy or stand out in some way. Bullies can be male or female. Male bullies often use threats of physical violence. Female bullies often use verbal put-downs that hurt other people's feelings. Sometimes bullying takes the form of **intimidation**. This is *purposely frightening another person through threatening words, looks, or body language*.



People who are victims of bullying can feel helpless. They may believe there is nothing they can do to change the situation. Their self-esteem may suffer as a result of repeated put-downs. Although the victim is seldom aware of it, bullies have low self-esteem, too. Many bullies have been bullied by peers themselves. They usually pick on others to make themselves feel better. Also, bullies almost always have an audience that supports his or her actions.

If you are being bullied, try to ignore the person and, if possible, just walk away. If the bully refuses to be ignored, walk away anyway. If the bully blocks you, try to remain calm. Be forceful without being physical. Stand up for yourself. Whatever happens, it is important to report the incident to a person in authority. At school, let a teacher, counselor, or other trusted adult know what is going on. No one should have to put up with bullying. All students have a right to learn in a safe environment.

Reading Check

Define What is *intimidation*? How should a person react if he or she feels intimidated?



◀ Making fun of others is a form of bullying. **How might this behavior affect a person's self-esteem?**



Go Online

Topic: Stopping the Bullies

Visit glencoe.com for Student Web Activities to learn about bullying and what can be done to stop it.

Activity: Using the information provided at the link above, create a "Bully Bookmark" with tips for what to do if you are bullied on one side, and tips for what to do if you see someone else bullied on the other.



Health Skills Activity

Communication Skills

Using “I” Messages

Sometimes the person making ethnic jokes or inappropriate remarks may be a friend of yours. He or she may not realize that you find this conduct offensive. When a friend behaves in a way that offends you, you need to let her or him know that you are offended by these actions. At the same time, you may not want to jeopardize the friendship or create a conflict. You can express your feelings in a positive way by using “I” statements instead of “you” statements. Here are a few examples of “you” statements that can be substituted with “I” statements.

Instead of “You” Statements...

- ✗ You’re being offensive.
- ✗ You’re embarrassing me.
- ✗ You aren’t being funny.

...Use “I” Statements

- ✓ I am offended by what you are saying.
- ✓ I feel embarrassed.
- ✓ I don’t think that is funny.

With a Partner

Both you and your partner should each write three “you” statements. Trade papers and change the “you” statements to “I” statements.

Harassment

Joking can be fun, not to mention a sign of good mental health. However, a joke is neither funny nor healthy when it disrespects another person. When this kind of disrespectful behavior happens repeatedly, it is considered **harassment** (huh·RAS·muhnt). This is *ongoing conduct that offends another person by criticizing his or her race, color, religion, physical disability, or gender*. Harassment can take many forms. It can be a spoken or written comment, gesture, or unwanted physical contact.

Harassment that involves obscene behavior or remarks of a sexual nature is labeled *sexual harassment*. Sexual harassment includes unwelcome touching and inappropriate or offensive sexual remarks, or jokes. Obscene or inappropriate e-mails, text messages, or voice mails can also be a form of sexual harassment. Lesson 4 contains additional information on sexual harassment.

A type of conduct related to sexual harassment is **gender discrimination**—*singling out or excluding a person based on gender*. Gender discrimination can be directed at a male or a female. Either way, gender discrimination is wrong. You should never judge or presume something about a person based on his or her gender.

Dealing with Harassment

“What’s the matter—can’t you take a joke? You’re just too sensitive.” Comments like these are often directed at people who are targets of harassment. These remarks can make the victim feel as though he or she deserves the harassment.

No one, however, has to put up with harassment. If you are a target of harassment, here are some strategies for dealing with the problem:

- Tell the person to stop what he or she is doing. Make it clear that this pattern of behavior is hurtful and unacceptable. Explain that if it continues, you will report the harassment.
- Use an assertive communication style. Speak in a firm but positive voice with your head and shoulders up.
- Look the person in the eye as you speak.
- Let your family know what is happening and seek their advice. Get help if you need it and do not allow the behavior to continue.
- If the harassment continues, tell a trusted adult. Charges can then be filed against the peer. If the harassment takes place at school, tell a teacher or a school administrator.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 3.

Lesson 3 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is *gender discrimination*?
2. **List** Name two ways of dealing with bullies.
3. **Recall** What are some forms harassment can take?

Thinking Critically

4. **Analyze** Shelby is being teased repeatedly by Matt. His sexual remarks bother her. She doesn’t know what to do. What advice do you have for Shelby?

5. **Apply** Your cousin writes to tell you about a “really funny kid” who just came to his school. He explains that this new person gets a laugh by knocking other students’ books out of their hands. How would you explain to your cousin that the action is inappropriate behavior?

Applying Health Skills

6. **Accessing Information** Harassment is considered a hate crime in 46 of the 50 states. Find out what the laws are in your community regarding harassment. Make a poster explaining the penalties for this behavior.



Lesson 4

Abuse

Guide to Reading

Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- abuse (p. 188)
- domestic violence (p. 189)
- neglect (p. 190)
- sexual abuse (p. 190)
- sexual harassment (p. 191)

Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** the different forms of abuse.
- **describe** the effects of abuse on victims.

Reading Strategy

Classifying Make a chart identifying the four types of abuse. For each type, identify what action a victim of abuse can take.

Quick Write

Write a paragraph describing problems that might affect a relationship. Identify healthy ways of dealing with such problems.

What Is Abuse?

Every close relationship has its ups and downs, its good days and bad days. When the relationship is healthy, the people involved care for and respect each other.

When a relationship is unhealthy or unbalanced, difficulties that arise can become worse. In some cases, abuse may occur.

Abuse is the physical, emotional, or mental mistreatment of one person by another.

Abuse is a problem that affects people of all ages, skin colors, and economic groups. Any type of abuse is a crime. It is damaging to everyone involved and is never the victim's fault.

Reading Check

Define What is *abuse*?

- ◀ Abuse can affect the physical, social, and mental/emotional health of the victim. **What are some types of abuse?**





Kinds of Abuse

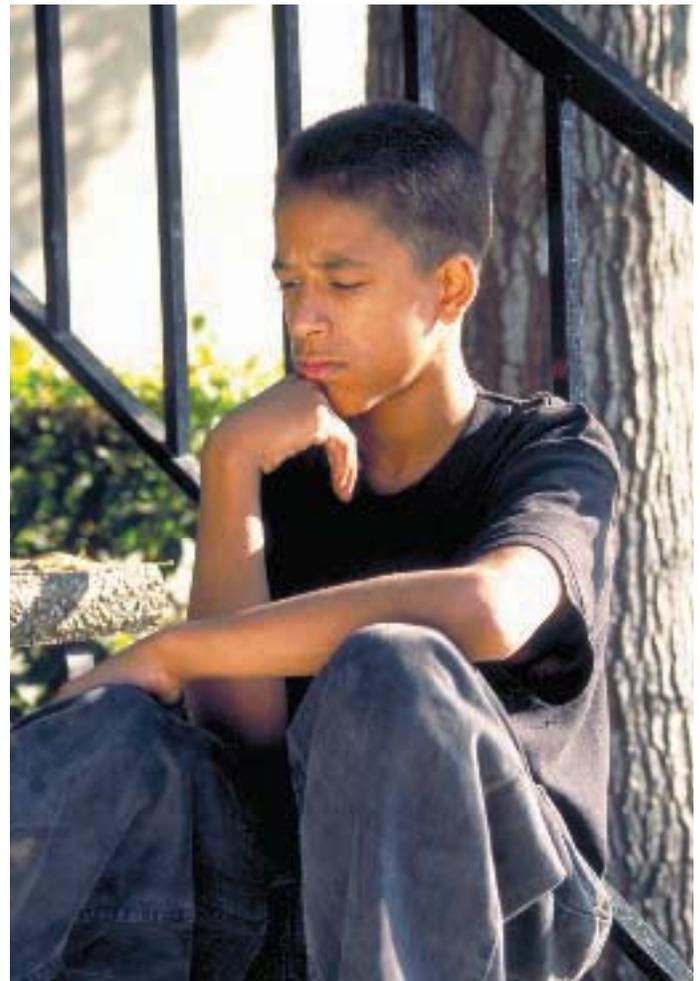
Abuse takes place mostly in close relationships, often between people who are related by blood or marriage. Parents or guardians may abuse their children or each other. Abuse may also occur between siblings or other family members. Many abusers try to make their victims feel as if they deserve to be treated harshly. Abuse is not an acceptable form of discipline. No one ever deserves to be abused.

Physical Abuse

The most common type of abuse is **domestic violence**, *physical abuse that occurs within a family*. The term *domestic* refers to the home or family setting, which is where most abuse occurs. Domestic violence is about power and control. The abuser seeks to establish and maintain authority over the family or a family member. Half of all reported abuse cases involve domestic violence.

Physical abuse ranges from pushing and slapping to punching and choking. Sometimes a household item may be used as a weapon. When the victim is a small child, the abuser often makes up excuses for the child's injuries. For example, the abuser may claim that the child fell down. Adults who are physically abused sometimes make excuses for their own injuries. Victims may also make excuses for the abuser. This type of behavior, which is called *enabling*, establishes a pattern of abuse.

- ▼ Emotional abuse can make a person feel isolated or unwanted. **How could you reach out to a person who needs help?**



Emotional Abuse

While physical abuse can leave visible signs, emotional abuse is harder to spot. The effects, however, can be just as severe and last longer than bruises. Emotional abuse uses words or gestures to mistreat another person. It may include yelling, bullying, teasing, or threats of violence. All share the same intent, which is to make the victim feel stupid, worthless, or helpless.

Neglect

People need basic necessities such as food, clothing, a place to live, and medical care. In addition, they have emotional needs, such as the need for love and nurturing. Children rely on their parents and guardians to meet those needs.



Family Counselor



Sometimes families cannot handle problems on their own. When that happens, a family counselor can help. A family counselor is a health professional who deals with all kinds of issues, like substance abuse, lack of communication, and recovering from a traumatic event. If you want to be a family counselor, you should practice your communication and conflict-resolution skills.

What training does a family counselor need? Go to Career Corner at glencoe.com to find out.

When parents or guardians do not meet their children's basic needs, they are guilty of the crime of neglect. **Neglect** is the failure to meet a person's basic physical and emotional needs. Children are the most common targets of neglect, but older adults and people with disabilities may also suffer neglect. More than 2 million cases of child abuse and neglect are reported every year in the United States. Abuse and neglect can have long-lasting effects on a child. **Figure 8.2** lists some of the physical, mental/emotional, and social effects.



Reading Check

Identify Who are typical targets of neglect?

Sexual Abuse



Sexual abuse occurs when a person forces another person to participate in a sexual act against his or her will. According to one estimate, 150,000 to 200,000 new cases of sexual abuse occur each year. Often the targets of sexual abuse are children, and the abuser is an adult in the household or a relative or friend of the family. People who commit the crime of sexual abuse do not always use physical force. They may use bribes, trickery, or other means to persuade a child to perform sexual acts. All sexual abuse is illegal and damaging.

▶ FIGURE 8.2

CHILD ABUSE AND NEGLECT

The effects of child abuse and neglect can appear on all three sides of the health triangle. **What are some mental/emotional effects?**

Long-Term Consequences of Child Abuse and Neglect

Physical Health Consequences

- Impaired brain development
- Impaired physical, mental, and emotional development
- A "hyper-arousal" response by certain areas of the brain, which may result in hyperactivity and sleep disturbances
- Poor physical health, including various illnesses

Mental/Emotional Health Consequences

- Increased risk for emotional problems such as depression, panic disorder, and post-traumatic stress disorder
- Alcohol and drug abuse
- Difficulty with language development and academic achievement
- Suicide

Social Health Consequences

- Difficulty forming secure relationships
- Difficulties during adolescence
- Criminal and/or violent behavior
- Abusive behavior

A kind of sexual abuse that may happen at school is **sexual harassment**, which is *uninvited and unwelcome sexual conduct directed at another person*. As mentioned in the previous lesson, sexual harassment includes words, touching, jokes, looks, notes, or gestures with a sexual manner or meaning. This kind of unwelcome and uninvited behavior is illegal and must be reported to school personnel.



Reading Check

Define What is sexual abuse?

Effects of Abuse

Abuse can leave emotional scars that remain long after physical signs have gone away. Victims often blame themselves for what happened. They may be too afraid or ashamed to get the help they need. Children who suffer abuse often have a number of emotional problems, including low self-esteem. These problems may show up in the form of self-destructive behaviors, including attempts at suicide, alcohol and drug abuse, and eating disorders. Some victims of abuse turn to criminal or violent behavior. Many go on to become abusers themselves.

Help exists for victims of abuse. You will learn about available resources in the next lesson.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 4.

Lesson 4 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is *domestic violence*?
2. **List** Name several forms of abuse.
3. **Identify** What are some ways in which abuse can affect its victims?

Thinking Critically

4. **Evaluate** Respond to the statement “All forms of abuse negatively affect the victim’s physical health.” Tell whether you agree or disagree, and why.

5. **Analyze** Why do you think it is important for victims of abuse to get help?

Applying Health Skills

6. **Advocacy** With classmates, develop a handbook for identifying and dealing with different types of abuse. In your handbook, define the different types of abuse, and steps to take when dealing with abuse. Also, list trustworthy organizations that can help victims of abuse. Make a copy available to everyone in the class.

Go Online

For more Lesson Review Activities, go to glencoe.com.

Lesson 5

Preventing and Coping with Abuse

Guide to Reading

Building Vocabulary

As you read this lesson, be on the lookout for the terms below. Write each term and its definition in your notebook.

- cycle of abuse (p. 193)
- crisis hot line (p. 193)

Focusing on the Main Ideas

In this lesson, you will learn to

- **describe** the cycle of abuse.
- **develop** a plan to stop the cycle of abuse.
- **identify** where to get help if you are abused.

Reading Strategy

Identifying Cause and Effect Explain why a victim of abuse may be unwilling to say anything.

Quick Write

Identify a phenomenon that might be described as a *vicious cycle*. Write a brief description of this phenomenon.

Those Affected by Abuse

Whenever abuse is present in a family, all family members are affected. The effects of abuse are serious and long-lasting. For this reason, all members of the family need help.

Abused spouses are sometimes enablers in domestic violence. By concealing the true cause of their injuries, they help maintain the cycle of violence. They prevent themselves and their abusers from getting the help they need. In this lesson, you will learn about where victims of abuse can get help.



- ▶ Help is available in any community for abuse victims and their families. **Who can students in your school turn to if they need to report an abuse problem?**



The Cycle of Abuse

The cycle of violence in abusive relationships goes beyond domestic partners. In fact, mental health experts have found that patterns of abuse often go back many **generations**. Many children who were abused or who witnessed abuse see this behavior as an acceptable model for how to treat people. As adults, they often go on to become abusers themselves. This *pattern of repeating abuse from one generation to the next* is known as the **cycle of abuse**. Breaking this cycle of abuse can be difficult and often requires outside help.

Academic Vocabulary

generations (jen uh REY shuhnzh) (*noun*) groups of individuals born and living at about the same time. *You, your parents, and your grandparents represent three different generations.*



Breaking the Cycle of Abuse

Each of us has the power to break the cycle of abuse. If you suspect that a friend is being abused, it is important to ask your friend about it. If you are still concerned, tell a trusted adult. The first step a victim of abuse should take is to confide in a trusted adult. This can be a parent, another family member, a teacher, a school nurse or counselor, or a doctor. Victims can also call a **crisis hot line**, *a toll-free telephone service where abuse victims can get help and information*. **Figure 8.3** lists some organizations that provide toll-free crisis hot lines for victims of abuse, parents, and other concerned individuals. The people who staff these phone lines have received special training in dealing with abuse problems and helping victims of abuse. The person who calls is not asked to give his or her name. Conversations are kept strictly confidential.

Organization	Whom They Help
Childhelp USA	Child abuse victims, parents, concerned individuals
Youth Crisis Hotline	Individuals reporting child abuse, youth ages 12 to 18
Stop It Now!	Child sexual abuse victims, parents, offenders, concerned individuals
National Domestic Violence Hotline	Children, parents, friends, offenders
Girls and Boys Town	Abused, abandoned, and neglected girls and boys, parents, and family members

NAIC, U.S. Department of Health and Human Services.

◀ **FIGURE 8.3**

CRISIS HOT LINES FOR VICTIMS OF ABUSE

These organizations help victims of abuse by providing hot lines, where victims can talk about the abuse and get advice. **Who else do these organizations help?**



Ending abuse is not easy. Abused people—especially children—may feel ashamed, especially if the abuse was sexual. They may have fears over what will happen if they tell. They may fear that talking about the abuse will lead to the break up of their family. They may also have concerns about getting someone in trouble with the law, particularly if the abuser is a family member. Even though these concerns are understandable, the cycle of abuse will not end until someone reports the problem.

Sometimes victims are reluctant to say anything because they promised the abuser to keep the abuse secret. Sometimes abusers threaten their victims to keep them quiet. If you are the victim of abuse or you know someone who is, you need to be aware that keeping it a secret is never a good idea. The only way an abuser will ever stop is by getting help. It is important for you to know that you are not alone. Others have experienced the same thing, and there are people who are willing to help you.

 Reading Check

Recall Why is ending abuse not easy?



- ▲ Some families who are living in abusive homes might go to shelters, where they can be safe and get emotional support. **How can you help another teen in need of emotional support?**

Help with Abuse Problems

Most people need professional help to overcome the emotional trauma of abuse. For many, help means counseling—talking through their problems with someone trained to listen. Teens who have been abused sometimes find comfort in group counseling sessions. These sessions give teens an opportunity to discuss their situation with others who have experienced similar problems.

In extreme situations or ones where abuse is ongoing, abused family members may be sent to shelters—community-run residences where victims of abuse can feel safe. They can stay at the shelter while getting help putting their lives back together.

If you suspect that a friend is a victim of abuse, share what you have learned. Strongly urge the person to seek help.



Reading Check

List Name some sources of help for abuse problems.



Visit glencoe.com and complete the Interactive Study Guide for Lesson 5.

Lesson 5 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

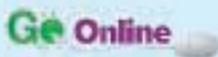
1. **Vocabulary** What is the *cycle of abuse*?
2. **Identify** What is the first step any abuse victim should take to end the cycle of abuse?
3. **List** What are some crisis hot lines for victims of abuse?
5. **Analyze** Why might some victims of abuse be reluctant to report the abuse?
6. **Explain** Why do children who are abused sometimes become abusers themselves?

Thinking Critically

4. **Apply** Debbie, a victim of family abuse, says she really wants to report the problem but doesn't know who to turn to. What might you tell Debbie that would encourage her to make a healthful choice to call for help?

Applying Health Skills

7. **Accessing Information** With a group, learn about specific resources in your community for abused families. Identify what types of resources they are, such as shelters, counseling, or hot lines. Share your findings with other groups.



Building Health Skills

Accessing Information
Practicing Healthful Behaviors
Stress Management
Analyzing Influences
Communication Skills
Refusal Skills
Conflict Resolution
Decision Making
Goal Setting
Advocacy

What Steps Can You Take to Make Healthy Decisions?

The decision-making process can help you make healthy and responsible choices. The six steps of the decision-making process are as follows:

1. State the situation.
2. List the options.
3. Weigh the possible outcomes.
4. Consider your values.
5. Make a decision and act.
6. Evaluate the decision.

Standing Up to Harassment

Follow the Model, Practice, and Apply steps to help you master this important health skill.

1 Model

Read how Marcus used the decision-making process to solve a problem with a teammate.

Marcus had worked hard to make the football team. Gil, one of his teammates, was continually making fun of him, which really bothered Marcus.

Step 1: State the Situation: I am being harassed by a teammate, and I would like it to end.

Step 2: List the Options: I could talk to the coach or directly to Gil. I could also quit the team.

Step 3: Weigh the Possible Outcomes: Talking to the coach would probably help. If I talk to Gil, he may get angry or tease me even more.

Step 4: Consider Your Values: I am not a quitter. I worked hard to make the team.

Step 5: Make a Decision and Act: I will tell the coach. I know he will be able to help.

Step 6: Evaluate the Decision: The coach talked to both Gil and I, and helped us work out the problem.

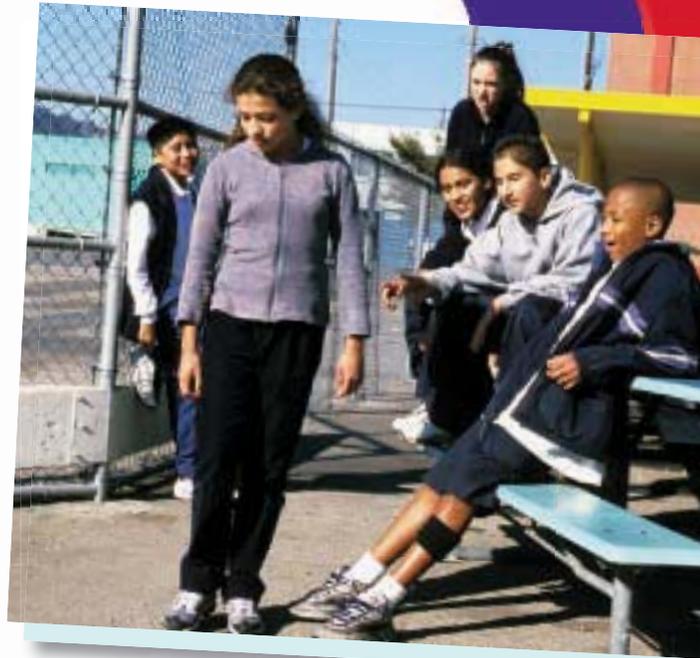


2 Practice

Read the passage below and practice the decision-making process by answering the questions that follow.

Carla is being teased by classmates about her clothes. She doesn't wear the same designer labels that all the popular kids wear. Some of Carla's peers pass mean notes to her in class and make fun of her on the playground. A group of girls even follows Carla home from school, making fun of her clothes all the way. As a result, Carla dreads going to school. She wants to make the teasing stop, but she is not sure about what she should do. Imagine that you are Carla. Use the decision-making steps to guide you in making a good decision.

1. What is Carla's situation?
2. What are some of Carla's options?
3. What are the possible outcomes?
4. Consider what Carla's values might be.
5. What decision does Carla make?



3 Apply

Use what you have learned about decision making to complete the activity below.

With a small group, brainstorm some other situations a teen might face that involve harassment. Then write a story about the teen and explain the type of harassment he or she is experiencing. Show how decision making is used to end the harassment.

Self-Check

- Did we use each step in the decision-making process?
- Did we include an explanation of the harassment the teen was experiencing?

HANDS-ON HEALTH



A Nonviolent Response to a Threatening Situation

When faced with a threatening situation, a common reaction is to want to lash out in anger. When people are pushed, either physically or emotionally, they want to push back. This chapter presents a number of different situations that are threatening, which include harassment, intimidation, abuse, and bullying. When you are faced with a threatening situation, be prepared to respond in a nonviolent way. This activity can help you learn some nonviolent responses.

What You Will Need

- Poster board
- Markers or crayons



What You Will Do

- 1** Your teacher will divide the class into four small groups and assign each group one of the following threatening behaviors: harassment, intimidation, emotional abuse, and bullying.
- 2** In your group, brainstorm nonviolent ways of responding to your threatening situation. First, imagine an instance in which the threatening behavior takes place. For example, if your group was assigned the behavior of bullying, think of a situation in which someone your age might be bullied. Discuss how this young person might respond in a nonviolent way.

- 3** Now, create a colorful poster. On one side of the poster write “The Situation” at the top. Below that, describe the situation your group has come up with. On the other side of the poster write “A Nonviolent Response.” Below that write a nonviolent way of responding to the situation.

Wrapping It Up

After all the groups have presented their posters, discuss these questions as a class: How can teens help other teens respond to threatening situations in a nonviolent way? Also, discuss the benefits of responding in a nonviolent way.

Display your posters where your classmates can see them. This will help students learn a variety of nonviolent responses.

Reading Review



Visit glencoe.com to download quizzes and eFlashcards for Chapter 8.

FOLDABLES® Study Organizer

Foldables® and Other Study Aids Take out the Foldable® that you created for Lesson 1 and any graphic organizers that you created for Lessons 1–5. Find a partner and quiz each other using these study aids.

Lesson 1 Avoiding and Preventing Violence

Main Idea You can take steps to avoid being the victim of violence. You can also take steps to prevent the spread of violence.

- Violence can take the form of words as well as actions.
- Many researchers see a connection between media and teen violence.
- Factors that add to teen violence include the media, gangs, weapons, and drugs.
- Many schools have taken steps to prevent violence on their campus.

Lesson 2 Dealing with Violence

Main Idea Victims need to get help to deal with the effects of violence.

- Victims of violence suffer both physical and mental/emotional injuries.
- Ways to avoid becoming a victim of rape include going out with a group of peers, avoiding going anywhere with a date where you are alone, and refusing to allow someone to touch you in a way that makes you feel uncomfortable.
- You can help defeat violence by reporting any crimes that you witness, and by becoming an advocate for safety and victims' rights.

Lesson 3 Bullying and Harassment

Main Idea Bullies often taunt people who are shy or stick out in some way.

- Forms of harassment include bullying, intimidation, teasing, and sexual harassment.
- You can deal with harassment by being assertive and telling your bully to stop harassing you. If that doesn't work, ask a trusted adult for help.

Lesson 4 Abuse

Main Idea Abuse affects the physical, mental/emotional, and social health of the victim.

- Abuse can take several forms, including physical abuse, emotional abuse, neglect, and sexual abuse.
- Children who have been abused often have low self-esteem and can be self-destructive. If they don't seek help, they can become abusers themselves.

Lesson 5 Preventing and Coping with Abuse

Main Idea Each of us has the power to break the cycle of abuse.

- Many children who were abused or witnessed abuse see this behavior as an acceptable model for how to treat people.
- Victims and abusers need help in order to end the cycle of abuse.
- Ways for abuse victims to get help include talking to a trusted adult, calling a crisis hot line, counseling, and staying in community shelters.

After You Read

HEALTH QUIZ

Now that you have read the chapter, look back at your answers to the Health Quiz on the chapter opener. Would you change any of them? What would your answers be now?

Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–6. After each number, write the term from the list that best completes each sentence.

- assault
- battery
- gang
- homicide
- rape
- victim
- violence
- zero tolerance policy

Lesson 1 Avoiding and Preventing Violence

1. _____ is any behavior that causes physical or psychological harm to a person or damage to property.
2. The killing of one human being by another is known as _____.
3. _____ is a policy that makes no exceptions for anybody for any reason.

Lesson 2 Dealing with Violence

4. A(n) _____ is any individual who suffers injury, loss, or death due to violence.
5. An unlawful threat or attempt to do bodily injury to another person is known as _____.

6. _____ is any kind of sexual intercourse against a person's will.



On a sheet of paper, write the numbers 7–13. Write **True** or **False** for each statement below. If the statement is false, change the underlined word or phrase to make it true.

Lesson 3 Bullying and Harassment

7. Intimidation is purposely frightening another person through threatening words, looks, or body language.
8. A repeating pattern of behavior that includes making fun of someone is called violence.
9. When harassment involves obscene behavior or remarks of a sexual nature, it is called sexual harassment.

Lesson 4 Abuse

10. The most common type of abuse is zero tolerance.
11. Children, older adults, and people with disabilities all may be targets of neglect.

Lesson 5 Preventing and Coping with Abuse

12. The cycle of abuse is a pattern in which children of abuse go on to become abusers.
13. If abuse is ongoing or violent, family members may go to community-run residences known as crisis hot lines.



Applying Technology

Violence Prevention Poster

You will use Comic Life or Microsoft Word® to create a poster that illustrates what you have learned about violence prevention. Follow the directions below to complete this project.

- Locate images or take digital pictures that illustrate the message of your poster.
- Drag these images into a new ComicLife or Microsoft Word® template.
- Insert text boxes to add titles to your images.
- Write a few sentences about each image. Make sure to say how they relate to violence prevention.
- Edit for accuracy, clarity, spelling, and grammar.
- Save your project.

Thinking Critically

Using complete sentences, answer the following question on a sheet of paper.

- 14. Analyze** A teen named Tom lives in a community that has gangs. Tom does not want to join a gang, but he feels that doing so is the only sure way of surviving. What information does Tom need to have that might help him make a healthier decision?

Write About It

- 15. Expository Writing** Write a paragraph describing how the media might influence violent behavior.

Standardized Test Practice

Math

The table below contains data about victims of violence for a 10-year period. Use the data to answer the questions that follow.

Violent Victimization Rates by Age, 1994–2003*

Year	12–15	16–19	20–24
1994	118.6	123.9	100.4
1995	113.1	106.6	85.8
1996	95.0	102.8	74.5
1997	87.9	96.3	68.0
1998	82.5	91.3	67.5
1999	74.4	77.5	68.7
2000	60.1	64.4	49.5
2001	55.1	55.9	44.9
2002	44.4	58.3	47.6
2003	51.6	53.1	43.5

* Violent crime per 1,000 persons in age group

TEST-TAKING TIP

When dealing with tables or charts, read the title and examine the information. Make sure you understand what type of data the table or chart contains.

1. The only year in which 20- to 24-year-olds experienced a higher rate of crime than 12- to 15-year-olds was
 - A. 2002
 - B. 1996
 - C. 1998
 - D. 2003
2. For the years 2000 to 2003, the mean victim rate for 12- to 15-year-olds was
 - A. 51.6
 - B. 55.1
 - C. 56.4
 - D. 52.8