

# Resolving Conflicts and Preventing Violence



## Chapter Preview

<b>Lesson 1 Understanding Conflict</b> .....	202	<b>Building Health Skills</b> .....	222
<b>Lesson 2 Conflict-Resolution Skills</b> .....	206	<b>TIME health news</b> .....	224
<b>Lesson 3 Preventing Violence</b> .....	211	<b>Chapter Reading Review</b> .....	225
<b>Lesson 4 Getting Help for Abuse</b> .....	217	<b>Chapter Assessment</b> .....	226

### ▲ Working with the Photo

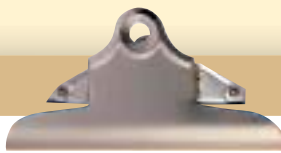
Bullying can happen to any student. **What can you do to prevent bullying at your school?**

# Start-Up Activities

## Before You Read

What do you do to resolve conflicts?

Take the short health survey below. Keep a record of your answers.



## HEALTH INVENTORY

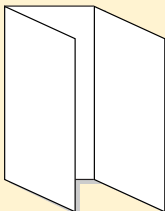
1. During conflict, I take time to calm down.  
(a) always      (b) sometimes      (c) never
2. I try not to judge people by how they look.  
(a) always      (b) sometimes      (c) never
3. I take steps to avoid violent situations.  
(a) always      (b) sometimes      (c) never

## FOLDABLES® Study Organizer

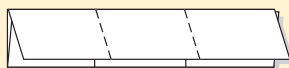
### As You Read

Make this Foldable® to help you organize what you learn in Lesson 1 about the causes of conflict. Begin with a plain sheet of 11" × 17" paper.

- 1 Fold the sheet of paper into thirds along the short axis. This forms three columns.



- 2 Open the paper and refold into thirds along the long axis, then fold in half again lengthwise.



- 3 Unfold and draw lines along the folds.


- 4 Label the chart as shown.

Cause	Escalation	De-escalation
Argument		
Peer Pressure		
Revenge		
Prejudice		
Additional Notes:		

As you read the lesson, fill in the chart with an example of a behavior that might escalate and de-escalate each type of conflict.

**Go Online**

Visit [glencoe.com](http://glencoe.com) and use the eFlashcards to preview Chapter 7 vocabulary terms.

# Lesson 1

## Understanding Conflict

### Guide to Reading

#### Building Vocabulary

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

- conflict (p. 202)
- prejudice (p. 204)

#### Focusing on the Main Ideas

In this lesson, you will be able to

- **explain** the nature of conflict.
- **identify** common causes of conflict.
- **recognize** the signs of conflict.
- **describe** types of conflicts at home and at school.
- **discuss** when to avoid conflict.

#### Reading Strategy

**Organizing Information** As you read this lesson, create an outline that shows the ways that disagreements can lead to conflict.

**FOLDABLES** Study Organizer Use the Foldable® on p. 201 as you read this lesson.

### Quick Write

List all the words that come to mind when you think of the word *conflict*.

### The Nature of Conflict

Two teammates argue about who gets the ball. A brother and sister fight over the use of the computer. These are some common conflicts. A **conflict** is a *disagreement between people with opposing viewpoints, interests, or needs*. Conflicts happen to everyone. They are a normal part of life. They occur even in very close relationships. Resolving conflicts in a healthful way can prevent problems. Think of a conflict you've had recently. Did you handle it well?

Conflict can often be helpful. It can raise issues that need to be worked out. Conflict can be an opportunity for people to see the consequences of their behavior. They may see another side to the issues and use the process to help them create a healthful solution. If a conflict is handled peacefully, it can result in stronger relationships.

Conflict can hurt a relationship and even end in violence. It doesn't have to be this way. There is always a nonviolent solution to a conflict.

### Reading Check

**Define** What is a *conflict*?



Mary Kate Denny/PhotoEdit

## What Causes Conflict?

Conflicts happen for many reasons. They often occur when one person has not met the expectations of another. Unmet needs, limited resources, and differences in values are other sources of conflict.

### Arguments

Everyone has disagreements now and then. Many of them are easily settled. However, if disagreements are not settled, they can get out of hand and become arguments, or even fights. Some reasons teens argue include the following.

- **Property.** Teens may not respect one another's property. They may use others' possessions without asking permission. They may not take care of borrowed items properly.
- **Hurt feelings.** Teens may feel hurt when they are left out of activities. They may be jealous when a friend pays attention to someone else. Gossip, teasing, and insults can cause arguments when someone's feelings are hurt.
- **Territory.** Teens may feel that someone is trespassing on territory that they consider theirs.



▲ Arguments can arise when people have different viewpoints. **What are two issues that may lead to arguments between teens?**



### Peer Pressure

Some conflicts are made worse when peers urge others to fight instead of resolving a conflict peacefully. When peer groups take sides, it makes it harder to find a peaceful solution. No one wins in these kinds of conflicts.

### Revenge

People may want revenge when someone insults them, their family, or another group that they belong to. The problem with revenge, however, is that the other person may decide to get even as well. Soon the situation escalates, and the conflict worsens. This kind of behavior is common where there is gang activity. Unfortunately, revenge can lead to violence or even death.

### Differences in Values


Your classmate Frank wants you to help him cheat on a math test. You don't believe in cheating, so you refuse. Now you and Frank have a conflict. Conflict can result when people have different values, which can be difficult to resolve. Differences based on **culture**, religion, and political views can also lead to conflicts.

#### Academic Vocabulary

**culture** (KUL cher)  
(noun) a group's way of life, including language, religion, values, and customs. *Every Saturday, Reiko and her friends study Japanese culture at the community center.*



### School Counselor

 School counselors help students deal with all kinds of issues, like problems with friends, peers, and family. They also help students select classes and plan for the future. There will always be a need for school counselors because students will always have questions or concerns about school or other challenges. If you want to be a school counselor, you should take courses in sociology and psychology.



**What skills does a school counselor need? Go to Career Corner at [glencoe.com](http://glencoe.com) to find out.**

▼ Body language can be a sign that conflict is about to begin. **How can you tell that this teen doesn't agree with what her family is discussing?**



## Prejudice

**Prejudice**, a negative and unjustly formed opinion, can also cause conflict. Prejudice is often directed against people of a different race, religion, or cultural group. It may also be directed against people who dress or speak differently, live in another town, or are rich or poor. When people refuse to accept others who are different from them, conflict can arise. However, when you show respect for people who are different from you, you develop healthy relationships and can avoid conflict.



**Reading Check** **List** What are five causes of conflict?


## Recognizing Signs of Conflict

The key to resolving conflict is to spot conflict early. The following are signs that show that conflict is about to begin.

- **Disagreement.** All conflict begins with some kind of disagreement. Be aware of any disagreements you have with others, since these can lead to a conflict.
- **Strong emotions.** Strong emotions arising over a disagreement is another sign that a conflict may soon begin. Maybe your friend never asks about your interests, and it makes you feel hurt or angry. Another warning sign is if you become very emotional as soon as you get into a disagreement.
- **Body language and behavior.** When you're in a disagreement, pay attention to your own body language and behavior as well as the other person's. Do you start to cross your arms or tighten your lips? Is the other person starting to ignore you? Is someone starting to raise his or her voice? These are signals that your disagreement has escalated.

## Conflicts at Home and at School

Since teens spend most of their time with family, friends, and people at school, it is not surprising that home and school are where most teen conflicts occur. Teens may have disagreements with their parents or guardians about what each wants and expects. Teens may also have conflicts with siblings about how each person in the family is treated or how resources such as the family computer are shared.



At school, teens may have conflicts with other students, teachers, or school administrators. For example, teens who work together on school projects may feel that others are not doing their share of the work.

## Avoiding Conflicts

Not every conflict is worth the time and effort to resolve. For example, suppose someone cuts in line ahead of you at the movie theater. You might choose to avoid this conflict because it's minor and you'll probably never see that person again.

Avoid getting in the middle of conflicts. Don't speak for someone in the conflict. Let each person speak for herself or himself. If a conflict starts to get worse, however, you can express your disapproval or suggest a positive solution.

It's important to avoid conflict when a situation becomes potentially harmful or unsafe. For example, if a conflict turns into a physical fight, leave the scene right away and get help from a trusted adult.



### Reading Check

**Explain** What are situations in which it is best to avoid a conflict?



Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 1.



## Lesson 1 Review



### After You Read

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

#### What I Learned

1. **Explain** How can conflict be beneficial?
2. **List** What are three signs that a conflict is starting?
3. **Explain** Why do most conflicts for teens happen at home or school?
4. **Vocabulary** Define *prejudice*, and use the term in a sentence that shows its meaning.
5. **Identify** What are two reasons why teens argue?

#### Thinking Critically

6. **Apply** Peer pressure can make conflicts become violent. How can peer pressure also help prevent violence?
7. **Analyze** How can older siblings help younger siblings when they have a conflict with each other?

#### Applying Health Skills

8. **Analyzing Influences** How might movies and television misinform teens about the best ways to solve conflicts? Why do you think this could be so?



## Lesson 2

# Conflict-Resolution Skills

## Guide to Reading

### Building Vocabulary

Write down your own definition for each of the words below. Then compare it to the definition that appears in the lesson.

- negotiation (p. 207)
- compromise (p. 207)
- collaborate (p. 207)
- mediation (p. 208)
- neutrality (p. 208)

### Focusing on the Main Ideas

In this lesson, you will be able to

- **list** the steps in negotiation and mediation.
- **demonstrate** conflict-resolution skills.
- **identify** how conflict can lead to violence.

### Reading Strategy

**Identifying Cause and Effect** As you read this lesson, list four behaviors that might indicate conflict is building toward violence.

## Quick Write

Have you ever had a conflict with a friend that you were able to work out? Write a couple of sentences to describe what you did that made you successful.

## Conflict-Resolution Strategies

Joe thinks that conflict is resolved when one person wins and the other loses. Joe is wrong. In fact, this belief can make conflict worse because one person is likely to feel cheated or angry. It's better to work out a solution in which everyone wins. This is known as a win-win solution. The people involved keep working on the conflict together and don't give up until they've reached an agreement that is acceptable to each person. As they discuss



- ▶ These teens are working through a disagreement. **What is the listening student doing to demonstrate that he is paying attention?**

the conflict, they may come up with solutions that make the situation even better than it was before the conflict. Two specific conflict-resolution strategies that work toward win-win solutions are negotiation and mediation.

## Negotiation

In order to reach a win-win solution, everyone involved in an argument must negotiate. **Negotiation** is the process of talking directly to the other person to resolve a conflict. Two people meet face-to-face and share their feelings, their expectations, what they want, and why they want it in order to reach a solution.

Sometimes, negotiation involves a **compromise**, when both sides in a conflict agree to give up something to reach a solution that will satisfy everyone. Compromise works best in everyday disagreements about common matters like who gets to use the computer first or which movie to see at the theatre.

You should never compromise your values; your sense of right and wrong; or your parents' rules, community laws, and school rules.

Like compromise, collaboration is another element of effective negotiation. When you **collaborate**, or work together, you build a relationship with another person as you work toward a common goal. Both sides have their needs met, but neither side gets exactly what they want. The T.A.L.K. strategy will help you remember the steps of conflict resolution through negotiation.

- Take a time-out before you begin negotiating. Thirty minutes is enough time for everyone to calm down and control their emotions.
- Allow each person to tell his or her side of the story without being interrupted. Neither side should use angry words or gestures.
- Let each person ask questions of the other in a calm and polite way.
- Keep brainstorming until a fair solution is reached.

Negotiation usually works best if you talk to the other person privately. During negotiation, don't touch the other person, point a finger, call the person names, or yell. If you or the other person starts to get angry during negotiation, take a break. If the person

**What Teens THINK**

**What can a teen do if he or she is being bullied?**

I personally have never been bullied, but I have been a bully. It's a horrible thing to do, but I used to not think so. If you are being bullied you should turn to an adult. You may feel that the person would make fun of you, but the person I was bullying did find the courage to tell, and I ended up in loads of trouble and stopped bullying people.

Trey T.  
Blackshear, GA



Go Online

### Topic: Creative Conflict Resolution

Visit [glencoe.com](http://glencoe.com) for Student Web Activities where you can learn about how conflict can be handled effectively, as well as a creative way that teens are teaching conflict-resolution skills.

**Activity:** Using the information provided at the link above, write an outline for a skit about teens who resolve their conflict in a positive way.





threatens to hurt you or has a weapon, stop negotiation immediately, leave, and tell a trusted adult right away.

Also, remember that some issues are *not* open to negotiation. For example, if someone tries to persuade you to engage in bullying or to do something illegal, you do not need to negotiate. Say no, and leave the situation if necessary.

## Mediation

The second conflict-resolution strategy you can use is mediation. **Mediation** is *resolving conflicts by using another person or persons to help reach a solution that is acceptable to both sides*. Mediation is similar to negotiation, except that a mediator is involved. He or she doesn't decide how to resolve the conflict but helps both sides find a solution. Mediators must have **neutrality**, *a promise not to take sides*.

In peer mediation programs, student mediators help other students solve their conflicts. First, the peer mediator determines that both sides agree to mediation. Then the mediator goes over the rules. One common rule is that each person tells his or her side of the story without being interrupted. The mediator restates what each person has said to make sure it is correct. The mediator then tries to identify what the conflict is and asks each person if he or she agrees.



### Reading Check

**Define** What does *neutrality* mean?



- ▶ Negotiation is an important tool in conflict resolution.  
**How are these teens demonstrating that they know about negotiation?**



# Health Skills Activity

## Conflict Resolution

### Settling a Disagreement

Tanisha and Chloe have been friends since elementary school. One Saturday, they agree to meet at the movies. Chloe shows up 30 minutes late. It's the third time in a row that Chloe's been late for something that they were going to do together. Because Tanisha waited, she missed the first part of the movie and is really angry about it. When Chloe arrives, Tanisha shouts, "Chloe, you're never on time! You ruin everything!"

### What Would You Do?

Apply the steps of conflict resolution to Tanisha and Chloe's situation. Write a dialogue that shows them resolving their conflict peacefully.

- Take a time-out of at least 30 minutes.
- Allow each person to tell his or her side uninterrupted.
- Let each person ask questions.
- Keep brainstorming to find a good solution.

The mediator looks for things that both people want. Maybe the students would like to remain friends. The mediator then asks each side to offer possible solutions. Once some solutions have been offered, each side comments on what might work. If an agreement is reached, the students in conflict write down what was agreed upon and both sign the document.

## When Conflicts Get Out of Hand

The best time to resolve a conflict is in the early stages. If a disagreement is not managed well, it can escalate. Some conflicts that begin with a minor disagreement even become violent. **Figure 7.1** on page 210 lists some warning signs that a conflict might soon turn violent. Often, these warning signs appear because the teens in the conflict are getting angry and don't understand how to manage their emotions. By noticing these signs, you may be able to stop a conflict from escalating into violence.



### Reading Check

**Give Examples** What are two warning signs that a conflict may become violent?



▼ FIGURE 7.1

## NINE WARNING SIGNS OF BUILDING CONFLICT

Each of these signs is a clue that a conflict might be building toward violence. **What are some positive actions you could take if you see one of these signs?**



**Go Online**

Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 2.

## Lesson 2 Review

### After You Read

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

### What I Learned

1. **Explain** What is the difference between compromise and collaborate?
2. **Describe** What are the steps in the process of conflict resolution through negotiation?
3. **Vocabulary** Define *mediation*.
4. **Describe** Name four warning signs that conflict might be building toward violence.

### Thinking Critically

5. **Analyze** What are some positive communication strategies for resolving conflict among teens at school?

6. **Synthesize** What might be the benefit of using a peer mediator rather than an adult mediator?

### Applying Health Skills

7. **Conflict Resolution** Parker borrowed Ben's soccer shoes. When Parker returned them, they were dirty and a lace was broken. Ben wants Parker to clean the shoes and replace the lace, but Parker says that the shoes were dirty when he borrowed them. Use the T.A.L.K. strategy to help Ben and Parker resolve their conflict in a positive way.

## Lesson 3

## Preventing Violence

## Guide to Reading

**Building Vocabulary**

After reading this lesson, write a paragraph using each vocabulary word.

- assault (p. 211)
- rape (p. 211)
- homicide (p. 211)
- gang (p. 212)
- bullying (p. 213)
- dating violence (p. 214)
- youth court (p. 215)

**Focusing on the Main Ideas**

In this lesson, you will be able to

- **identify** causes of violence.
- **describe** what gangs are.
- **define** bullying.
- **analyze** dating violence.
- **develop** skills to protect against violence.

**Reading Strategy**

**Predicting** Look over the major and minor headings in this lesson. Then write a brief paragraph describing the types of information that you think will be covered in this lesson.

**Quick Write**

What steps do you take to keep yourself safe? Write a short paragraph about these strategies.

**Violence in Society**

The news is filled with stories of violence. Many movies, videos, and computer games show violence. Violence is a major health problem in the United States.

The most common violent crime is **assault**, *an attack on another person in order to hurt him or her*. The attacker usually uses a weapon. The second most common crime is robbery, which is taking another person's property by force or the threat of force. **Rape** is *forced sexual intercourse*. **Homicide**, *a violent crime that results in the death of another person*, is the least common violent crime. This crime is also called murder.

Some teens use violence to get respect from their peers or demonstrate independence from adults. Some use it when they have too few choices and feel controlled by others. It is common for teens who have seen violence in their homes to use violence.

**Factors That Contribute to Violence**

People who commit violent acts may not have learned to deal with feelings such as anger in healthful ways. Other causes of violence include prejudice, the availability of weapons, peer pressure, and alcohol and other drugs.



## ACTIVITY

### MediaWatch

#### TV Violence

Many TV programs and movies show violence. Some experts say that this sends the message that violence is acceptable.

**Keep a TV log for a week. Figure out how many of the shows you watch show violent acts. Report your findings to the class.**

Prejudice is a negative and unjustly formed opinion of a particular group. It can lead to hate crimes. A hate crime is an illegal act committed against someone just because he or she is a member of a particular group. If people have easy access to weapons, including guns, they may be more likely to turn to violence.

Peer pressure can also lead to violence. Some teens get involved in violence because they want to be part of a group. Pressure from the group can cause teens to go against their values and do things they really don't want to do. The use of alcohol and other drugs can also lead to violence. In fact, almost half of all violent crimes are committed by people under the influence of alcohol or drugs.

Many teens who engage in violence have similar risk factors. These risk factors include:

- Engaging in risky behaviors
- Having parents who are violent
- Committing crimes when they were younger
- Seeing violence as an acceptable way to behave

Note, though, that many teens who have these risk factors are *not* violent. If teens are aware of these risk factors, it may help them to avoid conflict and violence.



#### Reading Check

**List** What are four causes of violence?



▼ These teens are demonstrating a positive response to gang activity. **What are some other ways the community can respond to gangs?**

## Gangs

A **gang** is a group of young people who come together to take part in illegal activities. Every day, gangs are responsible for people being hurt and even dying. Why do teens join gangs? Joining a gang may give teens a sense of being a part of something. It may make them feel more adult. Some teens think that joining a

gang boosts their self-esteem. Other teens join gangs because they think the gang will protect them. Some join because a family member or friend joined a gang.

Here are some tips to keep you safe from gang violence:

- Don't join gangs or hang out with gang members.
- Don't wear gang-related colors or clothing.
- If gang members threaten you, stay calm and try not to show fear. Walk away calmly. Get help from police, school officials, or other trusted adults.





## Bullying

Have you ever been the victim of bullying? As a bystander, have you ever seen a bully pick on someone? **Bullying** is a type of violence in which one person uses threats, taunts, or violence to intimidate another again and again. There are different forms of bullying:

- **Physical bullying:** hitting, kicking, spitting, pushing, or taking personal belongings
- **Verbal bullying:** teasing, name-calling, or making threats
- **Psychological bullying:** spreading rumors, **isolating** a person, or threatening to use force

People who are bullied can be hurt physically and emotionally. These effects can be short-term or long-term. Help prevent bullying by treating others the way you want to be treated. As a bystander, if you see bullying, tell a trusted adult about it. **Figure 7.2** shows some ways you can respond to bullying situations.



### Reading Check

**Identify** How can you respond to bullying as a bystander?

### Academic Vocabulary

**isolating** (EYE suh leyt ing) (verb) to separate, or to be alone. *Isolating Michelle because she didn't have the same shoes as everyone else is an example of psychological bullying.*

▼ **FIGURE 7.2**

## HOW TO RESPOND TO BULLYING

Putting these tips to use can reduce your chances of being bullied. **How can these Do's and Don'ts help you avoid being bullied?**

### Do's

- Do keep control of yourself.
- Do stay calm and speak softly.
- Do walk away if necessary.
- Do apologize if necessary.
- Do try to turn the other person's attention somewhere else.
- Do use your sense of humor.
- Do give the other person a way out.
- Do try to understand how the other person thinks or feels.
- Do tell an adult.

### Don'ts

- Don't let your emotions get the better of you.
- Don't let the other person force you into a fight.
- Don't try to get even.
- Don't tease.
- Don't be hostile, rude, or sarcastic.
- Don't threaten or insult the person.





DEVELOPING

Good Character

### Citizenship

Good citizenship includes helping to keep your school safe. If you know of violent activities at school, or of a violent act that is going to take place there, tell school authorities right away. Find out if your school has a hotline or a special way to report rumors of violent activities. If it doesn't, think about how you can report a potentially dangerous situation and still feel safe yourself. **Write your ideas in a brief paragraph.**



## Dating Violence

Many people begin to date in their teens. Healthy dating relationships are built on respect. Avoid dating relationships that are not built on respect. *When a person uses violence in a dating relationship to control his or her partner, this is known as **dating violence**.* This violence can be physical, emotional, or psychological.

Why does dating violence occur? Many teens who use violence in dating have most likely learned this behavior. They may have seen violence in their own homes or been victims of abuse. They may have learned it from movies, music videos, video games, or other people. Teens who are just learning to date aren't always sure how to have a healthy dating relationship.

Warning signs of dating violence include feeling scared or threatened by a date, discovering that a date has a history of violence or alcohol or drug abuse, feeling bullied or put down in front of others, and learning that a date wants to control all the decisions in the relationship. If a dating relationship feels uncomfortable or has become violent, teen victims should tell a parent or other trusted adult right away.



Reading Check

**Define** What is *dating violence*?

## Protect Yourself from Violence

There are many effective techniques for avoiding threatening situations that could lead to violence. **Figure 7.3** lists some ways to stay safe at home and away from home.

## Reducing Violence at School

Schools use a variety of methods to help keep students safe. Some schools use dress codes or uniforms. Since all students are wearing similar clothes, it is harder to tell each student's economic situation. This can help make students feel "equal," and as a result, there may be less violence. Also, dress codes or uniforms make it harder for gang members to use clothing to show what gang they're in.

Some schools use security systems. Metal detectors, security cameras, and security guards help keep weapons out of schools. Sometimes student lockers may be searched.

◀ After-school programs are safe places where you can spend time with your friends. **What programs are available in your area?**



▼ FIGURE 7.3

## BEING SAFE ON THE STREET AND AT HOME

On the street or at home, there are ways you can protect yourself from becoming a victim of violence. **What other precautions could you take to stay safe?**



- Let your parents know where you are, your route home, and when to expect you.
- Don't walk by yourself, if possible. After dark, walk in well-lit areas. Don't walk in dark alleyways.
- If you think someone is following you, go into a public place, such as a store or a well-lit area where there are other people.
- When you are about to arrive home, have your keys out so you don't have to hunt for them.
- Don't accept rides from strangers, and don't hitchhike.

- When you're home, keep your doors and windows locked. Only open the door for someone you know, or not at all if your parents tell you not to answer the door.
- When you answer the phone or use the Internet, don't give out any personal information. Don't say that you are home alone.



Trained dogs are sometimes used to sniff out drugs and weapons. Schools may also have school resource officers assigned to them. They get to know students and help prevent problems.

Many schools educate students in conflict resolution. They also use peer mediation and youth court programs. In peer mediation, teens help other teens work through their conflicts. **Youth court** is a special school program where teens decide punishments for other teens for bullying and other problem behaviors.

Peers can influence other peers to make healthful choices. Students themselves sometimes start programs to reduce violence. Students Against Violence Everywhere (S.A.V.E.) is a program that teaches about alternatives to violence. The students put their ideas into action at school and in their community.





## Reducing Violence in Communities

Community resources can play an important part in making neighborhoods safer. Some communities have created academic, recreational, or cultural after-school programs for teens. These programs can help teens feel safe and use their free time productively. Other communities have improved the lighting in parks and playgrounds. Brighter lights can discourage crime by making it more difficult to commit crimes without being seen. Members of a community may start a Neighborhood Watch Program, in which they learn to look for signs of trouble in the neighborhood. Communities may also put police officers on foot, bicycle, or horseback patrols.

**Go Online**

Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 3.



**Reading Check**

**Identify** What are four ways that communities can reduce violence?



## Lesson 3 Review



**After You Read**

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

### What I Learned

1. **List** What are four common violent crimes?
2. **Vocabulary** Define *gang*.
3. **Identify** What can you do to stay safe from gang violence?
4. **Explain** How can you help prevent bullying?
5. **Describe** What strategies should you use to keep yourself safe if you are walking home and you think you are being followed?

### Thinking Critically

6. **Analyze** Maria and George are dating. Maria wants George to spend all his time with her and not to talk to other girls. Is this a sign of a healthy relationship?

7. **Apply** Imagine that you are home alone and two people you don't know come to the door. They tell you that their car broke down and ask if they can come in and use your phone. What should you do to avoid possible risks to your safety?

### Applying Health Skills

8. **Goal Setting** Select one way you could help reduce bullying in your school. Use the goal-setting steps to make a plan to take part in this activity. See pages 44 and 45 in Chapter 2 to review the steps. Show your plan to your teacher. Follow your plan for a week, and write a paragraph about the experience.

## Lesson 4

## Getting Help for Abuse

## Guide to Reading

**Building Vocabulary**

After you read this lesson, write one sentence for each vocabulary word below.

- abuse (p. 217)
- battery (p. 217)
- neglect (p. 217)
- sexual abuse (p. 218)

**Focusing on the Main Ideas**

In this lesson, you will be able to

- **define** abuse.
- **explain** how abuse is never the fault of the victim.
- **list** warning signs of abuse.
- **identify** sources of help for abuse.

**Reading Strategy**

**Identifying Main Ideas** Use the major and minor headings of this lesson to create an outline. As you read the lesson, write down the main points covered under each heading.

**Quick Write**

Think about adults whom you trust. Write one or two sentences that describe what makes them trustworthy.

**What Is Abuse?**

**Abuse** is the physical, emotional, or mental mistreatment of another person. Anyone can be a victim of abuse, and abuse is never the victim's fault. All abuse is wrong and is a serious crime. Professionals such as physicians, nurses, teachers, and school counselors are required by law to report suspected cases of abuse.

**The Four Major Types of Abuse**

There are four major types of abuse: physical, emotional, neglect, and sexual. Physical abuse causes serious injury and harm to a person's body. The most common form of physical abuse is **battery**, the beating, hitting, or kicking of another person.

Emotional abuse is repeated communication that makes another person feel worthless. The abuser sends this message through words or acts. Insults, harsh criticism, repeated threats, and teasing are all forms of emotional abuse. People who have been emotionally abused often feel helpless and bad about themselves. **Neglect** is the failure to provide for the basic physical and emotional needs of a dependent. Children need food, shelter, medical care, education, and supervision. Neglecting someone can be part of emotional abuse. If caregivers don't provide support for the people who depend on them, they may be guilty of neglect.



**Sexual abuse** is sexual contact that is forced upon another person. This contact may be touching, kissing, or sexual intercourse. Forcing a child to view or be photographed for sexual materials is also sexual abuse. The abuser is often someone whom the victim knows and trusts, such as a family member. People who have been sexually abused often feel responsible. Remember, however, that sexual abuse is *always* the abuser's fault. Talking to a trustworthy adult is the best way to stop sexual abuse and get help.

## Warning Signs of Abuse

How can you tell if a person you know is being abused? A person who is being abused may have bruises or burns that he or she can't explain. The person may lose interest in school, and his or her grades may start to slip. Sometimes an abused person may have an uncared-for appearance. A person who had been outgoing and happy may now show extreme shyness, sadness, or fear. A victim of abuse may become unable to communicate or show aggressive behavior toward others. Abuse is very common.

**Figure 7.4** shows **statistics** about abuse.

### Academic Vocabulary

**statistics** (stuh TIS tiks) (noun) information that is collected and analyzed for a purpose. *Vincent researched tobacco statistics so he could share with his friends just how dangerous smoking is.*



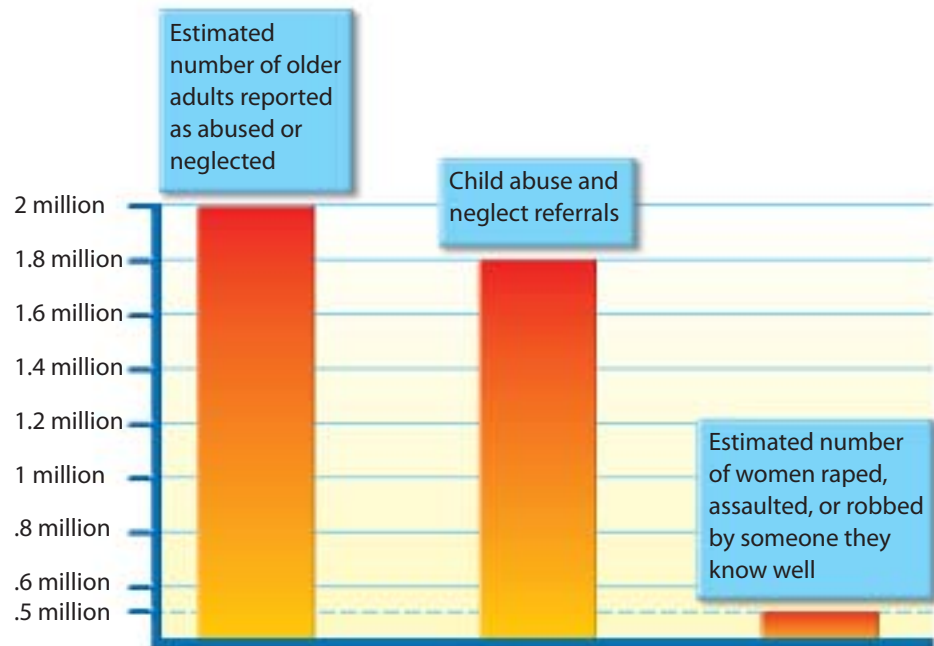
### Reading Check

**List** What are some warning signs of abuse?

**FIGURE 7.4**

## ABUSE CAN HAPPEN TO ANYONE

Abuse can happen to people of all ages. **Why do you think abuse is so high for people over age 65?**



Sources: National Research Council on Elder Abuse, U.S. Department of Justice, U.S. Department of Health and Human Services.



▼ FIGURE 7.5

## FACTORS THAT MAY INCREASE THE RISK OF ABUSE

This chart presents some factors that can contribute to the risk of a person becoming abusive. **How can identifying and working to improve these situations help prevent abuse?**



### Risk Factors for Abuse

All families have problems sometimes. Good communication skills can help families solve problems in healthful ways. When families don't know how to handle their problems in healthful ways, there is greater risk of abuse. Other factors may also increase the risk of abusive behavior. Some of these factors are listed in **Figure 7.5**.



**Reading Check**

**Explain** What skill can healthy families use to solve many of their problems?

### Effects of Abuse

Gregory was abused when he was younger, and it caused him serious problems. His physical problems from the abuse needed medical attention. He soon ran away to try to escape the abuse. Sadly, he turned to crime to support himself and quickly became the victim of crime. Like many people who are abused, he experienced low self-esteem, high levels of stress, and emotional problems. If Gregory does not deal with these feelings, he may find himself in unhealthy relationships.



## Why Victims Stay Silent

Unfortunately, many victims of abuse don't tell anyone about it, which stops them from getting the help they need. There are several reasons that victims of abuse stay silent. Some victims may think that no one will believe them. Other victims, especially children, sometimes think that if they report abuse, people will think they are lying or exaggerating. Victims of abuse may feel that it's a private matter. Victims also may mistakenly believe they deserve the abuse or that something they did caused the abuse.

Males may believe that they cannot or should not be abuse victims because they should be able to protect themselves. Abusers, however, usually have an advantage over their victims. Sometimes the abuser is stronger or older. Often, the abuser is in a position of power and trust.

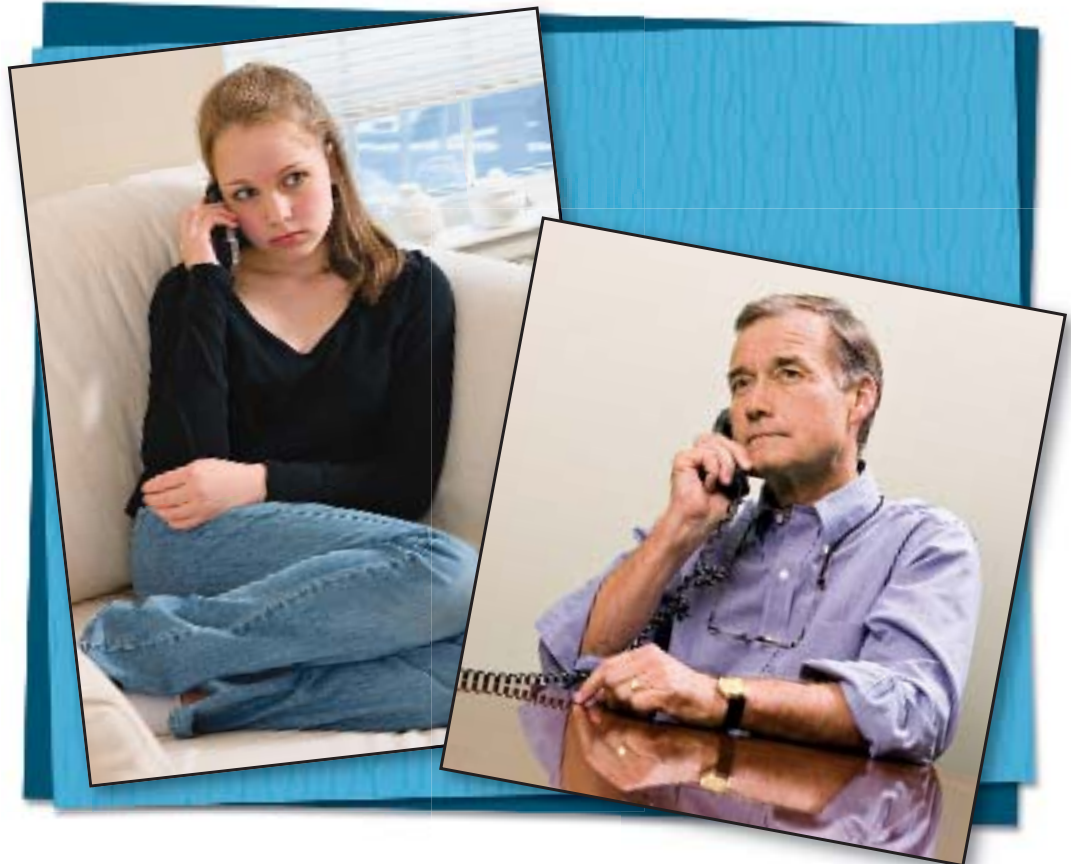
Victims may be afraid to report abuse because they're worried that their abusers will seek revenge. Abusers often create this fear. They try to convince victims that the victim or the victim's family will be punished if he or she tells.



### Reading Check

**Give Examples** What are two reasons that victims of abuse don't tell anyone?

- ▶ A crisis hotline can put abuse victims in touch with organizations that can help. **What is important to remember about the information someone may give to a crisis hotline?**



## Finding Help for Abuse

An abused person should tell a parent or guardian or another trusted adult, such as a family friend, religious advisor, teacher, or school counselor. The victim should keep telling people until someone helps. He or she can also call a hotline for abuse victims. These crisis hotline numbers can be found in the phone book. A person who is trained to help victims of abuse will talk over the issues and offer helpful advice. Calls to abuse hotlines are anonymous. That means that the person who answers the call does not know who is calling.

Abusers, too, can get help, but they must take responsibility for their behavior. They can take special classes that teach them how to avoid using violence and how to handle conflict peacefully. They can also take classes to help them learn more solid parenting skills.



### Reading Check

**List** Name three sources of help for victims of abuse.



Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 4.

## Lesson 4 Review



### After You Read

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

### What I Learned

1. **Vocabulary** Define *abuse*.
2. **Describe** Name and describe the four major types of abuse.
3. **Give Examples** What are three warning signs of abuse?
4. **Identify** What are three factors that may increase the risk of abuse?

### Thinking Critically

5. **Apply** Why do you think crisis hotlines assure callers that calls will be kept anonymous?

6. **Analyze** Are abusers always older than their victims? Explain your answer.

### Applying Health Skills

7. **Communication Skills** Suppose you had a friend who was being abused. Write a dialogue in which you talk to your friend about getting help. How could you influence your friend to make a healthful choice? Include what your friend might say in response.



# Building Health Skills

Accessing Information  
Practicing Healthful Behaviors  
Stress Management  
Analyzing Influences  
Communication Skills  
Refusal Skills

## Conflict Resolution

Decision Making  
Goal Setting  
Advocacy

## What Is Conflict Resolution?

Conflict resolution is a strategy to help people work through a disagreement. If you have a conflict with someone, use the T.A.L.K. strategy to help you resolve your issue in a fair and peaceful way.

- Take a time-out before you begin negotiating. Thirty minutes is enough time for everyone to calm down and control their emotions.
- Allow each person to tell his or her side of the story without being interrupted. Neither side should use angry words or gestures.
- Let each person ask questions of the other in a calm and polite way.
- Keep brainstorming until a fair solution is reached.

## Mediating a Conflict

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

### 1 Model

*Read how Tara and Brandi use conflict-resolution skills to resolve their conflict.*

Brandi and Tara had a conflict about a project they were working on in class. After class, Brandi called Tara “dumb and lazy” because she felt that Tara wasn’t doing her share of the work. Then Tara started yelling at Brandi. Their teacher sent both students to the school counselor’s office. The counselor encouraged the two teens to use the T.A.L.K. strategy to resolve their conflict.

First, they took half an hour to calm down and collect their thoughts. Brandi explained that Tara had not finished her part of the project. Tara said she felt angry that Brandi called her names. Both asked questions to make sure they understood the other’s point of view. Then they brainstormed solutions. Finally, they reached a compromise. Brandi would apologize for insulting Tara, and Tara would complete the tasks that she had been assigned to do.



## 2 Practice

*Use conflict-resolution skills to help LeeAnne and David resolve their conflict.*

LeeAnne and her brother, David, are doing their weekly chores one Saturday. They begin arguing about who should wash the dishes and who should vacuum the living room. David feels he always has to do the vacuuming because LeeAnne prefers washing the dishes. Write a dialogue between the two siblings in which they use the T.A.L.K. strategy to resolve their conflict. Share your dialogue with your classmates. Explain how you used compromise or collaboration in your dialogue.



## 3 Apply

*Use what you have learned about conflict resolution to complete the activity below.*

With a partner, brainstorm a list of common conflicts that two teens might be involved in. Choose one of these situations, and write a script showing how the characters use the T.A.L.K. strategy to resolve their conflict in a healthy way. Perform your skit for the class. After you have performed your skit, ask the class to point out each of the T.A.L.K. steps in your skit and explain how you showed compromise or collaboration.

### Self-Check

- Did we choose a situation that would be a common conflict for teens?
- Does our script show how to use the T.A.L.K. strategy to resolve their conflict in a healthy way?
- Did we show compromise or collaboration in our skit?



# Getting an Early Start on **PEACE**

**Some summer programs offer young people a chance to work toward international harmony.**

**S**ometimes it can be hard for two people to resolve conflicts or misunderstandings between themselves. It can be even more difficult when citizens of two countries can't get along. Troubles between nations are a huge obstacle to achieving world peace. Some programs are now offering teens a way to promote peace and understanding between nations.

Seeds of Peace, started in 1993, holds a series of two-week peace camps each summer in Maine. American campers, ages 14 to 17, join with teens from such places as the Middle East, India, Pakistan, Greece, and Turkey to play sports together. The campers also spend time in sessions in which they learn how to listen to one another with respect and compassion. Says teen Liz Carlin, who attended Seeds, "Now I try to get as many perspectives as possible about current events."

## **NO MORE VIOLENCE**

Global Children's Organization (G.C.O.) has sponsored similar camps in three regions of the world. The organization has brought together children who have suffered from violence in Bosnia, Croatia, and Serbia. Children caught in the conflicts of Ireland and Northern Ireland have also participated in G.C.O.'s camps. In Los Angeles, G.C.O.'s camps have helped refugee children from Iran, Afghanistan, and elsewhere, as well as neighborhoods affected by gang-related violence. "We teach children that conflict is inevitable, but violence isn't," says Judith Jenya, who founded G.C.O.



Kids learn to trust and respect one another during group activities at Seeds of Peace.

Teens who want a longer experience interacting with young people from other nations can go to the United World College (U.W.C.), which has 10 campuses around the globe. At the U.S. branch in New Mexico, 200 students ages 16 to 18 work toward a two-year diploma. In addition to academics, there are classes in nonviolent conflict resolution. The object, says Philip Geier, president of U.W.C.'s American campus, is "to create a global network of future decision makers." At the school, Israeli students joined Palestinian classmates in a presentation on the history of conflict in their homelands. "We...agreed on some topics and decided we would never agree on others," says Gadi Maayan, 17. Now, however, Maayan better understands other viewpoints.

Such encounters can be life changing for American teens, too. "I can no longer make stereotypical judgments about anyone," says Matt Farwell, a U.W.C. graduate. "I feel responsible for sharing what I learned with as many people as I can."



Visit [glencoe.com](http://glencoe.com) to download quizzes and eFlashcards for Chapter 7.

### FOLDABLES® Study Organizer

**Foldables® and Other Study Aids** Take out the Foldable® that you created for Lesson 1 and any graphic organizers that you created for Lessons 1–4. Find a partner and quiz each other using these study aids.

### Lesson 1 Understanding Conflict

**Main Idea** It is important to know how to recognize conflicts and where they are most likely to happen.

- Conflict can often be helpful. It can raise issues that need to be worked out, help people to see the consequences of their behaviors, and help build stronger relationships.
- Causes of conflict include arguments, peer pressure, revenge, differences in values, and prejudice.
- The early warning signs of conflict are disagreement, strong emotions, and certain body language and behavior.

### Lesson 2 Conflict-Resolution Skills

**Main Idea** There are several different ways to resolve conflicts.

- Negotiation is the process of talking directly to the other person to resolve a conflict.
- Compromise occurs when people in a conflict agree to give up something to reach a solution that will satisfy everyone.
- You can use the T.A.L.K. strategy to remember the process of negotiation.
- A mediator helps people in a conflict find a solution.

### Lesson 3 Preventing Violence

**Main Idea** There are many ways to protect yourself from violence.

- Assault, robbery, rape, and homicide are common violent crimes.
- Teens are violent for many reasons, including wanting to be independent, to rebel, or because they have experienced or witnessed violence at home.
- You can help prevent bullying by refusing to take part in it, respecting yourself, treating others with respect, and walking away from fights.
- Dating violence occurs when a person uses violence to control his or her partner.

### Lesson 4 Getting Help for Abuse

**Main Idea** There are many resources to help victims of abuse.

- Abuse is the physical, emotional, or mental mistreatment of another person.
- The four major types of abuse are physical abuse, emotional abuse, neglect, and sexual abuse.
- Abuse has serious short- and long-term consequences and is never the fault of the victim.
- Warning signs of abuse include unexplained bruises or burns, extreme shyness, sadness, or fear.
- Victims of abuse can get help from several sources, including parents, teachers, and school counselors.

## After You Read

**HEALTH INVENTORY**

Now that you have read the chapter, look back at your answers to the Health Inventory on the chapter opener. Is there anything that you should do differently?

## Reviewing Vocabulary and Main Ideas

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

- neutrality
- collaborate
- mediation
- prejudice
- compromise
- conflict

### Lesson 1 Understanding Conflict

1. \_\_\_\_\_ is a disagreement between people with opposing viewpoints, interests, or needs.
2. \_\_\_\_\_ is a negative or unjustly formed opinion.

### Lesson 2 Conflict-Resolution Skills

3. \_\_\_\_\_ involves resolving conflicts by using another person or persons to help reach a solution that is acceptable to both sides.
4. To be successful, a mediator must have \_\_\_\_\_, which means a promise not to take sides.
5. A \_\_\_\_\_ is when both sides in a conflict agree to give up something to reach a solution that will satisfy everyone.
6. When you work together, you \_\_\_\_\_.

### Lesson 3 Preventing Violence

On a sheet of paper, write the numbers 7–9. Write **True** or **False** for each statement below. If the statement is false, change the underlined word or phrase to make it true.

7. Assault is a violent crime that results in the death of another person.
8. If gang members threaten you, fight back.
9. Bullying cannot be verbal.

### Lesson 4 Getting Help for Abuse

On a sheet of paper, write the numbers 10–12. After each number, write the letter of the answer that best completes each statement.

10. Battery is a kind of
  - a. emotional abuse.
  - b. physical abuse.
  - c. neglect.
  - d. sexual abuse.
11. One risk factor for abuse is
  - a. being abused as a child.
  - b. knowing how to resolve conflicts peacefully.
  - c. having emotional maturity.
  - d. being able to handle daily stress.
12. A person who is being abused should *not*
  - a. keep silent about the abuse.
  - b. call a crisis hotline.
  - c. tell a trusted adult.
  - d. talk to a school counselor.



## Thinking Critically

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

13. **Analyze** How can being good at conflict resolution have positive benefits in your life?
14. **Compare and Contrast** How are negotiation and mediation similar? How are they different?

## Write About It

15. **Descriptive Writing** Write a speech on positive communication strategies.

## ACTIVITY

### Applying Technology

#### Curing Conflicts

Using Garageband™ or Audacity®, you and a partner will write and record a 3–5 minute podcast dialogue, discussing conflict-resolution skills.

- Write a dialogue about two teens who need to resolve a conflict. Use the T.A.L.K. strategy to resolve their conflict.
- Open a new podcast project with two audio tracks; one for each of you to record your portion of the dialogue.
- Share your podcast using iTunes® or Windows Media®.

## Standardized Test Practice

### Reading

Read the passage and then answer the questions.

In the United States, it's illegal for any Web site to ask people under the age of 13 for personal information without parental permission. This law is for the safety of children. If you are 13 or older, make sure that you check out the Web site's privacy policy. Find out what they do with the personal information that they collect. Who is really asking for this information? Do you know who is receiving this information? Do they sell this information to other organizations? Will you start getting lots of junk mail?

1. What is the main purpose of the law described in the above passage?
  - A. to prevent viruses from infecting computers
  - B. to strengthen parental rights
  - C. to protect young people by not allowing them to give out personal information without permission
  - D. to track how many users are on any Web site
2. What would a Web site's privacy policy tell you?
  - A. what they do with the information that they collect
  - B. how to scan your computer for viruses
  - C. how to block junk mail
  - D. how to complain when someone sends you lots of junk mail
3. *Privacy policy* in this passage means
  - A. a law passed by the U.S. government.
  - B. how your family handles requests for information.
  - C. the way that you would like to be treated.
  - D. how the sponsor of a Web site handles issues on privacy.