

## Chapter 13

# Violence Prevention

### Lesson 1

Personal Safety

### Lesson 2

Keeping Schools Safe

### Lesson 3

Protecting Yourself  
from Violence

### Lesson 4

Preventing and  
Overcoming Abuse





## Myth or Fact?



### What Do You Know About Youth Violence?

Read each statement below and respond by writing *Myth* or *Fact*.

- ▶ 1. About one-third of teens in grades 9–12 are involved in at least one physical fight each year.
- ▶ 2. Teens are more likely to be victims of violence than adults are.
- ▶ 3. By age 13, the average American child has watched 100,000 acts of violence on TV.
- ▶ 4. Joining a gang is not effective protection from violence.
- ▶ 5. Homicide, or murder, is the leading cause of death among teens.
- ▶ 6. Use of alcohol and other drugs is a contributing factor in incidents of violent crime.
- ▶ 7. Programs intended to treat violent behavior are ineffective.
- ▶ 8. Nearly half of all rapes and sexual assaults are committed by acquaintances of the victim.
- ▶ 9. Schools can promote effective ways to prevent violence.
- ▶ 10. Of the industrialized nations in the world, the United States has the highest rates of homicide and firearm-related deaths among adolescents.

### Quick Write

**Using Visuals.** Community involvement and advocacy can contribute to safer environments for everyone. What can you do to help keep your neighborhood safe?



For instant feedback on your health status, go to Chapter 13 Health Inventory at [health.glencoe.com](http://health.glencoe.com).

# Lesson 1

# Personal Safety

## VOCABULARY

**body language**  
**self-defense**  
**assertive**


## YOU'LL LEARN TO

- Identify behaviors and strategies that enhance personal safety.
- Demonstrate ways of avoiding and reducing threatening situations.
- Examine strategies for promoting safety at home and in the community.



On a sheet of paper, list five actions you can take to keep yourself safe. Then, write a paragraph explaining how these safety habits would help protect you.



 Being confident and not looking like a victim can help keep you safe. **How can you project self-confidence?**

The key to personal safety is to be able to recognize potentially dangerous situations and learn strategies to avoid them. In addition, simple safety habits that you practice everyday can decrease your exposure to risk. Being aware of your surroundings, not walking alone, staying away from dark or isolated areas, and looking alert and confident are all behaviors that can protect you. In this lesson, you will learn about the factors that affect your personal safety and the actions you can take to keep yourself safe.

## Your Protective Factors

Although you may not be conscious of them, you already have many assets that increase your chances of staying safe. The list of personal traits and environmental conditions that reduce teens' risk of violence is shown in **Figure 13.1** on the next page. These traits and conditions are specific protective factors that can help shield you from harm. Everyone can work to strengthen his or her protective factors and help to reduce the risk of violence. Doing so will contribute to personal safety.



FIGURE 13.1

## INDIVIDUAL AND SOCIAL PROTECTIVE FACTORS AGAINST VIOLENCE

These protective factors decrease the likelihood of teen violence.

| Individual  | Family  | Peer/School  | Community  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• No history of aggressive behavior</li> <li>• Positive social skills; gets along with others</li> <li>• Intelligent</li> <li>• Antiviolence attitude</li> <li>• Being female</li> </ul> | <ul style="list-style-type: none"> <li>• Parents monitor child's behavior</li> <li>• Parents positively evaluate peers</li> <li>• Warm, supportive relationship with parents or other adults</li> </ul> | <ul style="list-style-type: none"> <li>• Peers and friends avoid high-risk behaviors</li> <li>• Commitment to school</li> <li>• Good attitude</li> </ul> | <ul style="list-style-type: none"> <li>• Strong economic opportunity</li> <li>• Involvement in community activities</li> </ul> |

Source: Youth Violence: A Report of the Surgeon General

## Strategies for Staying Safe

In addition to strengthening your **protective factors**, there are behaviors you can practice to stay safe. These actions include taking precautions against risky situations and developing safety habits.

### Smart Precautions

The first step in taking responsibility for your personal safety is to consider preventive behaviors that will help protect you. Many safety precautions that can prevent your becoming a victim are commonsense actions. Here are some preventive measures to follow.

- ▶ Avoid unsafe areas, including places with high crime rates.
- ▶ Don't carry your wallet or purse in a conspicuous, easy-to-grab place.
- ▶ Walk briskly and confidently. *Always* look as though you know where you are going and what you are doing.
- ▶ Avoid walking alone at night, in wooded areas, or in dark alleys. If you must walk at night, avoid doorways and walk under lights near the curb.
- ▶ If you drive, park your car in a well-lit area. Have your keys out and ready as you approach your parked car. Before getting into your car, look to make sure that no one is inside. Lock the doors as soon as you get in.

### hotlink

**protective factors** For more information on protective factors, see Chapter 8, page 216.

📌 **Taking safety precautions is particularly important when you are out at night. What behaviors demonstrated by these teens help keep them safe?**



Use the Chapter 13 eFlashcards at [health.glencoe.com](http://health.glencoe.com) to review the vocabulary for this lesson.

- ▶ Let your family know where you're going and when you'll return.
- ▶ Do not get into an elevator alone with a stranger.
- ▶ Get on and off buses in well-lit areas.
- ▶ If someone you know gives you a ride, ask the person not to leave until you have safely entered a building.
- ▶ Do not hitchhike or give rides to hitchhikers.
- ▶ Avoid the use of alcohol or other drugs. These substances impair your judgment and reduce your ability to protect yourself.

## Body Language and Self-Defense

You can protect yourself from harm by communicating to others that you are worthy of being treated with respect and that you have a right to be safe and secure. You can project this information through the use of **body language**, *nonverbal communication through gestures, facial expressions, behaviors, and posture*. Making direct eye contact, using a strong voice, holding your head high, and walking with a deliberate stride demonstrate that you are in charge of your safety.

📌 Taking a self-defense class can increase your sense of personal safety. **What other strategies can help protect your health and safety?**



Key self-defense strategies can also protect you from becoming a victim of violence. **Self-defense** includes *any strategy for protecting oneself from harm*. Many people of all ages have taken self-defense classes to increase their sense of personal safety. A range of self-defense classes, including various martial arts courses, is available. Signing up for such a class is an effective way to enhance your confidence and sense of preparedness. Although physical strategies can be a useful part of self-defense, mental strategies are also important. In some communities, law enforcement officials teach personal safety classes on awareness and preparedness. Often, they stress the importance of projecting self-confidence and assertiveness. Being **assertive** means *standing up for your rights and beliefs in firm but positive ways*. Through words and actions, assertive people show that they are not easy targets. They are proactive in protecting their health and safety.

# Hands-On Health ACTIVITY

## Practicing Safety Strategies

Staying safe doesn't mean living in fear. It means learning and applying strategies that will reduce your risk of becoming a victim of violence. In this activity, you will role-play some strategies for staying safe.

### What You'll Need

- pencil and notebook paper

### What You'll Do

1. With a partner or in a small group, brainstorm several unsafe situations that teens may face. For example, a stranger in a car tells you that he is lost and asks you to approach the window to look at his map. Record your scenarios on a sheet of paper.

2. For each situation, discuss safe ways for teens to respond. If necessary, refer to the tips given in this lesson.
3. Role-play a situation from your list.
4. As a class, discuss the situations that were role-played. Which did you think were the most realistic? Why? What safety strategies might be effective?

### Apply and Conclude

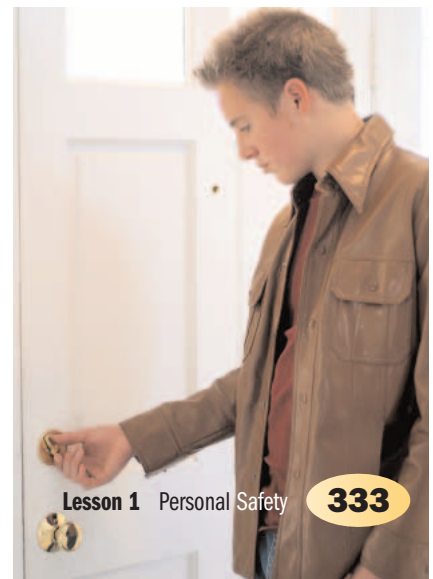
Using what you learned from the role-plays you observed, compose a short essay for the school paper informing teens how to stay safe in various situations. The article should include three or four safety tips and be relevant to teens in high school.

## Keeping Homes Safe

A home should be a nurturing haven in which family members feel secure. The entire family can engage in responsible behaviors that will help maintain the safety of the home environment. Here are some tips for you to follow.

- ▶ Lock doors with a bolt. All family members should make an effort to keep all doors, including sliding doors and French doors, secure and in good repair.
- ▶ Make sure windows have locks. Keep windows locked at night and when no one is home. Repair broken windows immediately.
- ▶ Never open the door to someone you don't know or trust. Don't let strangers use your phone.
- ▶ Do not tell unknown callers that you are home alone.
- ▶ Do not give out personal information over the telephone or computer.

- ▼ Keeping your doors and windows locked can help keep you and your family safe. *What are some other strategies for keeping your home secure?*



## CHARACTER CHECK

**Citizenship.** Teens who obey laws and respect authority demonstrate good citizenship. Good citizenship also involves doing your part to make your community safer. **What are some ways you can demonstrate good citizenship to help reduce crime in your community?**

## Safety in the Community

How safe a community is has a significant impact on personal safety. Many communities have taken steps to make neighborhoods safer. Some of the strategies include:

- ▶ **Increased police patrol.** Some communities have increased the number of law enforcement officers on street patrol.
- ▶ **Neighborhood Watch programs.** Residents have joined the crime prevention effort by looking for signs of suspicious activity and reporting such incidents to the police. It is also a good idea to report suspicious vehicles in the neighborhood.
- ▶ **After-school programs.** Academic, cultural, or recreational programs after school provide safe environments where teens can use their time productively.
- ▶ **Improved lighting in parks and playgrounds.** Better lighting can discourage crime by making it more difficult to commit crimes without being seen.

By supporting and participating in efforts such as these, residents can contribute to making communities safer for everyone.



## Lesson 1 Review

### Reviewing Facts and Vocabulary

1. What is *body language*? Give three examples.
2. Define the term *assertive*, and use it in a sentence.
3. List two ways to keep your home safe.

### Thinking Critically

4. **Evaluating.** Assess the value of avoiding potentially dangerous situations, even if you know how to defend yourself.
5. **Analyzing.** How can involvement in community activities serve as a protective factor against violent behavior?

### Applying Health Skills

**Practicing Healthful Behaviors.** Develop a list of strategies that you and other members of your family can use to promote personal and family safety. Discuss these safety behaviors with your family, and put your plan into action.



**WORD PROCESSING** You can set up your plan in a word-processing program. See [health.glencoe.com](http://health.glencoe.com) for tips on using word-processing software.



# Keeping Schools Safe

### VOCABULARY

**violence**  
**bullying**  
**sexual harassment**  
**gang**  
**peer mediation**

### YOU'LL LEARN TO

- Examine factors that play a role in school violence.
- Analyze and apply strategies for avoiding school violence.
- Identify actions that individuals, schools, and communities can take to reduce violence.



What are some causes of conflict that lead to violence among high school students? How do you think violence affects the students involved? How does it affect others in the school community? Write a paragraph summarizing your views.

In recent years, the media has focused attention on acts of violence in schools, including gang activities, physical attacks, and shootings. However, despite the publicity given to violent incidents, schools are generally safe places. According to the Centers for Disease Control and Prevention (CDC), the trend has been toward *less* violence in schools since 1991. For example, the number of students who participated in physical fights at school has dropped nine percentage points. During that same time, the number of students who carried weapons decreased from 26.1 to 17.4 percent.

## Issues of School Safety

Although schools are generally safe, some violence may occur on or near school grounds. **Violence** is *the threatened or actual use of physical force or power to harm another person or to damage property*. The 2001 Youth Risk Behaviors Surveillance Survey found that 33.2 percent of teens in grades 9–12 had been in at least one physical fight at school in the previous year. In the same year, 8.9 percent of students were threatened or injured with a weapon at school.



**School should be a safe place for students to learn and engage in fun, healthy activities. *How does your school help ensure the safety of students and school personnel?***





Because any violence threatens the safety of everyone in the school community, national health goals have been set to reduce physical fighting by adolescents and to reduce carrying of weapons by adolescents on school property. In order to meet these goals, it's important to look at factors that play a role in school violence. Three of these factors are bullying, sexual harassment, and involvement in gangs.

## Bullying


Have you ever witnessed students teasing or taunting

others? Perhaps you've seen a classmate shove another student or make offensive gestures at her or him. These activities are forms of **bullying**, *the act of seeking power or attention through the psychological, emotional, or physical abuse of another person*. Bullies come in all ages and genders, and they sometimes act in groups. Bullying may cause victims to become depressed, withdrawn, fearful, or angry. Sometimes, victims may try to strike back. Bullying is unacceptable, harmful behavior. You can take a stand against bullying by not joining in and by discouraging this kind of behavior.

Bullies often try to cause anger or fear in their victims. By walking away from a bully and encouraging others to walk away, you deny the bully this victory. In some instances, ignoring a bully can help stop the behavior. However, most cases of bullying require adult intervention. If you witness or experience bullying, report the problem to teachers, counselors, parents, or other adults. No one should tolerate bullying; witnesses can join together with school personnel to stop this behavior.

## Sexual Harassment

**Sexual harassment** is *uninvited and unwelcome sexual conduct directed at another person*. Words, jokes, gestures, or touching of a sexual nature are all forms of sexual harassment. Harassment causes embarrassment, discomfort, and emotional pain for the victim. Federal law states that sexual harassment is illegal. Incidents of sexual harassment should be reported to school personnel at once. After a complaint has been made, school officials will investigate and take action to solve the problem.

 Bullies use words and physical force to seek power or attention. **What are some ways you can let bullies know that you don't approve of their actions?**

### Did You Know

Sexual harassment occurs more frequently than many people realize. Behaviors that constitute sexual harassment include

- making sexual comments or jokes.
- writing sexual messages on notes or walls.
- spreading sexual rumors.
- spying on someone dressing or showering.
- pulling off someone's clothes.
- exposing body parts.
- inappropriate touching.

## Gangs

Some violence in schools is related to gang activity. A **gang** is a group of people who associate with one another to take part in criminal activity. Common gang activities include vandalism, robbery, defacing public property with graffiti, and selling drugs. Some gang activities are unpredictable and place innocent people in harm's way. Random shootings, for example, can injure or kill non-gang members. Gang members may bring weapons or drugs to school, endangering the safety of other students.

## Reducing the Risk of Violence

Students and faculty have the right to feel safe at school. Being worried about personal safety in the school environment hinders the teaching and learning process. Keeping schools safe is a priority shared by communities across the nation.



## Recognizing Warning Signs

Being able to recognize the warning signs of violence can help members of a school community address potentially threatening situations before they occur. **Figure 13.2** lists some common warning signs of violence. Evidence of these signs may indicate that a person is near to acting in a dangerous manner. If you observe any of these signs in a student and suspect that he or she may become violent, inform a teacher, counselor, or other faculty member immediately.


 You can help keep your school safe by reporting any behaviors that may lead to violence. **What other actions can you take to contribute to school safety?**

FIGURE 13.2

### WARNING SIGNS OF VIOLENCE

- Has difficulty controlling anger
- Disobeys school rules
- Frequently engages in risk behaviors
- Creates violent artwork or writing
- Constantly talks about weapons or violence
- Vandalizes and destroys property
- Uses alcohol or other drugs
- Harms animals
- Makes threats or detailed plans to hurt others
- Brings or talks about bringing a weapon to school



## What You Can Do

Making your school safe begins with building a culture of respect among all students and faculty members. You are empowered to contribute to a safe and healthy school environment. Nationwide, teens are pledging to avoid violence and are encouraging their peers to do the same. To take a stand and help keep schools safe, you can

- ▶ refuse to carry weapons and report people who do carry them.
- ▶ report any violent acts or threats of violence to school authorities or police.
- ▶ practice **conflict resolution** skills and help others settle disputes peacefully.
- ▶ use refusal skills to resist negative peer pressure and avoid unsafe situations and behaviors.
- ▶ choose your friends carefully. Having friends who share similar values, such as caring about school, can help protect you from violence.
- ▶ avoid spending time with people who show warning signs of violent behavior.
- ▶ tell a parent, teacher, or other adult about your fears if you suspect that your safety is in danger. Avoid being alone.
- ▶ join or develop a S.A.V.E. chapter (Students Against Violence Everywhere).

### hotlink

**conflict resolution** For more information on conflict resolution, see Chapter 10, page 264.

Some schools use metal detectors to reduce the threat of violence. **What other measures might schools adopt to promote safety?**



## What Schools Are Doing

Schools have procedures and policies to ensure the safety of students. For example, some schools have adopted a *zero-tolerance policy*, which can require expulsion of students who participate in violence or who are found with drugs or weapons. Zero-tolerance policies apply equally to all students with no exceptions. Other efforts to reduce school violence include using metal detectors, examining students' backpacks, or searching lockers for weapons or drugs. Some schools have "closed" campuses, keeping all doors except the main entrance locked. This helps prevent unauthorized persons from coming into the school. Security guards may also be hired to patrol hallways and grounds while classes are in session.

## School Safety—What Works?

Though violence in schools remains low, there is a public perception that schools need to be safer. Some schools are employing crisis drills, security guards, and metal detectors. Do these measures work? Read what two teens have to say about one such measure—metal detectors.

### Viewpoint 1: Lori M., age 16

The metal detectors create more hassles than they're worth. Sometimes we get to our first class late because all our bags have to be scanned. Besides, if students want to bring in weapons, they'll find a way. I think we should use school money for something else, like classes on conflict resolution skills. Also, we could have stricter discipline policies for those students who do cause problems.

### Viewpoint 2: Jason C., age 16

I feel safer with the extra security that metal detectors provide. I think they do act as a deterrent for carrying weapons, and the policy sends the message that our school does not tolerate weapons. It shows that the school cares about our safety and well-being. As far as the cost goes, anything that can save a life is worth it.

### ACTIVITY


**Do you think that metal detectors and other measures, such as security guards, decrease the risk of violence in schools? Are they necessary to keep schools safe? How do you think limited funds should be spent to enhance school safety? Is technology or education the answer?**

## PEER MEDIATION

Many schools use peer mediation to help reduce the risk of violence that may stem from unresolved conflicts. **Peer mediation** is a process in which trained students help other students find fair ways to resolve conflict and settle their differences. Such programs are successful because they are confidential and do not punish the students involved. Peer mediation sessions typically follow these steps:

- ▶ **Making introductions.** The mediator explains that he or she will remain neutral and that the session will be confidential.
- ▶ **Establishing ground rules.** The parties agree to the rules of the process, such as listening without interrupting, maintaining respect and honesty, and being willing to accept the adopted solutions. Then, the mediator decides who talks first.



 These teens are holding a rally to promote safe schools in their community. *What are some ways that communities can promote school safety?*



- ▶ **Hearing each side.** The mediator allows each party to speak. He or she may ask questions and take notes.
- ▶ **Exploring solutions.** After all parties have spoken, the mediator asks for possible solutions. A list is made of the suggestions, and each one is discussed. The mediator helps the parties compromise until a solution is agreed upon.
- ▶ **Closing the session.** The mediator summarizes the agreement and asks participants to discuss their feelings about the process. The parties are encouraged to use these skills to solve future conflicts.

## Parent and Community Involvement

Parents can work with police officers, social workers, and business leaders to promote safety in schools. Community members can help by taking part in school events and by volunteering to monitor hallways, rest rooms, cafeterias, and other areas where students gather. Developing and supporting programs and activities that provide teens a safe place to gather can also help reduce violence.

## Lesson 2 Review

### Reviewing Facts and Vocabulary

1. Define *gangs*. How might gang members endanger the safety of other students?
2. List two warning signs that a person may be close to acting in a dangerous manner.
3. Identify three policies or procedures that schools use to ensure safety for students and faculty.

### Thinking Critically

4. **Analyzing.** Explain the similarities and differences between bullying and sexual harassment.
5. **Applying.** What are some ways of avoiding unsafe or threatening situations at school?

### Applying Health Skills

**Refusal Skills.** Write a scenario in which a student applies refusal skills to avoid participation in a situation that may become violent. Include both verbal and nonverbal messages in your scenario.



**WORD PROCESSING** Use a word-processing program to write your scenario. See [health.glencoe.com](http://health.glencoe.com) for tips on using word-processing software.

# Protecting Yourself from Violence

### VOCABULARY

**assailant**  
**prejudice**  
**assault**  
**random violence**  
**homicide**  
**sexual violence**  
**sexual assault**  
**rape**

### YOU'LL LEARN TO

- Identify the causes and effects of violence.
- Evaluate how messages from the media influence violent behavior.
- Explain the role that alcohol and other drugs play in violent behaviors.
- Examine different types of violence and develop strategies for violence prevention.



List three television shows or movies you have seen that showed some form of violence. What messages do they send to teens about violence?

The nature of violence is complex. For years, psychologists have investigated the question of why people commit violent acts. Experts have not yet reached a conclusion that they can all agree on. Regardless of the nature of violence, your personal safety depends on your ability to recognize possible sources of violence in your environment. This awareness will help you choose behaviors that minimize your chances of being a victim.

## Why Violence Occurs

Violence may occur for many reasons. Some people use violence as a means of dealing with conflicts. In such cases, the victim may know his or her **assailant**—*a person who commits a violent act against another*. Violence may also result from anger or frustration. No matter what causes violence, people can be injured or killed during violent criminal acts.



- ▲ Going out in groups and being aware of your surroundings are two ways of reducing your risk of violence. *What are some other strategies you can use to avoid unsafe situations?*





Other common causes of violence include the following:


- ▶ **Need to control others.** Some people use violence to control others or to get something they want.
- ▶ **Way of expressing anger.** People who are unable to manage their anger may strike out against others in a violent way.
- ▶ **Prejudice.** Some acts of violence are crimes of hate that stem from **prejudice**—*an unfair opinion or judgment of a particular group of people.*
- ▶ **Retaliation.** People sometimes use violence to retaliate against—or get back at—others who have hurt them in some way. The retaliation may be directed at individuals or groups.

## Influences on Violence

In addition to motives for violent behavior, several factors may also contribute to violence. These include weapons availability, media messages, substance abuse, and mental/emotional health issues such as a negative self-concept.

### Weapons Availability

Most homicides that occur among 15- to 19-year-olds involve firearms. A recent survey sponsored by the CDC found that almost one-fifth of responding high-school students reported carrying a weapon in the month preceding the survey. Most of these weapons are conventional weapons such as handguns, knives, and clubs. However, newer, more dangerous weapons, including assault rifles, are finding their way into teens' hands—especially teens with gang affiliations.

 **Working together to stop prejudice can help reduce violence. How can individuals and communities contribute to a tolerant, peaceful environment?**



Strategies exist to reduce accidents and intentional injuries caused by firearms. Efforts have been made to control gun ownership through stronger laws. People must now undergo background checks in order to purchase guns from licensed dealers. In some states, they must also register their handguns. People who own guns legally can install safety devices, such as trigger locks, on their firearms. In addition, owners are encouraged to keep guns unloaded and securely stored when not in use and to store ammunition in a separate, secure location.

## The Media

By age 13, most American children have seen 100,000 acts of violence on television, including about 8,000 murders. Violence is also a common theme in movies, video games, song lyrics, and music videos. The role of the media in contributing to violent behavior is a matter of great debate. Some critics think that exposure to violence may provide a “recipe” for violence. They point to increased occurrences of violent acts following extensive media coverage of such events. Other experts think that young people become desensitized, or emotionally indifferent, to acts of violence when they see such images repeatedly. People who become desensitized are no longer bothered or upset when they witness violent acts. As a result, they may be less inclined to take action to prevent or stop violence.

## Alcohol and Other Drugs

Use of alcohol and other drugs may contribute to incidents of violent crime. Drug users often turn to illegal activities, such as robbery, to obtain money to purchase drugs. Many drive-by shootings involve disputes between gangs or individuals who sell drugs.

People using alcohol or other drugs cannot think clearly and have difficulty making safe, healthful decisions. Accidents caused by people driving under the influence of drugs or alcohol result in thousands of injuries and deaths each year. Use of these substances also makes it difficult for an individual to control his or her emotions. This may cause a person to behave violently.

## Mental/Emotional Issues

Some studies have found a direct correlation between engaging in violent behavior and having a negative self-concept. People who feel unvalued may use violence in an attempt to prove their self-worth. Some violent behaviors are acts of revenge by people who have never learned any other way of dealing with disagreements. Also, some people have a very low tolerance for frustration or inconvenience. These people may lash out at others, including those who are not the source of the frustration. **Anger management** workshops and counseling are available in most communities for people who have problems controlling their anger.

### Man held up in drive-by shooting

Green City — Tuesday night there was a do- the new development in the case was ren- the sheriff's office was going to jse-

### Violence breaks out at a Community Concert

Thursday, June 16  
Blue City

### Three suspects sought in convenience store robbery

 Headlines focusing on violent acts are common in local and national newspapers. **Find three news stories that center on acts of violence. Analyze the messages delivered by these stories.**

### hotlink

**anger management** For more information on anger management, see Chapter 7, page 190.



## Did You Know?



Understanding statistics can help dispel misconceptions about incidents of violence.

- In about 75 percent of teen homicides, the victim and person who committed the crime know each other.
- Most homicides are not hate crimes based on race. In 90 percent of homicides, the victim and killer are of the same race.
- Among adolescents injured by guns, 35 percent report carrying a gun when they were shot.
- More than half of all violent acts involve someone who is under the influence of alcohol or other drugs.

- ▶ Police are among the first to arrive at a crime scene. **What can citizens do to help law enforcement officers keep the community safe?**

## Types of Violence

Youth violence is violence directed toward or carried out by persons under the age of 19. Many violent acts today involve teens. In fact, teens are two and a half times more likely to be crime victims than adults are. According to a recent report of the Surgeon General, the proportion of young people involved in violent crimes has actually leveled off during the past decade. Nonetheless, about 100,000 teens are arrested each year for violent crimes. The crimes for which teens are often arrested include assault, homicide, and sexual violence.

### Assault and Homicide

Each day in the United States, about 18,000 people survive an assault. An **assault** is *an unlawful attack on a person with the intent to harm or kill*. Some assaults involve people who do not know one another. For example, **random violence** is *violence committed for no particular reason*. Innocent bystanders can become victims of both intended and random violence. For instance, innocent bystanders are sometimes injured in store robberies.

Assault may sometimes result in **homicide**, *the willful killing of one human being by another*. After automobile accidents, homicide is the second leading cause of death among individuals who are in the 15–24 age group. Most of these deaths involve firearms. To protect yourself from assault and homicide, follow the general safety tips outlined in Lesson 1 as well as the suggestions listed here.

- ▶ If an attacker wants your money or jewelry and you are in danger, throw your purse, wallet, or jewelry away from you. Then run in the opposite direction. It's better to lose possessions than risk injury or death.
- ▶ If you are being followed, go to a place where there are other people.

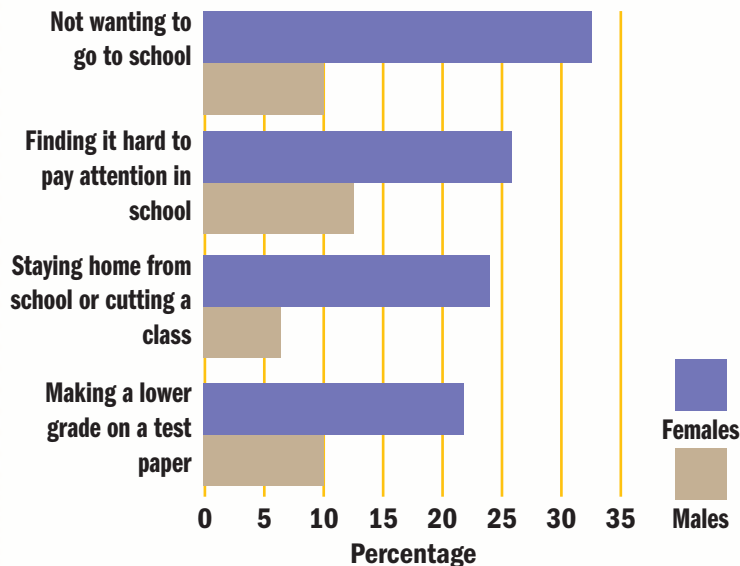


# Real-Life Application

## Stopping Sexual Harassment

Sexual harassment is illegal behavior that may result in violence. Use this graph to help you develop a campaign against sexual harassment.

### Impact of Sexual Harassment on Students



Source: based on American Association of University Women Educational Foundation study

- How is sexual harassment related to truancy and dropout rates?
- How can being sexually harassed affect a student's ability to graduate from high school? To get a college scholarship?
- How might being sexually harassed affect a teen's ability to form friendships?

### ACTIVITY

In small groups, create a poster or a public service announcement (PSA) that informs students about the harmful effects of sexual harassment. Make a clear statement showing disapproval of these behaviors and encouraging healthful, respectful behaviors.

## Sexual Violence

**Sexual violence** is any form of unwelcome sexual conduct directed at an individual, including sexual harassment, sexual assault, and rape. Sexual assault and rape differ from sexual harassment in that physical attacks are involved. These are acts of violence rather than acts of passion. The attacker is generally motivated not by sexual desire but by the desire to force another person to do something he or she does not want to do. All forms of sexual violence are illegal.

## Did You Know ?

Sexual violence affects many children and teens.

Data show that

- 51 percent of rape victims are under the age of 18, and 29 percent of victims are under the age of 12.
- friends or acquaintances are involved in nearly half of all rapes reported by women.

**Sexual assault** is any intentional sexual attack against another person. Sexual assault is often accompanied by battery or the beating of the victim. **Rape** is any form of sexual intercourse that takes place against a person's will. It is also one of the least reported crimes. In fact, of the estimated 683,000 rapes taking place each year, only about 16 percent are reported to police.

Most sexual violence is directed at females, but males may also be victims. Often, sexual violence among teens occurs within a dating relationship. Currently, 8 percent of teens report being victims of sexual violence during dating by the time they reach the ninth grade. In some states, sexual intercourse between a male of any age and a female under the age of 18 is considered rape unless the two are married. Penalties for this crime may include going to prison as well as a life-long record as a sex offender. In the next lesson, you will learn more about preventing sexual abuse during dating.

### ESCAPING AND SURVIVING A SEXUAL ATTACK

Sexual attacks can happen anywhere. They can even happen in someone's home—your own or the home of a friend or an acquaintance. However, as with other forms of physical attack, there are measures you can take to prevent sexual assaults. If you do become the target of a sexual attack, try to run for help. If it's not possible to run, try something else, such as screaming or yelling "Fire!" If possible, try to physically disable or stun your attacker. Be alert to moments when you might catch the attacker off guard and escape. Use your wits and try different approaches. Don't assume that you can't get away—you have a better chance of escaping than you might think. As in any encounter with violence, it's important to keep in mind that your ultimate survival is of the utmost importance.

Many law enforcement departments offer instructions in basic self-defense and techniques for escaping attackers.

*What resources in your community provide self-defense instruction?*





## Gang-Related Violence

Many crimes committed by teens are gang-related. These crimes often include the sale of drugs, physical assaults on rival gang members, and homicide. Teens may join gangs because of peer pressure or to gain a sense of identity or belonging. Some join to be with their friends. Others join gangs to gain protection from violence in their neighborhoods.

However, because most gangs are involved in violent activities, joining a gang increases one's risks of being arrested, hurt, or killed. The U.S. Department of Justice reports that in large cities, most acts of gang-related violence are committed against members of rival gangs. In smaller towns, most gang-related violence is directed at individuals not involved in a gang. You can avoid risks associated with gang membership by resisting pressure to join a gang and leaving when you see gang members.

People who feel a part of their community are less inclined to commit acts of violence, including vandalism. **How can you and your community work together to promote nonviolence?**



### Lesson 3 Review

#### Reviewing Facts and Vocabulary

1. Identify four common causes of violence.
2. Define *prejudice*, and explain how it can lead to violence.
3. Explain the role that alcohol and other drugs play in violent behaviors.

#### Thinking Critically

4. **Analyzing.** Explain how tolerant attitudes can help reduce violence.
5. **Evaluating.** How might messages from the media influence violent behavior?

#### Applying Health Skills

**Analyzing Influences.** Find three different media sources, such as movies, rap music, and video games, that contain messages involving violence. Analyze the message delivered in each media source you choose. How do you think these messages affect teens?



**WEB SITES** You might want to search the Internet for some of your media sources. Find help in conducting Internet searches at [health.glencoe.com](http://health.glencoe.com).



# Preventing and Overcoming Abuse

## VOCABULARY

abuse  
physical abuse  
verbal abuse  
stalking  
date rape

## YOU'LL LEARN TO

- Recognize threats to personal safety and analyze strategies for responding to abusive situations.
- Analyze the importance of healthy strategies that help prevent physical, sexual, and emotional abuse, including date rape.
- Examine the legal and ethical ramifications of unacceptable behaviors such as sexual abuse and acquaintance rape.



On a sheet of paper, give two or three examples of behaviors you would consider abusive and suggest strategies that might help prevent these behaviors. Add to or revise your examples as you study this lesson.



- ▲ Some people abuse others by yelling or mistreating them with angry words. *What strategies can help a person manage his or her anger?*

A healthy relationship is one in which both parties feel valued. The health of some relationships can be threatened by violence in the form of abusive behavior. You can protect yourself from such relationships by becoming aware of what behaviors are abusive and learning how to protect yourself from abuse.

## Types of Abuse

**A** **bus**e is the physical, mental/emotional, or sexual mistreatment of one person by another. Like other types of violence, abuse takes many forms and affects people of all economic, racial, and ethnic groups. Abuse also affects both males and females of all ages. Unlike many other forms of violence, abuse is most common between people involved in close relationships. Types of abuse include physical abuse, emotional abuse, and sexual abuse. All forms of abuse are illegal.

## Physical Abuse

**Physical abuse** is the intentional infliction of bodily harm or injury on another person. This form of abuse includes behaviors such as slapping, punching, kicking, biting, shaking, beating, or shoving another person. It may also involve inflicting injury by using items such as belts or weapons. Often, the person inflicting abuse tries to make the victim feel deserving of the mistreatment. However, abuse is not the victim's fault; no one deserves to be abused. Such behavior is not only physically harmful to the victim, but also harmful to the mental/emotional health of everyone involved.

## Emotional Abuse

Have you ever witnessed one person screaming insults at another? This behavior is an example of **verbal abuse**, using words to mistreat or injure another person. Name-calling, hurling insults, and yelling in a threatening way are all forms of verbal abuse. Such abuse harms the victim's mental/emotional health by making the person feel stupid, worthless, or helpless. Anger caused by such behavior may result in physical violence.


Verbal abuse is a type of *emotional abuse*, a pattern of behavior that attacks an individual's emotional development and sense of worth. Emotional abuse may be used to gain a sense of power over another person or to make victims feel that they deserve to be punished. Emotional abuse may serve as a warning of future physical abuse.

**Stalking** is the repeated following, harassment, or threatening of an individual to frighten or cause him or her harm. Following a person, standing outside his or her home, making repeated phone calls, and destroying property are common stalking behaviors. Stalking is a form of emotional abuse. Victims are often made to feel anxious, nervous, and unsafe. Stalking is a growing problem. In fact, each year in the United States, as many as 200,000 people are victims of stalking.



### Is neglect a form of abuse? How is it related to violence?

Neglect is a form of abuse that involves the failure to meet a person's basic needs, such as adequate food, clothing, shelter, love, and support. Although neglect is not violent in nature, it can result in future violence. Children who are victims of neglect may be at an increased risk of violent behavior, gang membership, and criminal activities.

 **Teen victims of abuse should seek help immediately from a trusted adult. What other steps might help someone put a stop to abuse?**





## Health Minute

### Tips for Avoiding Date Rape

#### To protect yourself:

- ▶ Do not go out with a person whom you do not know well.
- ▶ Date people who are close to your own age.
- ▶ Set clear sexual boundaries, and communicate them assertively.
- ▶ Avoid being completely alone with your date—for example, at home or in a car.
- ▶ Do not use alcohol or drugs or date anyone who does. Avoid places where alcohol or drugs may be present.
- ▶ Watch your food and drink. Do not allow an opportunity for someone to give you a date rape drug.

- ▶ Issues of jealousy or control may lead to an unhealthy relationship. **What are healthful ways to resolve such issues before they become violent?**

## Dating Violence

Abuse in dating relationships, or *dating violence*, is on the rise. Dating violence includes all forms of abuse—physical, emotional, and sexual. Sometimes, teen victims may accept abuse as part of a relationship. Some teens, for example, mistake dominant treatment by a girlfriend or boyfriend as an expression of caring. These teens may see jealousy as an expression of love. However, true caring involves kindness, gentleness, and respect, *not* control and abuse.

Signs indicating that an unhealthy dating relationship may be headed toward abusive behavior include

- ▶ expressions of jealousy.
- ▶ attempts to control a partner's behavior.
- ▶ use of insults or put-downs to manipulate a partner.
- ▶ use of guilt to manipulate a partner.

Anyone in such a relationship should seek advice from parents or other trusted adults about ending the relationship. Remember that in healthy relationships, people respect and care about each other. They hold each other in high esteem, acting with consideration and kindness.

## Date and Acquaintance Rape

Rape occurs whenever one person is forced into participating in any form of sexual intercourse. Often, a victim of rape knows the attacker. For example, **date rape** occurs *when one person in a dating relationship forces the other person to participate in sexual intercourse*. Although most reported cases of date rape are committed against young women, both males and females may be victims. Another form of rape, called *acquaintance rape*, occurs when someone known casually or considered a friend forces a person to have sexual intercourse. All forms of rape may traumatize victims and leave lasting emotional scars. It is critical to take preventive measures to protect yourself from rape.

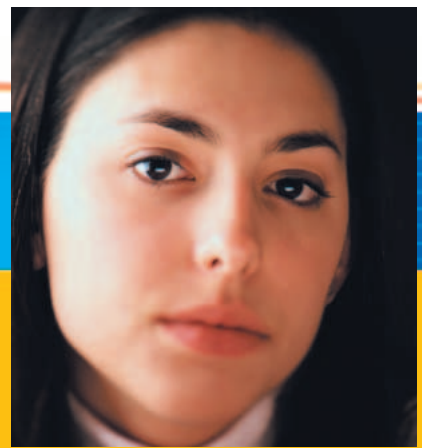


# Health Skills Activity

## Communication: Helping a Victim of Dating Violence

Dyann became concerned when her friend Raye began dating an older boy from another school. Dyann thought he was possessive and controlling. It seemed that whenever Dyann and Raye had a chance to talk, Raye's boyfriend would call her cell phone, demanding to know where she was and what she was doing.

Now, Dyann feels as if Raye is avoiding her. Today, she notices that one of Raye's eyes is swollen and discolored. When Dyann tries to speak to her, Raye barely nods and rushes off in the opposite direction. Dyann suspects that Raye's boyfriend has been hitting her. Dyann would like to help her friend, but she's not sure how.



### What Would You Do?

Apply the following communication skills to Dyann's situation. Write a dialogue that Dyann could use to persuade Raye to seek help.

1. Use "I" messages to show concern.
2. Use appropriate listening skills to encourage the other person to talk.
3. Provide facts or data about why it is important to get help.
4. Demonstrate conviction about the urgency of getting help.

## ALCOHOL, DRUGS, AND DATE RAPE

Research shows that alcohol use is involved in as many as two-thirds of date-rape cases involving teens and college students. In recent years, the **drugs** GHB and Rohypnol, sometimes called "date rape drugs," have also become common in such cases. These drugs are sometimes placed in a victim's food or drink without that person's knowledge. The victim who consumes the substance may black out, becoming an easy target for rape. You can help protect yourself from rape by avoiding the use of alcohol or other drugs and situations in which these substances are present. When at a party or another social situation, get your own beverage, keep the beverage container covered, and never leave your beverage unattended. Pairing with a trustworthy friend to keep tabs on each other is also a good strategy for staying safe in such social situations.

### hotlink

**drugs** For more information about the dangers of drug use, see Chapter 23, page 594.

## Overcoming Abuse

It is important for people who have suffered abuse or rape to remember that they are victims and have not done anything wrong. All forms of abuse, including rape, are illegal and should be reported to authorities. Reporting such incidents may help prevent future abuse. Today, all states have laws that require health care professionals to report child abuse. Many states also require anyone who suspects or knows of an abusive situation to report the problem.

### Help for Victims

If you or someone you know is raped, call law enforcement officials immediately. Next, seek medical attention and be sure to get tests for pregnancy, **STDs**, and **HIV** infection. These actions may help prevent further illness or injury and may provide physical evidence that will be useful in the conviction of the rapist.

A teen victim of abuse or rape should speak with a caring, trusted, and knowledgeable adult, such as a parent. The trusted adult can provide emotional support and aid the teen in getting help. **Figure 13.3** identifies resources that can provide help, including support and counseling, for abuse or rape victims.

In cases of child abuse, counseling is available and recommended for both the abused child and his or her parents or guardians. With help, most people can recover from the trauma of abuse, violence, or rape. However, the recovery requires patience and time.

### hotlink

**STDs** For more information about sexually transmitted diseases, see Chapter 25, page 652.

**HIV** For more information about HIV and AIDS, see Chapter 25, page 658.

FIGURE 13.3

## SOURCES OF HELP FOR VICTIMS OF ABUSE OR RAPE

Many sources of help are available for people in abusive situations.

- Parents or guardians
- Teacher, coach, guidance counselor
- Clergy member
- Police
- Private physician, hospital emergency room
- Battered women's shelter
- Rape crisis center
- Private therapist/counselor
- Support groups

## WomanLine CRISIS CENTER

Let our caring and supportive staff of counselors help you.  
Call our 24-Hour **HELPLINE**  
**1-800-555-1234**



## Help for Abusers


In cases of abuse, both the victim and the abuser need help. Abusive behavior is learned. Often, individuals who abuse others were themselves victims of abuse. Thus, abusers may see violence and abuse as a normal way of life. This is one reason why the **cycle of violence** may continue from one generation to the next. Abusers need intense counseling to succeed at breaking this harmful cycle.

To break the cycle of violence, long-range prevention of abuse is needed in society as a whole. One solution may be to provide parents and prospective parents with opportunities to learn about family life, child development, and parent-child relationships. Another is to provide counseling for all victims of abuse and violence. Support and counseling can help victims recover from abuse and learn prevention strategies. People convicted of abuse are required to participate in treatment programs conducted by mental health professionals. To prevent and overcome abuse, all individuals need to learn skills for developing and maintaining healthy relationships.



## hotlink

**cycle of violence** For more information about how to break the cycle of violence, see Chapter 11, page 289.

 **Counseling can help break the cycle of violence. Why is it important for both abusers and their victims to seek counseling?**

## Lesson 4 Review

### Reviewing Facts and Vocabulary

1. What is *verbal abuse*, and how does it harm the victim?
2. List two signs that may indicate an unhealthy dating relationship.
3. What is *date rape*?

### Thinking Critically

4. **Applying.** What strategies can help a person avoid date or acquaintance rape in social situations? Analyze the importance of such strategies.
5. **Evaluating.** Why might victims of rape be reluctant to tell others what has happened to them? What should these victims keep in mind to help them overcome their fears and report the crime?

### Applying Health Skills

**Advocacy.** Design a pamphlet that informs teens how to recognize the signs of an abusive situation. Provide strategies for avoiding or dealing with such situations, stressing the importance of seeking help.



**DESKTOP PUBLISHING** You can use desktop publishing to produce your pamphlet. Find help in using desktop publishing software at [health.glencoe.com](http://health.glencoe.com).

## Antiviolence Media Campaign

Teens around the country are taking steps to prevent violence by initiating teen-run, antiviolence programs in their communities and schools. One of the most important components of any successful violence prevention program is a media strategy that educates people about violence prevention strategies and protective factors.



### ACTIVITY

For this activity, you will develop a media campaign as part of a violence prevention program in your school. Your media campaign should focus on reducing the risk of violence by encouraging the use of prevention strategies, refusal skills, conflict resolution skills, and protective factors.

- As a class, brainstorm ideas for a slogan for your campaign.
- In groups of three or four, create media strategies to bring awareness to this issue. One group might design an antiviolence advertisement for the school

paper. Another group might develop a poster to hang in the school cafeteria. Other components might include brochures, public service announcements, fact sheets, T-shirts, bulletin board designs, and Web pages.

### EXPRESS YOUR VIEWS

Evaluate your media campaign. Write an analysis of each component, and discuss the effectiveness of the campaign in bringing awareness to the problem of youth violence. What makes an item effective or ineffective?

## CROSS-CURRICULUM CONNECTIONS



**Teach Conflict Resolution.** Learning conflict resolution skills can prevent violence. Write an essay describing how to use conflict resolution skills to settle a disagreement. Discuss the steps people can take to resolve disagreements in an assertive yet positive manner. Create a visual aid, such as a diagram or chart, to help illustrate the process.



**Create a Time Line.** “Nonviolence is a powerful and just weapon,” stated Dr. Martin Luther King, Jr. During the Civil Rights movement in the United States, Dr. King taught people how to use passive resistance by organizing nonviolent protests such as marches, boycotts, and sit-ins to fight segregation. Research key events in the Civil Rights movement and create a time line of the nonviolent events that led to the end of segregation.



**Calculate Percentage.** Suppose that during a given year in the United States, 35 percent of high school students reported being involved in a fight. Officials at Anytown Senior High School want to use the national average to estimate how many of their students are likely to be involved in a fight. If the school has 2,200 students, how many are likely to be involved in a fight during the school year?



**Research a Topic.** Traumatic events may cause individuals to experience a variety of psychological and biological changes. These reactions constitute what has come to be called Post-Traumatic Stress Disorder (PTSD). The disorder can be induced by any number of events, from neglect to physical assault. Research PTSD and write an essay discussing the possible causes, symptoms, and treatment methods for this disorder.



### Social Worker

Helping people in need—including victims of abuse—can be rewarding. Social workers are among the many resources to which victims of abuse can turn for help. Social workers can be found in hospitals, nursing homes, governmental agencies, and community service agencies. Social workers can help people find alternative housing or other resources that will help them escape abusive situations.

To obtain a job as a social worker, you'll need to complete a four-year college program followed by a master's degree program in social work. Find out more about this and other health careers by clicking on Career Corner at [health.glencoe.com](http://health.glencoe.com).





# Chapter 13 Review

## ▶ EXPLORING HEALTH TERMS *Answer the following questions on a sheet of paper.*

### Lesson 1 *Fill in the blanks with the correct term.*

**assertive**                      **body language**  
**self-defense**

1. Any physical or mental strategies used to protect oneself from harm are forms of \_\_\_\_\_.
2. When you protect yourself by clearly stating your intentions and displaying confidence, you are being \_\_\_\_\_.
3. Making direct eye contact or walking with a deliberate and confident stride are examples of \_\_\_\_\_.

### Lesson 2 *Match each definition with the correct term.*

**bullying**                      **gang**  
**peer mediation**              **sexual harassment**  
**violence**

4. Threatened or actual use of physical force or power to harm another person or to damage property.
5. Seeking power or attention through the psychological or physical abuse of another person.
6. Process in which trained students help other students find fair ways of resolving conflict and settling differences.

### Lesson 3 *Fill in the blanks with the correct term.*

**assailant**                      **assault**  
**homicide**                      **prejudice**  
**random violence**              **rape**  
**sexual assault**                  **sexual violence**

(7) is an unlawful attack on a person with the intent to harm or kill. Rape, sexual harassment, and sexual assault are all forms of (8). The person who commits any of these acts against another person is known as the (9). If a person is killed during an assault, the crime is known as (10).

### Lesson 4 *Replace the underlined words with the correct term.*

**date rape**                      **abuse**  
**physical abuse**                  **stalking**  
**verbal abuse**

11. Any physical, mental, or emotional mistreatment of one person by another is physical abuse.
12. The repeated following, harassment, or threatening of an individual to frighten or cause harm to him or her is known as verbal abuse.
13. Stalking occurs when one person in a dating relationship forces the other to have sexual intercourse.

## ▶ RECALLING THE FACTS *Use complete sentences to answer the following questions.*

### Lesson 1

1. List two individual protective factors that can help keep you from harm.
2. List five precautions that might keep you from becoming a victim of violence.
3. What are three strategies that communities use to increase safety in their neighborhoods?

### Lesson 2

4. What are two ways of dealing with a bully?
5. Identify three strategies you can use to avoid school violence. Analyze how applying these strategies can help keep you safe.
6. What are the steps used in peer mediation?

### Lesson 3

7. Identify two safety tips that can help protect an individual from assault.
8. Define *sexual violence*.
9. How can teens avoid the risks associated with gang membership?

## Lesson 4

10. Why is verbal abuse considered a form of emotional abuse?
11. Explain the role that the use of alcohol and other drugs plays in abusive situations such as date rape.
12. Name two strategies for breaking the cycle of violence.

## ▶ THINKING CRITICALLY

1. **Analyzing.** Explain how family protective factors can decrease the likelihood of teen violence. (LESSON 1)
2. **Evaluating.** Many schools have adopted zero-tolerance policies for bullying and other forms of harassment. How might these policies positively affect the mental and emotional health of students? (LESSON 2)
3. **Analyzing.** Retaliation is a cause of violence. How might retaliation create an environment in which the level of violence tends to escalate continually? (LESSON 3)
4. **Synthesizing.** Examine the legal and ethical ramifications of unacceptable behaviors such as acquaintance rape and sexual abuse. (LESSON 4)

## ▶ HEALTH SKILLS APPLICATION

1. **Analyzing Influences.** Using Figure 13.1 as a reference, write a short story describing how peer and school protective factors help protect a teen from violence. (LESSON 1)
2. **Accessing Information.** Find out what policies your school has for protecting students from sexual harassment. Develop a presentation to make others in your school aware of these policies. (LESSON 2)
3. **Practicing Healthful Behaviors.** Analyze strategies you might apply in your selection of friends as a means of avoiding violence, gangs, weapons, and drugs. (LESSON 3)
4. **Accessing Information.** Research the resources available to victims of abuse and violence in your community. Make a flyer that includes these resources, their contact information, and details about the services they provide. (LESSON 4)


**BEYOND**  
*the* Classroom

## Parent Involvement

**Accessing Information.** With a parent, contact your local police department to determine whether there is a Neighborhood Watch program in your community. If there is such a program, obtain information on how the program works and how your family can become involved. If no program exists, discuss with local law enforcement officials how you might start such a program.



## School and Community

**Crisis Centers and Shelters.** Contact a local rape crisis center or battered women's shelter. Arrange for an interview with a worker at the facility to discuss the services the agency provides, how the services are accessed, and how the agency is funded. Share this information with your class. If possible, arrange for a speaker from the agency to talk to your class.