

Chapter 7

Preventing Violence

Section 1

What Is Violence?

- **Media Wise** Violence in Video Games

Section 2

Violence in Schools

Section 3

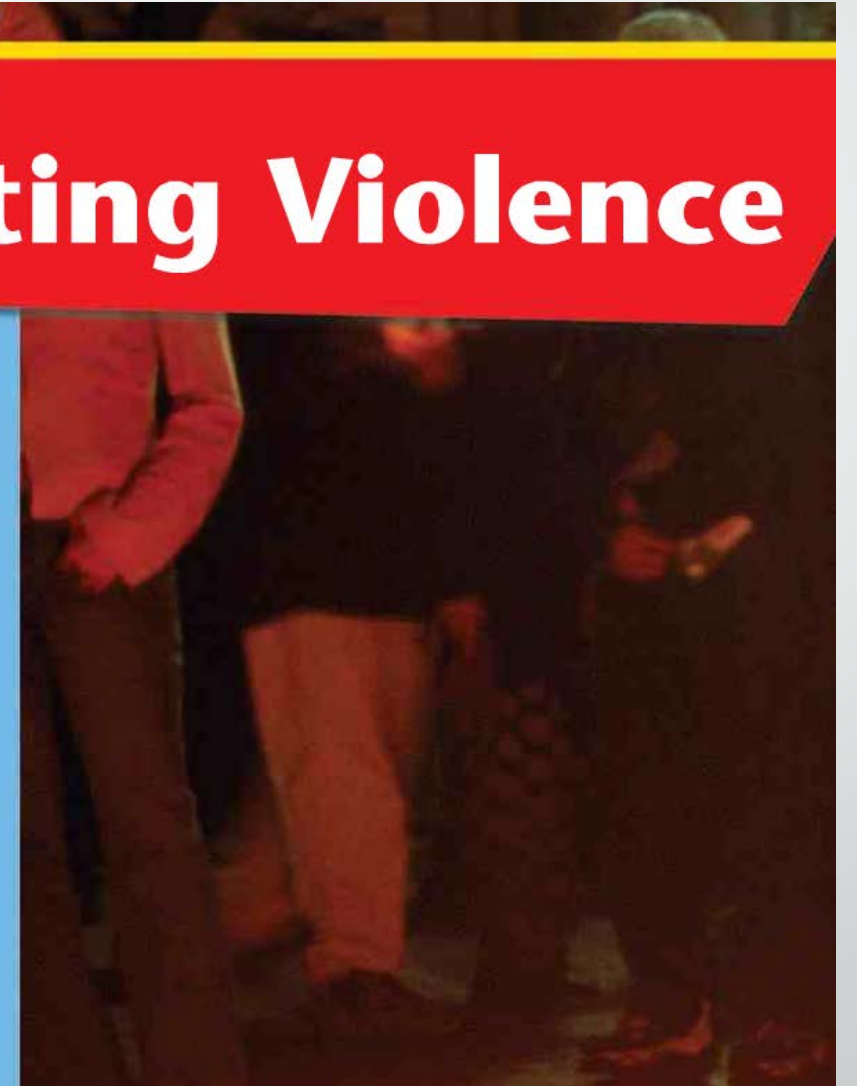
How Fights Start

Building Health Skills

- **Advocacy** Mediating a Conflict

Section 4

Preventing Fights



Objectives

- ▶ **Describe** all of the costs related to violence.
- ▶ **Identify** five risk factors for violence.

What do you think about people who are bullies?

1. Think about people you know who are bullies. Make a list of 5-10 words that describe a typical bully.

2. Do you think bullying is a choice? If so, why would someone choose to be a bully?

Warm-Up

Myth Most acts of violence are committed by strangers, often as part of robberies or other crimes.

Fact In the United States, most acts of violence are done by people who know their victims.

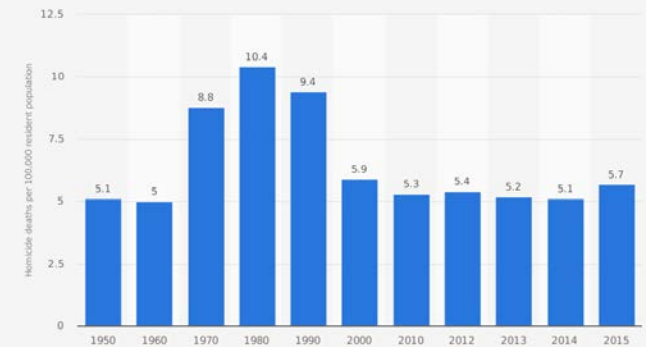
WRITING Why do you think that many people believe strangers commit most violent acts?

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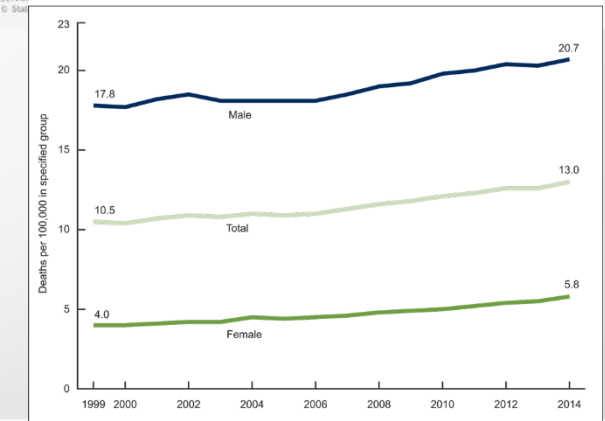
Violence and Health

- **Violence** is the threat of or actual use of physical force against oneself or another person.
- **Homicide** is the intentional killing of one person by another.
- Other examples of violence are suicide and rape.
- In one recent year in the United States there were
 - 17,793 deaths by homicide, (2015) CDC
 - 44,193 deaths by suicide , (2015) CDC
 - 96,000 (approx) reported rapes of women, (2016) statista.com

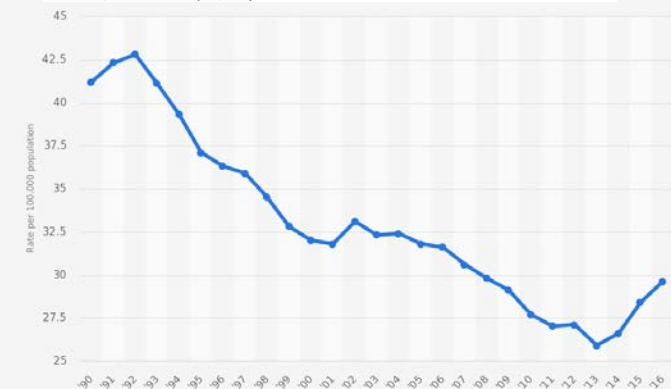
Deaths by homicide per 100,000 resident population in the U.S. from 1950 to 2015



Sources: CDC, Figure 1. Age-adjusted suicide rates, by sex: United States, 1999–2014



NOTES: Suicide deaths are identified with codes U03, X80–X84, and Y87.0 from the International Statistical Classification of Diseases and Related Health Problems, Tenth Revision. Access data for Figure 1 at: http://www.cdc.gov/nchs/data/statistics/2014_1_table.pdf#1. SOURCE: NCHS, National Vital Statistics System, Mortality.



Sources: FBI, US Bureau of Justice Statistics; Statista 2017. Additional information: United States: 1990 to 2016

Costs to the Victim

- The **victim** is the person who is attacked.
- Costs to the victim include
 - death
 - serious permanent injuries
 - emotional scars
 - PTSD, anger, fear, and depression

End of
Slide

Costs to the Assailant

- An **assailant** is a person who attacks another person.
- Costs to the assailant include
 - may be seriously injured in a fight
 - serious permanent injuries
 - may feel guilt or shame
 - may face criminal charges
 - court costs
 - lawyer's fees
 - possible jail time

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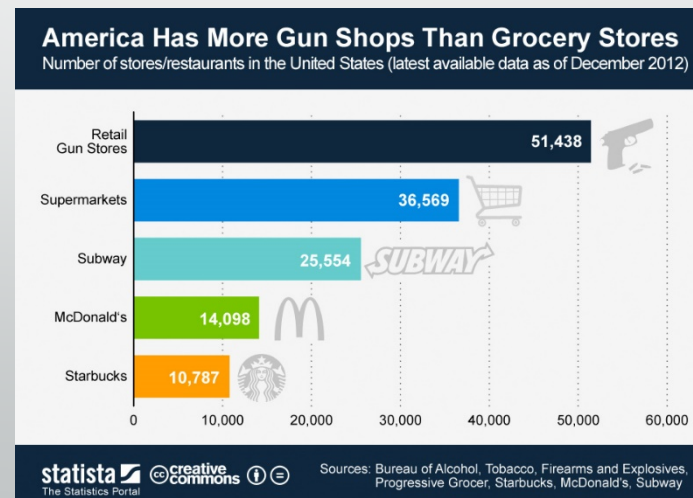
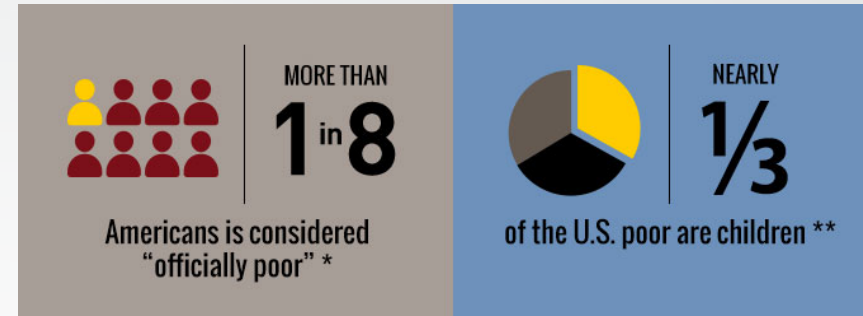
Costs to Society

- It costs the healthcare system about 6 billion dollars a year.
- Taxpayers also must pay for law enforcement, courts, and prisons.
 - If schools have to pay for metal detectors or guards how will that effect the school's budget and other expenditures?
- There are emotional costs to society.
 - How do you feel about the recent school shootings? Does that affect your daily living?
- A fear of violence controls many day-to-day decisions.
 - How does it affect yours?

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Slide

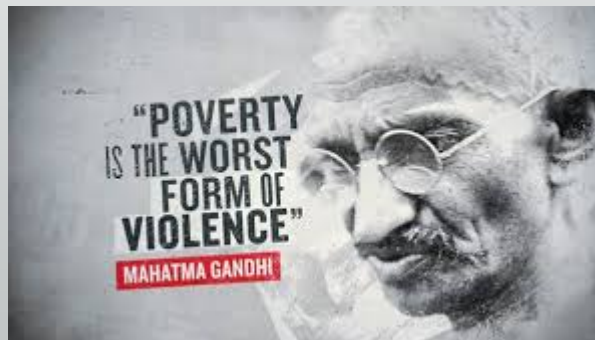
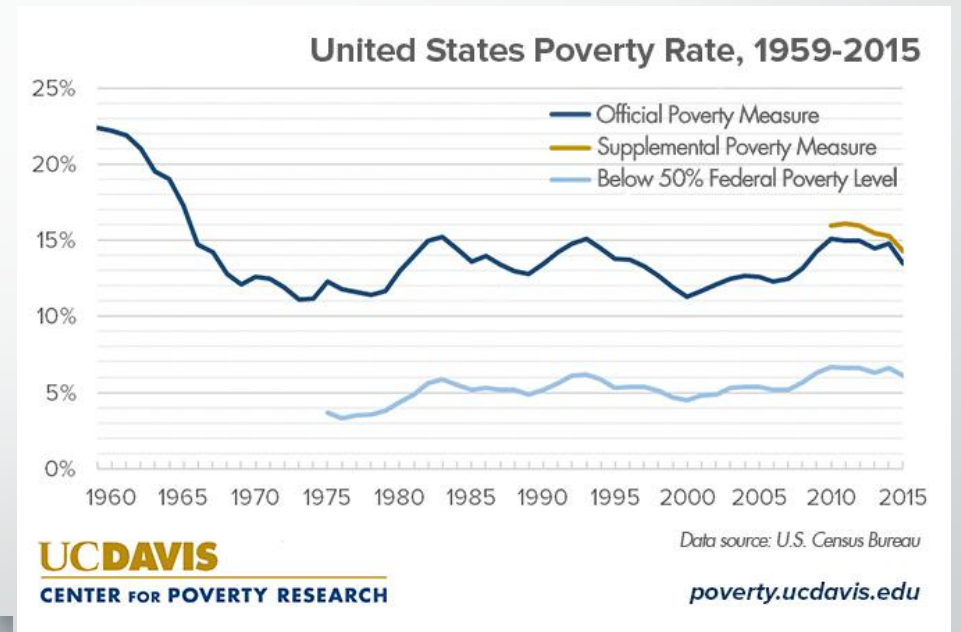
Risk Factors for Violence

- These risk factors are
 - poverty
 - family violence
 - exposure to media violence
 - availability of weapons
 - drug abuse
 - membership in gangs



Poverty

- People who are poor are not violent, but people may feel hopeless when they don't have
 - jobs
 - adequate food
 - health care
 - respect from others
- The rate of violence is highest in poor urban communities where unemployment rates are high.



Family Violence

- Children who grow up in violent homes—who witness violence or are victims of violence—are more apt to use violence to solve their own problems.
- Children can learn to avoid violence if adults don't use violence to solve their own problems or to discipline children.

#KnowTheFacts: Interpersonal Violence Statistics



"Multiple studies have demonstrated that men who abuse their partners are far more likely than other men to abuse children."
Lundy Bancroft



Violent behavior often begins between 6th and 12th grade. 72% of 13 and 14-year-olds are "dating."
www.dosomething.org



BLACK WOMEN EXPERIENCE
INTIMATE PARTNER VIOLENCE
AT RATES **35 PERCENT**
HIGHER THAN WHITE WOMEN.

www.BatteredNotBroken.org

<https://batterednotbroken.org/know-the-facts/>

End of
Slide



Tie Activity

Media Violence

- The media uses the excitement provided by violence to keep you glued to the screen.
- Violence in the world beyond television and the movies creates more problems than it solves.
- People's attitudes and behavior can be shaped by the violence they see in the media.
- Some types of music and music videos can make people think that violence toward women is acceptable.

https://www.youtube.com/watch?v=HffWFd_6bJo

<https://www.youtube.com/watch?v=L3gIkzQ44xo>

<http://www.apa.org/action/resources/research-in-action/protect.aspx>

MEDIA Wise

Violence in Video Games

While playing violent video games, players often take on the role of assailants. What effect might identifying with an assailant have on players? Studies have linked violent video games to an increase in a player's level of aggression. Use this checklist to evaluate the content of a video game.



Is performing violent acts necessary to win the game?

Yes

No

Is the effect of the violence on the victim ignored?

Yes

No

Are women depicted as sexual objects?

Yes

No

Does the video game package use violence to make the game look exciting?

Yes

No

Does the video game have a *mature* or *adults only* rating?

Yes

No

Two or more "Yes" answers indicate a video game with a high level of violent content.

Activity

Look at the packaging for a few video games that have a *mature* rating. Is violence used to sell these games? Provide some examples to support your answer. Do the text and visuals make you want to play the game? **WRITING**

Availability of Weapons

- In the United States, guns are used in the majority of homicides and suicides.
- Every 14 minutes someone in the United States dies from a gunshot wound.
- Armed victims are twice as likely to be killed by an assailant as are unarmed victims.
- High homicide rates lead to an increase in gun purchases, which leads to an increase in homicides.
 - What do you think about this conundrum?
 - What are your thoughts on the availability of guns and the rate of homicides/violence?
 - Look up “gun availability and violence statistics”. What did you find?

End of
Slide

Drug Abuse

- Alcohol use increase the risk of violence.
 - 50% of all homicide victims have alcohol in their bloodstreams.
 - Does this surprise you?
- Alcohol affects the brain, clouding a person's judgment.
 - This causes people to say and do things they wouldn't normally do.
- Drugs other than alcohol are also linked to violence.

According to the
U.S. Bureau of Justice Statistics,
of **96,359**
inmates convicted
of **violent crimes**,

47.2%
were under the influence
of **alcohol or drugs**
when they committed the crime.



End of
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Membership in Gangs

- The term *gang* is used to describe a variety of groups, from loose bands of rowdy teens to criminal organizations.
- Gang members are often subject to significant peer pressure.
- **Territorial gangs** are groups that are organized to control a specific neighborhood or “turf.”
- Most territorial gangs sell drugs and many are involved in other criminal behaviors.
- New members may be forced to commit a crime, such as robbery, kidnapping, rape, or murder.

End of
Slide

Vocabulary

violence The threat of or actual use of physical force against oneself or another person.

homicide The intentional killing of one person by another.

victim The person who is attacked during a violent act.

assailant A person who attacks another person.

territorial gang A group that is organized to control a specific neighborhood or “turf.”

End of
Slide

Quiz

1. ____ What is the second leading cause of death for people aged 15 to 24?
 - a. gang violence
 - b. homicide
 - c. drug abuse
 - d. motor vehicle crashes
2. ____ The people who experience fear after violent acts are
 - a. victims.
 - b. assailants.
 - c. society as a whole. .
 - d. all of the above.
3. ____ The rate of violence is highest in a. poor urban communities. b. suburban communities. c. foreign countries. d. wealthy communities.
4. ____ Television and movies show violent acts a. because violence is a part of life. b. to warn about the dangers of violence. c. to encourage violence as a response to conflict. d. to keep viewers glued to the screen.
5. ____ Alcohol is a risk factor for violence because people who abuse alcohol a. think before they act. b. have poor judgment. c. avoid confrontations. d. belong to gangs.

Write the letter of the correct answer in the space provided.

6. ____ the threat of or actual use of physical force against oneself or another person
7. ____ a group that is organized to control a specific neighborhood or "turf"
8. ____ a person who is attacked
9. ____ the intentional killing of one person by another
10. ____ a person who attacks another person
 - a. victim
 - b. homicide
 - c. territorial gang
 - d. violence
 - e. abuse
 - f. assailant

Section 7.2

Violence In Schools

Objectives

- ▶ **Explain** the relationship between harassment and the use of weapons in school.
- ▶ **Describe** effective ways to reduce bullying, hazing, sexual harassment, and hate violence in schools.

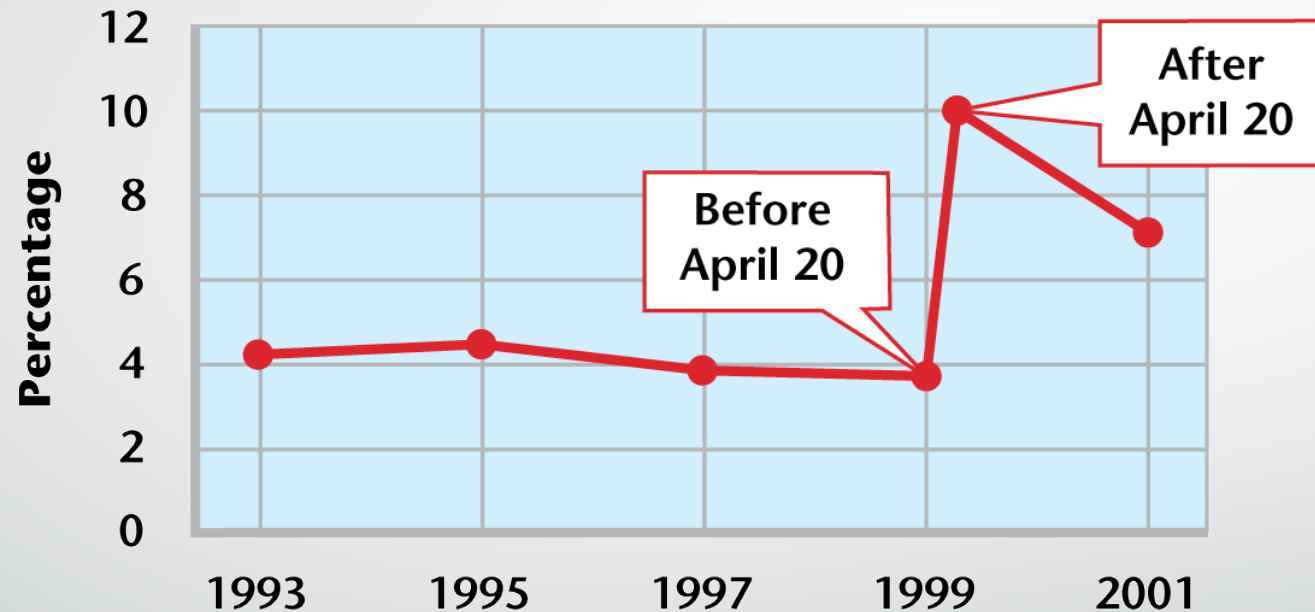
Vocabulary

- harassment
- bullying
- cyber bullying
- hazing
- sexual harassment
- hate violence
- prejudice
- stereotype
- intolerance
- discrimination
- vandalism

Warm-Up

Health Stats The graph shows data on high school students' concerns about safety at school.

Students Who Felt Unsafe at School



WRITING What do you think happened on April 20, 1999 to make students feel less safe at school? Was the effect temporary or permanent?

Weapons in School

- Schools remain a safe place when compared to other places in society.
- Between 1983 and 2003, the number of males who reported carrying a weapon to school dropped from 18 percent to 9 percent.
- The number of females carrying weapons dropped from 5 percent to 3 percent.
- **Harassment** is unwanted remarks or actions that cause a person emotional or physical harm.
- Students who use weapons at school often are acting on the rage they feel as victims of harassment.

End of
Slide

Bullying

- **Bullying** is the use of threats or physical force to intimidate and control another person.
 - Bullies choose victims who are less powerful in terms of physical strength or social connections.
- The bully may use name calling and put-downs.
 - He or she may shove or trip the victim.
 - The goal may be to steal money or other property from the victim.
 - But sometimes the bully simply takes pleasure from the victim's embarrassment or humiliation.
- The bully may pressure friends to exclude or isolate the victim.



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Robert hates going to school because almost every day, Amber and her friends pick on him. They call him names like “pimple boy” and “tiny.” They make fun of the way he stutters. Sometimes their jock friends join in and literally toss him around or stuff him in his locker. He hates himself for not being able to stop them.

Cyber Bullying

Bullying that takes place by e-mail, instant messaging, text messaging, or at Web sites is called **cyber bullying**.

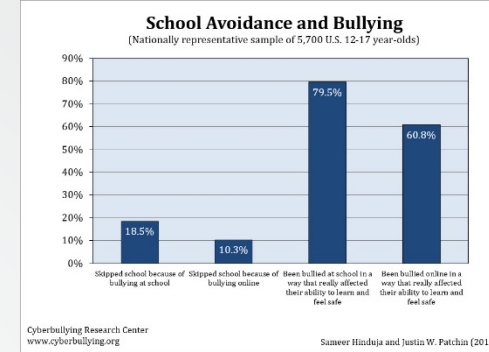
Cyber bullies make threats or spread rumors about the victim.

A bully may even enter a chat room, pretend to be the victim, and post messages that make the victim appear silly or offensive to others....this leaves the victim open to ridicule and may place the victim in danger.

TALK BEFORE YOU TYPE

Cause and Effects

- As a child, a bully may have learned to feel good at the expense of others.
 - A bully may seem extremely confident, but displays of bravado often hide a lack of self-confidence.
- Bullying produces a climate of fear and disrespect at schools.
 - The victims have increased levels of anxiety and depression.
 - They may think about suicide.
 - Most victims suffer in silence, but a few strike back.
- The most effective way to stop bullying is to get bystanders involved.



Ways to Help Stop Bullying

- ▶ Don't make jokes at others' expense or single out a person for exclusion.
- ▶ Don't reward a bully with laughter or other positive attention.
- ▶ Speak up. Silence is seen as approval.
- ▶ Don't believe rumors and don't spread rumors.
- ▶ Reach out to students who seem isolated.

Hazing

Hazing is requiring a person to do degrading, risky, or illegal acts in order to join a group.

Hazing is fairly common in school clubs and athletic teams.

Physical abuse and sexual abuse are part of some initiations.

When Zoe auditioned for the cheerleading squad, she was excited to make the cut. Then she heard disturbing news. There would be a member-led initiation for new members. She was concerned about what might happen, but she didn't tell her parents. She was afraid they would make her quit cheerleading.

Gender and Hazing

- Almost half of all high school students on school teams or clubs report being hazed.
 - Male teens are more likely to report being beaten, being required to steal, or being forced to destroy property.
 - Males also report being tied up and confined to small places.
- Female teens report less physical abuse than do males, although the number of female athletes who report being beaten is surprisingly large
- Females are more likely to report emotional abuse.
 - Put downs, or being required to perform demeaning acts in public

End of
Slide

Preventing Hazing Hazing isn't an issue that students can easily deal with as individuals. Some students are confident and assertive enough to refuse to haze or be hazed. But most feel uncomfortable challenging older students. They also fear being rejected or being called a wimp.

- In most states, hazing is illegal at both high schools and colleges.
 - Schools, organizations, and individuals can be sued.
- School administrators and teachers need to take the lead in the prevention of hazing.
 - Strict rules against hazing must be established and students must be made to understand them.
 - When a student reports an incident, the school should support the student and address the issue quickly and fairly.

Sexual Harassment

- Sexual harassment is any uninvited and unwelcome sexual remark or sexual advance.
 - Some examples of sexual harassment include
 - making comments about a person's body parts
 - unwanted touching
 - spreading rumors about someone's sexual behavior
 - telling crude jokes



- Sometimes sexual harassment is a part of hazing
 - A group may make sexual demands in exchange for admission into the group.



What Schools Must Do

- Sexual harassment in schools is illegal.
- The administration at a school is required by law to respond quickly and forcefully when students complain about sexual harassment.

What You Can Do

- Speak up assertively.
- Use your refusal skills.
- Avoid having to be alone with someone you don't trust.
- Report behavior that you think is sexual harassment.



Hate Violence

After a basketball game at a rival school, 16-year-old Troy was badly beaten by three youths. The violent act seemed to be racially motivated. According to Troy, the youths shouted racial slurs as they repeatedly kicked and punched him.

- **Hate violence** is speech or behavior that is aimed at a person or group based on personal characteristics.
 - Behaviors range from gestures to physical attacks.
 - Hate speech may be spoken or written

- A person might be targeted because of race, ethnicity, gender, religion or sexual orientation.



**IT'S STILL HAPPENING.
IT'S STILL WRONG.**

Bias Motivations

Analysis of the 6,063 single-bias incidents reported in 2016 revealed the following biases:

Race/Ethnicity/Ancestry
57.5%

Religious
21.0%

Sexual orientation
17.7%

Gender identity
2.0%


Disability
1.2%

Gender
0.5%

Hate Crime Statistics, 2016

**End of
Slide**

Prejudice and Intolerance

- Hate violence often stems from prejudice and intolerance.
 - **Prejudice** is negative feelings about a group based on stereotypes.
- 
- A **stereotype** is an exaggerated belief or overgeneralization about an entire group of people.
 - A person who is prejudiced will prejudge people based solely on their connection to a group.
 - He/she fails to see people as individuals; they dehumanize them.
 - Prejudice can lead to intolerance.
 - **Intolerance** is a lack of acceptance of another person's opinions, beliefs, or actions.
 - People who are intolerant are looking for an excuse to attack someone. They'll say things like:
 - "She was asking for it," or "It was him or me," or "I wasn't the only one"



Discrimination

- Frequently, intolerance leads to discrimination.
- **Discrimination** is the unfair treatment of a person or group based on prejudice.
 - People who are discriminated against may be unable to find jobs that fit their talents and education.
 - They often cannot rent an apartment or buy a house in certain areas.
 - They may receive poor service in restaurants or stores.
- Psychologists use the term **microinsults** to describe a series of small but frequent acts of discrimination.
 - A person may be made to feel like an outsider or be treated impolitely. Or a person may have his or her talents underestimated.
 - The anger brought on by microinsults can build over time and may eventually lead to violence.



FIGURE 8 When people have a wide variety of friends, they often are more tolerant of differences.

**Connect to
YOUR LIFE**

Have you ever experienced prejudice? If so, how did you feel?



Reducing Intolerance

The most effective way to deal with violence based on hate is through education.

- Prejudice and intolerance are rooted in the fear of the unknown. Do you agree?
 - When people see behaviors that are unfamiliar, they may think, “That’s strange.” They may even feel threatened and afraid.
 - When people understand unfamiliar behaviors, they are less likely to be fearful.
- When people learn about different cultures and get to know individuals from other groups, they are often more tolerant of differences.

<https://www.youtube.com/watch?v=qoqD2K2RWkc>

Vandalism

Vandalism is intentionally damaging or destroying another person's property.

- Hate is sometimes expressed through acts of vandalism.
 - Not all vandalism are motivated by hate.
 - But those that are, are usually targeting a group and their intention is to humiliate and degrade.
-
- Research shows students who feel a strong positive connection to school are less likely to take part in vandalism of school property. **How can students; how can YOU become more involved in their school?**



Vocabulary

harassment Unwanted remarks or actions that cause a person emotional or physical harm.

bullying The use of threats or physical force to intimidate and control another person.

cyber bullying Bullying that takes place by e-mail, instant messaging, text messaging, or at Web sites.

hazing Requiring a person to do degrading, risky, or illegal acts in order to join a group.

sexual harassment Any uninvited and unwelcome sexual remark or sexual advance.

hate violence Speech or behavior that is aimed at a person or group based on personal characteristics.

Vocabulary

prejudice Negative feelings about a group based on stereotypes.

stereotype An exaggerated belief or overgeneralization about an entire group of people.

intolerance A lack of acceptance of another person's opinions, beliefs, or actions.

discrimination The unfair treatment of a person or group based on prejudice.

vandalism Intentionally damaging or destroying another person's property.

End of
Slide

Quiz

Write the letter of the correct answer in the space provided.

1. _____ unwanted remarks or actions that cause a person emotional or physical harm
2. _____ requiring a person to do degrading, risky, or illegal acts in order to join a group
3. _____ the unfair treatment of a person or group based on prejudice
4. _____ the use of threats or physical force to intimidate and control another person
5. an exaggerated belief or overgeneralization about an entire group of people

- a. bullying
- b. vandalism
- c. harassment
- d. stereotype
- e. hazing
- f. discrimination

Slide 39 of 22

Write the letter of the correct answer in the space provided.

6. _____ Students who use weapons at school often are acting on the rage they feel as victims of
a. hazing. b. harassment. c. poor grades. d. bystanders.
7. _____ The most effective way to stop bullying is to
a. get bystanders involved. b. never tell anyone about it. c. threaten to fight the bully. d. try to be nice to the bully.
8. _____ Which is an example of sexual harassment?
a. having to wear a ridiculous costume in public b. receiving poor service in a restaurant c. making uninvited comments about a person's body d. destroying another person's property
9. _____ Hate violence might be aimed at a person because of race, ethnicity, gender, or
a. income. b. religion. c. intelligence. d. behavior.
10. _____ What is a lack of acceptance of another person's opinions, beliefs, or actions?
a. harassment b. prejudice c. intolerance d. discrimination

Section 7.3

How Fights Start

Objectives

- ▶ **Explain** how anger and a desire for revenge can lead to fights.
- ▶ **Describe** the role that friends and bystanders play in fights.
- ▶ **Explain** the relationship between a need for control and violence.

Warm-Up

Dear Advice Line,

There's a guy at school who whispers "loser" every time he sees me in the hall. I know this guy is a jerk, so I ignore him. My friends think I should insult him back.

WRITING Do you agree with this student's response? Why or why not? What if the insults were shouted, not whispered?

Arguments

- Anger is at the root of most arguments and of many fights.
- About 40% of all homicides stem directly from arguments.

End of
Slide

Anger

- The body reacts to anger the same way it does to stress.
- Physical changes include tensed muscles, and increased heart and breathing rates.
- You can control your overall reaction to anger.
- By choosing not to fight, you do not let the other person control you.

End of
Slide

Hurt Pride and Embarrassment

- It is not surprising that hurt pride and embarrassment lead to fighting.
- When your pride is hurt or you become embarrassed, you may become angry.

Revenge

- The desire for revenge leads to a dangerous cycle of fighting.
- In cases where revenge is the motive for a fight, the fighting can quickly **escalate** or grow more intense.
- Revenge is a common motive in fights between territorial gangs.

End of
Slide



Peer Pressure

It is often more difficult for a person to avoid a fight when friends or bystanders are present.

The Role of Friends

- Friends who urge you to fight are acting as instigators.
- **Instigators** are people who encourage fighting between others while staying out of the fight themselves.

The Role of Bystanders

The people who gather do so hoping to see a fight.

End of
Slide

Control

- One person's desire to have control over another is the main reason for domestic violence and dating violence.
- There are laws that protect women in abusive relationships.
- There are also groups that try to help abusers learn to control their violent behavior.

End of
Slide

Vocabulary

escalate To grow more intense.

instigator A person who encourages fighting between others while staying out of the fight himself or herself.

End of
Slide

QuickTake Quiz



Click to start quiz.

Section 7.4

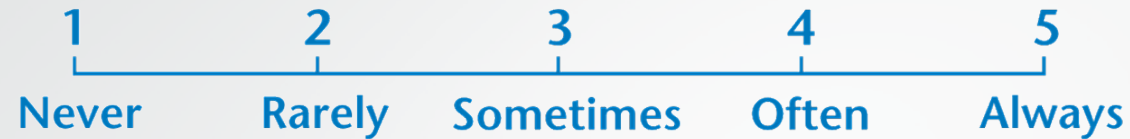
Preventing Fights

Objectives

- ▶ **Describe** two general approaches for resolving conflicts.
- ▶ **Explain** why safety should be a person's first concern in any conflict.
- ▶ **List** how to confront a person wisely.
- ▶ **Identify** ways to help others avoid fighting.

Warm-Up

Quick Quiz For each statement, rate yourself on this scale.



- 1 When I am upset with someone, I talk to the person in private where we cannot be overheard.
- 2 When I am angry, I avoid using insults or name-calling.
- 3 I apologize when I do or say something hurtful.
- 4 I apologize when I do or say something hurtful.
- 5 I avoid spreading rumors.

WRITING The higher your total score, the better your skills as a peacemaker. In which area would you most want to improve? Explain.

[Switch to QuickTake version of the quiz.](#)



Install
QuickTake

Choosing Not to Fight

Once you recognize that a conflict exists, there are two general approaches you can take.

- you can ignore the conflict
- you can confront the person

**End of
Slide**

Ignoring a Conflict

- Some people think that ignoring a conflict is a sign of cowardice.
- It is actually a sign of maturity and self-control.

End of
Slide

Ignore a Situation If...

- ▶ you will probably never see the person again.
- ▶ the person or issue isn't very important to you.
- ▶ the conflict is based on rumors that can be overlooked.
- ▶ the conflict is about something trivial or silly.
- ▶ a person tries to get you in trouble by provoking a fight.

Be Flexible

- Deciding to ignore the conflict could make the other person angrier.
- Be prepared to try a new tactic if ignoring the conflict could make things worse.
- In deciding how to deal with any conflict, your safety should always be your first concern.

**End of
Slide**

Learn to Control Your Anger

- Learning to control your anger is an important skill to master if you want to avoid conflicts.
- If you are not satisfied with the way you now deal with anger, many people can help you.
 - parents
 - teachers
 - coaches
 - school counselors
 - members of the clergy

End of
Slide

Confronting a Person Wisely

To confront a person wisely, you need to

- choose the right time and place
- stay calm
- negotiate a solution

**End of
Slide**

Choose the Time and Place Carefully

- When you need to confront a person, pick a time when you can talk face-to-face.
- It is best to meet in a public area.
- If you suspect the other person is under the influence of drugs, postpone your discussion.

**End of
Slide**

Stay Calm

- People have different techniques for keeping calm under pressure.
- Rehearse the confrontation beforehand.
- Use deep breathing or count to 20.

**End of
Slide**

Negotiate a Solution

- Communication style can affect the outcome.
- **Do the Unexpected** If, instead of being hostile, you are friendly, confident, and caring, the other person may relax his or her guard.
- **Provide a Way Out** Present the other person with compromise solutions that you both can live with.
- **Be Willing to Apologize** Sometimes a sincere apology can be the quickest way to defuse the situation.

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Helping Others to Avoid Fights

You can help prevent fighting through

- mediation
- your role as a bystander
- involving an adult

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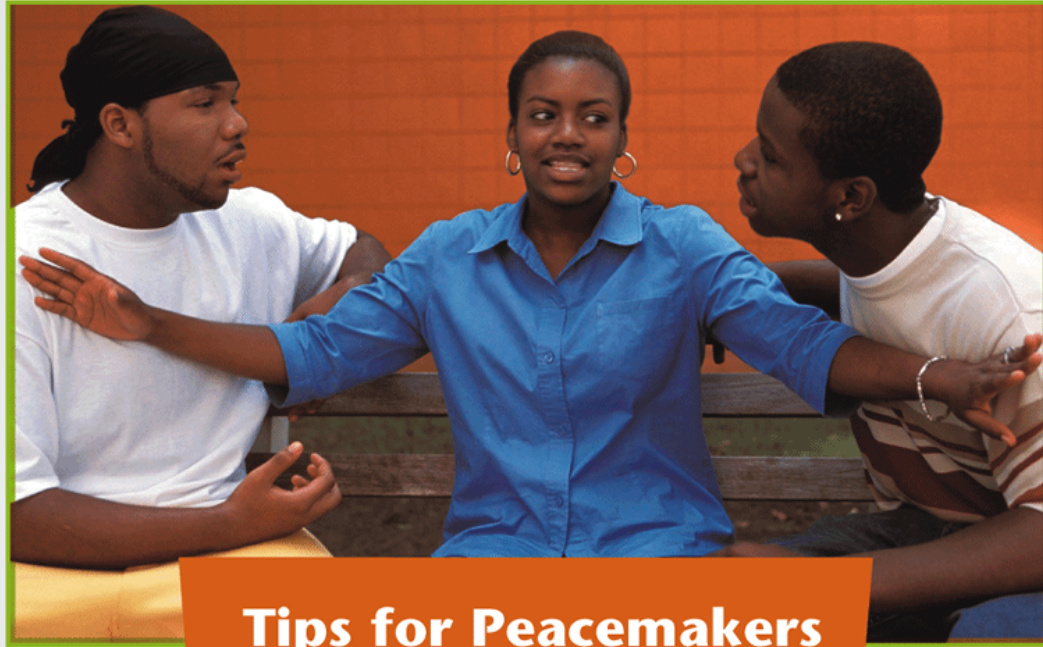
Mediation

A process for resolving conflicts that involves a neutral third party is called **mediation**.

Your Role as a Bystander

- As a bystander, you can use the following strategies to show your disapproval of fighting as a way to resolve conflicts.
 - Ignore those people who make negative remarks about other people.
 - Refuse to spread rumors.
 - Do not relay a threat or insult from one person to another.
 - Stay away from any area where you expect a fight could take place.

**End of
Slide**



Tips for Peacemakers

- Listen to people who are hurt.
- Help to correct unfair situations.
- Praise helps.
- Put-downs don't help.

When to Involve an Adult

- If a friend reveals plans of violence to you, it is important to ask for help.
- It is never easy to break a friend's confidence.
- Nevertheless, it is critical to share your friend's plans for violence with a trusted adult.

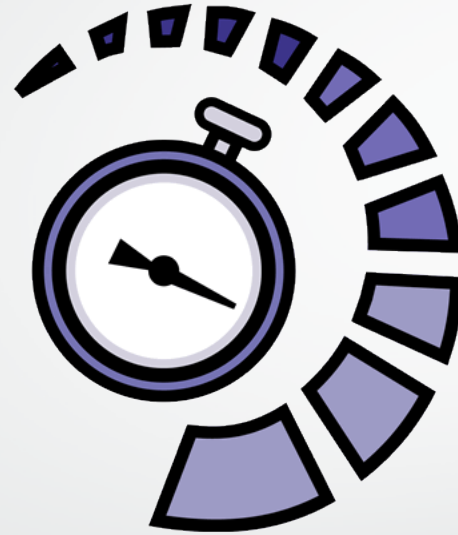
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Slide**

Vocabulary

mediation A process for resolving conflicts that involves a neutral third party.

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Slide

QuickTake Quiz



Click to start quiz.