

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

Go Online
PHSchool.com



Discovery
EDUCATION

TEENS *Talk*

CLASSROOM VIDEO #7

Bully-Proof

Preview Activity

What Do You Think About People Who Are Bullies?

Complete this activity before you watch the video.

1. Think about people you know who are bullies. Make a list of 5–10 words that describe a typical bully. For example, do you think a typical bully is strong or weak?
2. Do you think that bullying is a choice? If so, why would someone choose to be a bully? **WRITING**

Section 1

What Is Violence?

Objectives

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

Vocabulary

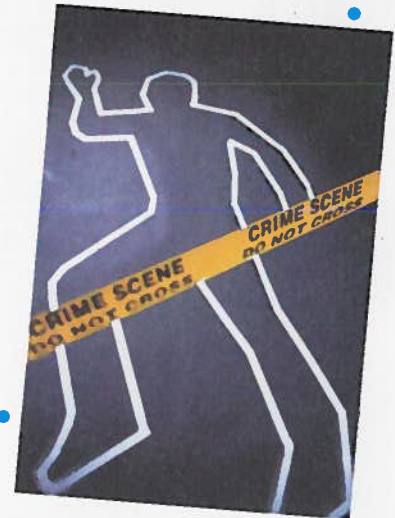
- violence
- homicide
- victim
- assailant
- territorial gang

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?



Violence and Health

What does the word *violence* mean to you? **Violence** is the threat of or actual use of physical force against oneself or another person. Violence often results in injury or death. Homicide is a type of violence that gets a lot of attention from the media. **Homicide** (HAHM ih syd) is the intentional killing of one person by another. It is the second leading cause of death for people age 15 to 24. Other examples of violence are suicide and rape. So is threatening to harm another person.

Violence is a huge problem in the United States. Consider this data from one recent year.

- ▶ There were 16,750 deaths by homicide—one every 31 minutes.
- ▶ There were 32,367 deaths by suicide—one every 16 minutes.
- ▶ There were 93,347 reported rapes of women—one every 5.5 minutes.

Figure 1 compares the homicide rates for selected countries.

Violence is of major concern to health professionals. Doctors and nurses treat people who are injured by violence. Mental health counselors deal with the emotional harm. People who work in the area of public health look for ways to reduce the level of violence. These health professionals are aware of the costs of violence. **With violence, there are costs to the victim, costs to the assailant, and costs to society as a whole.**

Costs to the Victim The **victim** is the person who is attacked. Death is the most serious outcome of a violent act, but it is not the only possible result. Victims who survive may suffer serious permanent injuries. Injuries to the head can lead to the loss of brain function. Other injuries can cause a permanent loss of feeling and movement in some part of the body. But even when injuries are less serious, they still may cause pain, require medical treatment, take time to heal, and leave scars.

There may also be emotional scars. Victims often experience anger, fear, and depression. It is also common for victims to replay the event over and over in their minds. This may make it difficult for them to focus on the future instead of the past. Family members and friends have to deal with feelings of loss or the burden of caring for an injured person.

Costs to the Assailant Another person who pays a price for violence is the assailant. An **assailant** (uh SAY lunt) is a person who attacks another person. The assailant may be seriously injured in a fight. The assailant may feel guilt or shame, and live in fear of an act of revenge.

The assailant also may face criminal charges, court costs, lawyer's fees, and possible jail time. Having a criminal record can seriously affect a person for the rest of his or her life. For example, it can limit a person's chances of finding a job or prevent a person from voting in some states.

Costs to Society There are financial costs associated with violence. It costs the healthcare system about 6 billion dollars a year to treat injuries that result from violence. Taxpayers also must pay for law enforcement, courts, and prisons. If schools spend money for metal detectors or guards, there may not be money left in the budget to pay for music, art, or sports.

There are emotional costs to society as well. Violent acts affect people even when they don't know the victims or assailants. In communities where violent acts are common, a fear of violence controls many day-to-day decisions. People avoid certain neighborhoods or are afraid to go out at night. They install security locks or alarms, and are suspicious of strangers.

**Connect to
YOUR LIFE**

Do you know a survivor of a violent attack? If so, how did the attack affect the person?

Homicide Rates by Country












Country	Rate
 Australia	1.6
 Brazil	23.0
 Costa Rica	5.4
 Denmark	1.1
 Japan	0.6
 Philippines	14.2
 Portugal	1.1
 Spain	0.8
 Thailand	7.5
 Scotland	2.4
 United States	6.9

FIGURE 1 The World Health Organization collected this data. The rates are given as deaths per every 100,000 people.

Reading Tables Which country listed has the highest homicide rate? Which countries have the lowest?

Risk Factors for Violence

Researchers have identified some risk factors for violence. These risk factors are poverty, family violence, exposure to media violence, availability of weapons, drug abuse, and membership in gangs.

Poverty Most people who are poor are not violent. But when people don't have jobs, adequate food, healthcare, or respect from others, they may feel hopeless. They also may have a high level of frustration and anger because they are unable to improve their lives. A minor event may cause people who are already frustrated and angry to react more violently than normal. This helps to explain why the rate of violence is highest in poor urban communities where unemployment rates are high.

Movies and television shows can leave the impression that certain racial groups are more violent than others. Some racial groups are represented in higher numbers in violence statistics. But the reason is that some racial groups are poorer, on average, than others. When poor communities with different racial groups are compared, the homicide rates are similar.

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. Violence may be the only strategy they have been taught for solving problems. Children who are neglected are also more likely than other children to respond to conflict with violence.

Children can learn to avoid violence if adults don't use violence to solve their own problems or to discipline children. Parents reveal their values about violence by the toys they buy and the television shows they allow their children to watch. They also pass along their values by sharing how they feel about violence.

Connect to YOUR LIFE

What kinds of children's toys do you think might promote violence?

FIGURE 2 In poor communities, the buildings and streets are often in need of repair. These conditions can add to a person's frustration and anger.



Violence in Video Games

People who play violent video games often take on the role of assailant. What effect might identifying with an assailant have on a player or group of 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 may 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**

Media Violence In the first cartoons you watched, the characters may have attacked each other and lived to fight another day. These cartoons were likely your first example of media violence. The media uses the excitement provided by violence to keep you glued to the screen. An action hero may use violence to kill or capture a villain. Or an expert in self-defense may take on 10 villains and beat them all. Viewers may be left with the impression that violence is a reasonable response to many situations. But 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. This is especially true of young children because their actual life experience is limited. Children may think what they see on television or in the movies is really happening. Children who witness a lot of media violence may grow up with an exaggerated sense of the amount of violence in the world. They also may tend to react with violence when they face a threatening situation in their own lives.

The way women are portrayed and treated in the media is also an issue. Some types of music and music videos can make people think that violence toward women is acceptable. There may be a link between these media portrayals and the rise in dating violence, rape, and other forms of violence toward women.

A gun kept in the home is more likely to kill a family member or friend than an intruder.



FIGURE 3 When people buy handguns for protection, they may take a course to learn how to handle the gun safely. Too often, however, handguns kept in a home are used to harm family members and friends.

Availability of Weapons The relationship between weapons and violence is controversial. Most people agree that when weapons are used in fights, fights are more deadly. But some people don't think that the availability of weapons is an important risk factor for violence. They point to countries such as Switzerland, where guns are found in nearly every household. Yet homicide rates in Switzerland are very low.

In the United States, handguns are used in the majority of homicides and suicides. Every 18 minutes someone in the United States dies from a gunshot wound. If firearms were not available, could these deaths be prevented? Experts do not know the answer.

The cycle of violence related to firearms seems difficult to break. When the homicide rate rises, fear of violence increases. More people purchase handguns for protection. But having a gun in the home can be more dangerous than not having one. The risk is even greater when the gun and the ammunition are not stored in separate locked locations.

Drug Abuse Would it surprise you to learn that at least 30 percent of homicide victims have alcohol in their blood? Would you expect the percentage to be the same or higher for assailants?

The reasons why alcohol use increases the risk of violence are not entirely clear. Researchers do know that alcohol affects the brain, clouding a person's judgment. This lack of judgment may lead people to say or do things that they ordinarily would not. This behavior may lead to a fight. In some cases, however, alcohol is used as an excuse or "to get up the nerve" to carry out preplanned acts of violence.

Drugs other than alcohol are also linked to violence. Like alcohol, illegal drugs, such as crack cocaine, can affect a person's judgment. In addition, people who are addicted to drugs may resort to robbery or other crimes to get money for drugs. Also, because many illegal drugs are sold for a large profit, the people who sell drugs often carry weapons.

**Connect to
YOUR LIFE**

From what you have observed, how does alcohol or other drugs affect a person's behavior?

Membership in Gangs The term *gang* is used to describe a variety of groups, from loose bands of rowdy teens to criminal organizations. You can think of a gang as a type of clique. Gang members have similar backgrounds or interests. They are often subject to significant peer pressure. Because gangs don't readily associate with people who are perceived as different, their members are often isolated from the rest of the community.

Territorial gangs are groups that are organized to control a specific neighborhood or "turf." They are also referred to as "fighting" gangs because they will fight those who intrude on their turf. Most territorial gangs sell drugs and many are involved in other criminal behaviors. About two-thirds of territorial gang members are adults. They recruit poor students from troubled families. The recruits may know of no way, other than gang membership, to gain a sense of belonging.

Members of a gang may wear certain colors and jewelry, and use "secret" hand signs to identify themselves as gang members. A gang may hold elaborate initiation ceremonies. To join a gang, new members may undergo a beating. Or gang leaders may order them to commit a crime, such as robbery, kidnapping, rape, or murder. Quitting a gang can be much harder than joining one.

In many communities gang violence is a serious and growing problem. This is true for communities in urban, suburban, and rural areas.

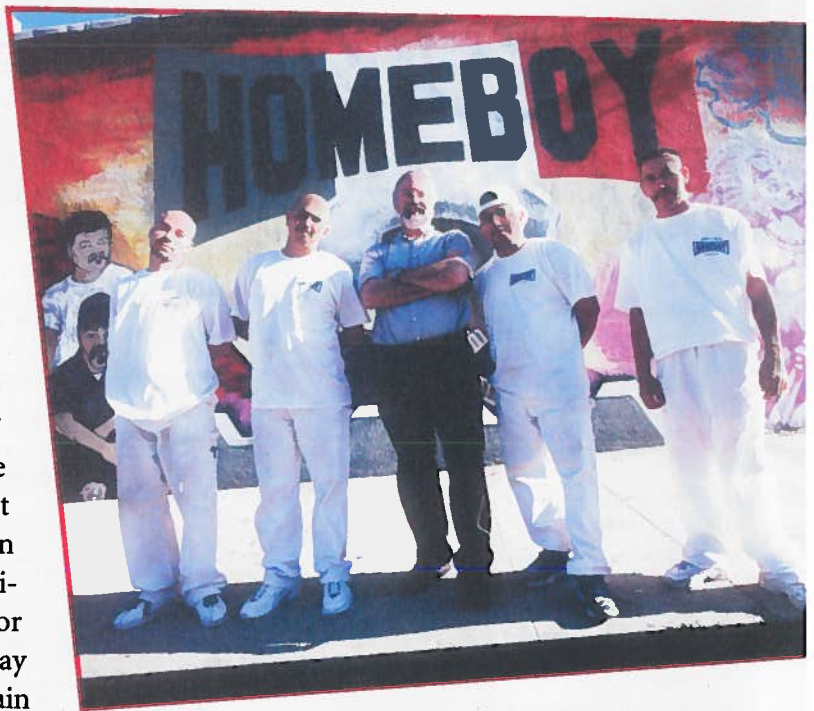


FIGURE 4 One way to reduce violence is to offer choices for gang members. This bakery in Los Angeles was part of a community-based effort to provide jobs for former gang members.

Section 1 Review

Key Ideas and Vocabulary

1. How are **victim** and **assailant** defined?
2. List two possible costs of violence for a victim, an assailant, and society as a whole.
3. What are six risk factors for violence?
4. What is a **territorial gang**?

Critical Thinking

5. **Predicting** What is the possible cost to a victim of repeated threats of violence?

Health and Community

Survivors of Violence Sometimes survivors of violent acts or the families of victims who did not survive find positive ways to deal with their pain and grief. They may form groups to advocate against violence. Find out what anti-violence groups there are in your community. Then write a paragraph summarizing your findings. **WRITING**

6. **Evaluating** Which of the risk factors for violence do you think is most important? Give a reason for your answer.

Section 2

Violence in Schools

Objectives

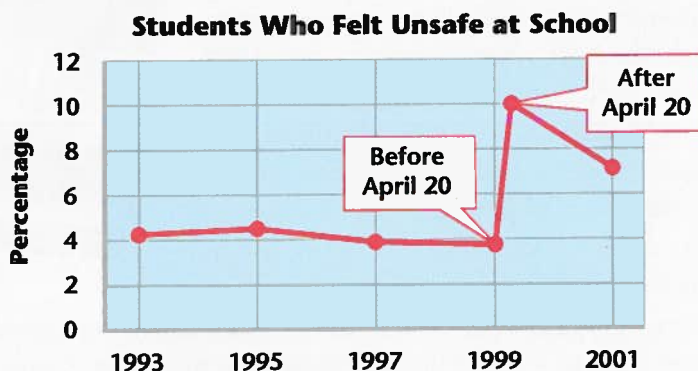
- **Explain** the relationship between harassment and the use of weapons at school.
- **Describe** effective ways to reduce bullying, hazing, sexual harassment, and hate violence in schools.

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.



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

On April 20, 1999, two teens brought some high-powered weapons to Columbine High School in Littleton, Colorado. The teens killed 12 students and a teacher and wounded 23 others. Then they shot themselves. Between 1995 and 2000, there was a rash of murders at schools.

Despite tragic events such as the murders at Columbine, schools remain a safe place when compared to other places in society. In terms of weapons, most schools are safer now than they were in 1999. Between 1983 and 2005, the number of males who reported carrying a weapon to school dropped from 18 percent to 10 percent. The number of females carrying weapons dropped from 5 percent to 3 percent.

Even though most school violence does not end in murder, schools still need to worry about violence. Tragic episodes, such as the one at Columbine, are called random acts of violence because the assailant doesn't target specific people. But the episodes themselves often are predictable. Many are a result of harassment. **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.**

Bullying

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.

Bullying is the use of threats or physical force to intimidate and control another person. The bully chooses a victim who is 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 bully may pressure friends to exclude or isolate 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.

Cyber Bullying Bullying that takes place by e-mail, instant messaging, text messaging, or at Web sites is called **cyber bullying** (sy bur). This form of bullying is especially cruel because the bullies can harass their victims at home at all hours of the day. The 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.

Causes and Effects As a child, a bully may have learned to feel good at the expense of others. Bullies take out their frustrations and insecurities on 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.** Figure 5 lists some specific ways you can help stop bullying.

Connect to YOUR LIFE

Were you ever a target of bullying? How did you feel? How did you respond?

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.

Go Online
HEALTH
LINKS™

For: Updates on bullying
Visit: www.SciLinks.org/health
Web Code: ctn-2072

FIGURE 5 Bullies often look to bystanders for approval. So, bystanders can play a key role in stopping bullying.

Predicting Which strategy listed do you think would be most effective for stopping bullying?

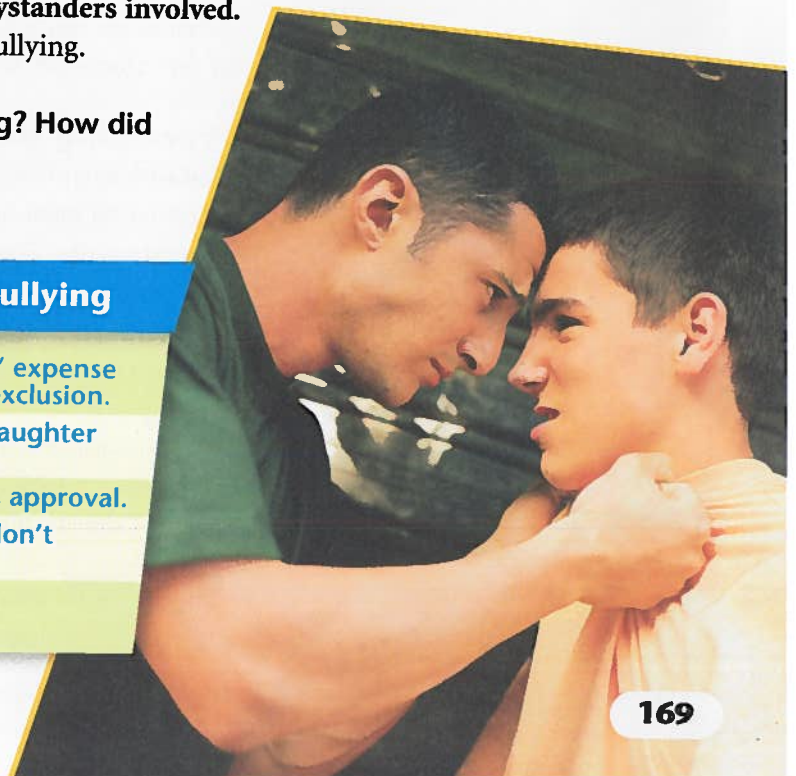
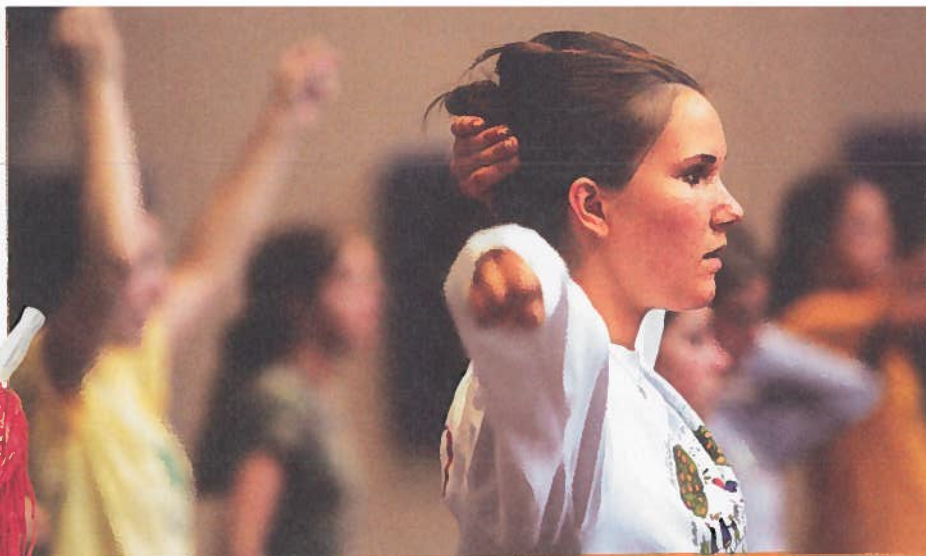


FIGURE 6 Students who join the cheerleading squad or other teams expect to work hard. They shouldn't have to worry about possible hazing from older members of the team.



Hazing

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.

Hazing is requiring a person to do degrading, risky, or illegal acts in order to join a group. Sadly, hazing is a fairly common practice in school clubs and athletic teams. A person may be yelled at, forced to do personal chores, or asked to wear a ridiculous costume in public. Physical abuse and sexual abuse are part of some initiations.

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. This can take the form of put downs or being required to perform demeaning acts in public.

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. A school could also be sued if a student is injured during hazing. **School administrators and teachers need to take the lead in the prevention of hazing.** They must establish strict rules against hazing and make sure that students understand the rules. Coaches and other adults should be alert for signs of hazing. When a student reports an incident, the school should support the student and address the issue quickly and fairly.

Connect to YOUR LIFE

Do you agree that all types of hazing should be banned at school? Why or why not?

Sexual Harassment

Mariah's friend, Eduardo, told her that there were some explicit sexual comments about her in the boy's bathroom. She didn't pay much attention until a student she didn't know asked her for a sexual favor. Humiliated and angry, Mariah talked with a teacher and then with the principal. She was told not to let the remarks get to her. The guys were just fooling around.

Sexual harassment is any uninvited and unwelcome sexual remark or sexual advance. Making comments about a person's body parts is an example. So is unwanted touching or spreading rumors about someone's sexual behavior. Telling crude jokes in study hall is also an example. The jokes may make some students uncomfortable and distract them from their studies. Sometimes sexual harassment is a part of hazing. A group may make sexual demands in exchange for admission into the group.

Sadly, sometimes the person doing the harassing is an adult. The difference in power between the adult and the student makes the behavior even less acceptable. **If school administrations, teachers, and students work together, they can stop sexual harassment.**

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. If the school doesn't act, and the harassment continues, the victim has grounds to sue the assailant and the school.

What You Can Do Here are ways you can stop sexual harassment.

- ▶ Speak up assertively when you feel disrespected.
- ▶ Use your refusal skills to reject unwanted sexual advances.
- ▶ Avoid having to be alone with someone you don't trust.
- ▶ Report behavior that you think is sexual harassment to an adult.

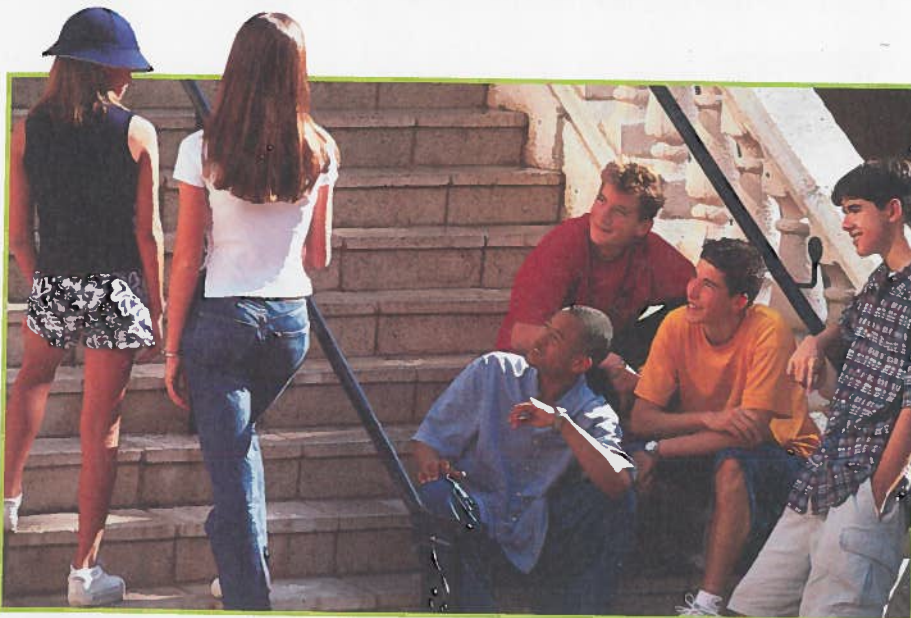


FIGURE 7 These young men are admiring two young women who are passing by. **Classifying** Do you think staring at a person's body is an example of sexual harassment? Why or why not?

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, or religion. If the violence that takes place is against the law, the action is classified as a hate crime.

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 or she fails to see people as individuals.

Prejudice can lead to intolerance. **Intolerance** is a lack of acceptance of another person's opinions, beliefs, or actions. Too often, people who are intolerant are looking for an excuse to attack someone. They may try to justify their actions by saying 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. For example, 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 Many people believe that prejudice and intolerance are rooted in a fear of the unknown. 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. **The most effective way to deal with violence based on hate is through education.** When people learn about different cultures and get to know individuals from other groups, they are often more tolerant of differences.

Vandalism Sometimes hate is expressed through acts of vandalism. **Vandalism** is intentionally damaging or destroying another person’s property. Not all acts of vandalism are motivated by hate. When teens break windows at school, they are not targeting a specific group. But when teens damage gravestones at a cemetery or scrawl offensive words on a school wall, they are usually targeting a group. Their intention is to humiliate and degrade.

Research shows that students who feel a strong positive connection to school are less likely to take part in vandalism of school property. How can schools strengthen students’ feelings of connection to school? They can foster a climate in which students feel supported and better able to achieve their goals. Students feel supported when they have positive interactions with teachers and other school staff. They also feel supported when the school encourages teamwork among students.

36% of high school students report seeing hate-filled graffiti at school.



FIGURE 9 These students are painting over hate-filled graffiti at their school. This action helps remove the graffiti and shows that the students disapprove of hate violence.

Section 2 Review

Key Ideas and Vocabulary

1. What does the term **harassment** mean?
2. What is the connection between harassment and the use of weapons at school?
3. What is **cyber bullying**? What is the most effective way to stop bullying?
4. How can school administrators help prevent hazing and sexual harassment?
5. What is **hate violence**? What is the most effective way to deal with hate violence?

Critical Thinking

6. **Comparing and Contrasting** How are bullying and sexual harassment alike? How are they different?

Health at School

Role Playing Work with a group of students to prepare a skit about bullying. Include roles for a bully, a victim, and bystanders. Write a few different endings to show how the way that the bystanders respond can affect the outcome. **WRITING**

7. **Evaluating** Older students often feel that hazing is justified because they were hazed when they were freshman or sophomores. Do you think that these older students are right? Give reasons for your answer. **WRITING**
8. **Predicting** Yasmeen is the only person at her school who practices a particular religion. How might this fact affect her experiences at school?

Section 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.

Vocabulary

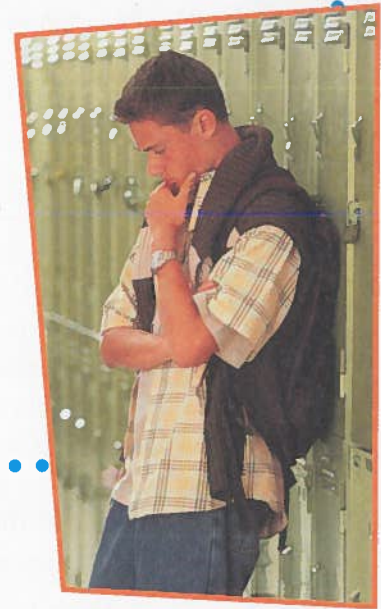
- escalate
- instigator

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

Hey, what did you call me?

You heard what I said. What are you going to do about it?

Too often, a simple exchange like this one—on the basketball court, in a school hallway, on the streets—leads to tragic results. What starts as a disagreement may end up as a fight, leading to injury or even death. In fact, about 40 percent of all homicides stem directly from arguments. **Anger is at the root of most arguments and of many fights.**

Anger The body reacts to anger the same way it does to stress. Recall the fight-or-flight response from Chapter 3. The physical changes that occur in this first stage of the stress response include tensed muscles, and increased heart and breathing rates. These changes prepare the body to fight or run.

Fighting or running away are not your only options for dealing with anger. Although the body's reaction to anger is automatic, you can control your overall reaction to anger. If you resort to fighting when someone makes you angry, you give the other person control over you. The person knows that, by provoking you, he or she can force you to fight. This means that the person can cause you to be kicked out of a game, suspended from school, or suffer other negative consequences of fighting. By choosing not to fight, you do not let the other person control you.



12.5% of high school students report having a physical fight at school.

FIGURE 10 A fight may start because of verbal insults or aggressive body language. **Observing** What aspects of this teen's body language might help to provoke a fight?

Hurt Pride and Embarrassment Think of a time when your pride was hurt or someone embarrassed you in public. Perhaps a classmate made negative remarks about your family or culture. Or students from a rival school chanted insults as your football team suffered a bad defeat. Maybe a friend revealed a secret that you had shared in confidence. Or you walked into a room and heard someone doing an unflattering imitation of you.

You may have been surprised at just how angry you felt when your pride was hurt or you were embarrassed. It is not surprising that hurt pride and embarrassment often lead to fighting.

Revenge

There's the guy who beat up your brother. What are you going to do?

He's going to pay for what he did. But this time I'll choose the time and place. He'll never know what hit him.

Some people mistakenly believe that fighting can settle an argument. But more often than not, this approach does not work. The person who loses the fight is usually left feeling angry and embarrassed. He or she may enlist the help of friends or family members to get revenge, or "even the score." **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. Where the first fight may have been a fistfight, the second fight may involve knives or guns. Where the first fight may have involved only two people, the second fight may involve many more. Plus, chances are good that the second fight will not settle the argument, which will only lead to more fights.

Revenge is a common motive in fights between territorial gangs. Gang members feel responsible for protecting one another and defending their turf. When one gang member is wronged, other members come to his or her aid. A cycle of revenge between gangs may last for years.

**Connect to
YOUR LIFE**

Have you ever had a fight to settle an argument? If so, did the fight settle things? Why or why not?

Go Online
HEALTH
LINKS.

For: Updates on anger management

Visit: www.SciLinks.org/health

Web Code: ctn-2073

Peer Pressure

You're not going to let her get away with that, are you?

Girl, I wouldn't take that from anyone.

Why do you carry a knife if you're afraid to use it?

One aspect of fights that is often overlooked is the role of friends and bystanders. When you hear the term *peer pressure* in relation to violence, you may immediately think of the influence that gang members have on each other to fight. But peer pressure can be an important factor in non-gang violence as well. **It is often more difficult for a person to avoid a fight when friends or bystanders are present.**

The Role of Friends You just had a loud disagreement with someone and your friends make comments like those above. How might these comments affect you? Chances are they would increase your feelings of anger and embarrassment, and add to the pressure you might already feel to fight. You might feel trapped—you don't want to fight but you may worry that your friends would lose respect for you if you walk away.

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. Sometimes an instigator acts directly. He or she may exaggerate a conflict or embarrass a person into fighting. At other times, instigators act indirectly. For example, they may spread rumors about one person to another to create a conflict between them.

The Role of Bystanders Another form of instigation occurs when a crowd gathers at the scene of a potential fight. The people who gather do so hoping to see a fight. They may yell things or in other ways urge the people to fight. It can be very difficult to settle a dispute peacefully once a crowd has gathered. If a fight does break out, the person who loses may face an additional problem—dealing with the embarrassment of having had so many people witness the defeat.

Connect to YOUR LIFE

Have you ever been an instigator in a fight? If so, why did you encourage the other person to fight?

FIGURE 11 When a fight is about to occur, bystanders can make a difference. **Observing** What role are the bystanders playing in the situation shown?



Control

Did you see her black eye and bruises?

Yes, and all because another guy gave her a ride home. How can a guy beat up on his girlfriend like that?

Girlfriend? He treats her more like a piece of property.

Domestic violence and dating violence are a growing problem in this country. **One person's desire to have control over another is the main reason for domestic violence and dating violence.** Although the victims can be men, they are most often women.

Men generally have greater physical strength than women. So a fight between a man and a woman is often quite one-sided. Plus the woman may not fight back for fear that the violence will escalate. Or she may begin to believe that she deserves to be hit. She is caught in a trap—too afraid to stay and challenge the abuser and too afraid to leave. The victim learns to follow the abuser's orders and to even anticipate his wishes to avoid further attacks.

There are laws that protect women in abusive relationships. The police can arrest the abuser or a judge can issue a restraining order telling the man to keep away from the woman. But a restraining order won't help unless the woman has a safe place to go. Doctors, counselors, or members of the clergy can help women find the support they need. In most areas, there are shelters for abused women where they can also get help for their legal, financial, and emotional needs. There are also groups that try to help abusers learn to control their violent behavior.



FIGURE 12 Often victims of violence try to hide their bruises. They might use makeup, dark glasses, or long-sleeved shirts. **Predicting** Why might a victim of violence try to hide her bruises?

Section 3 Review

Key Ideas and Vocabulary

1. How can anger and revenge lead to fights?
2. What does it mean to **escalate** a fight?
3. What effect can friends and bystanders have on fights?
4. What does the term **instigator** mean?
5. How does a desire for control contribute to violence toward women?

Critical Thinking

6. **Evaluating** Fighting between teenage girls has increased greatly in recent years. What reasons can you think of to explain this trend?

Health at Home

Attitudes Toward Fighting Interview three adults that you know well. Ask them how they feel about fighting as a way to resolve conflicts. Do all the adults have the same attitude? How do their attitudes compare with yours? Write a paragraph summarizing what you find out. **WRITING**

7. **Predicting** Do think that an insult based on characteristics such as race or religion is more likely to lead to a fight than an insult based on behavior? Why or why not? **WRITING**
8. **Comparing and Contrasting** Why would some of the strategies used for reducing stress also help a person control anger?

Mediating a Conflict

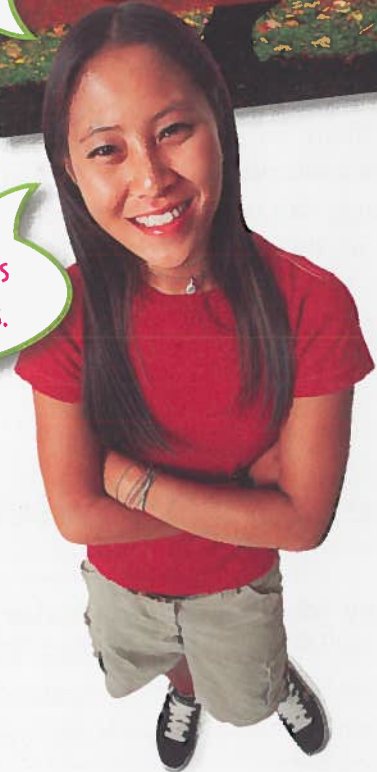
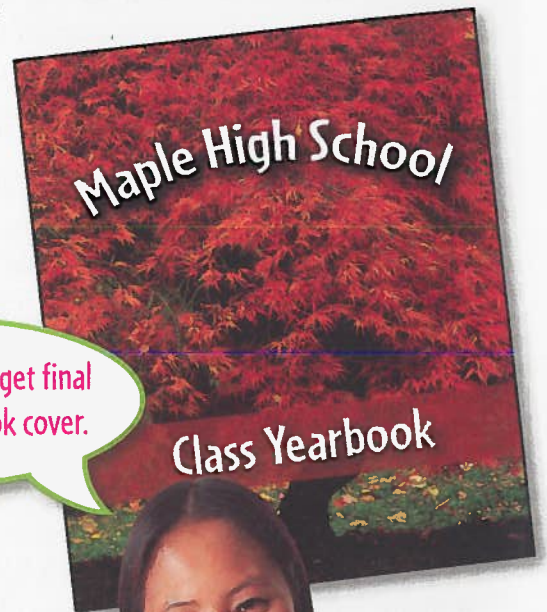


How come you get to decide, Julia?

As editor-in-chief, I get final say on the yearbook cover.

But I'm the layout editor, and I hate this cover.

Well I like it. So there's nothing left to discuss.



Julia and Michael have been arguing for an hour, and they are no closer to resolving their problem. Instead, both have grown more stubborn and angry. If the argument gets more heated, one of them may be tempted to throw something or lash out in frustration.

How can conflicts like this be resolved peacefully? One effective method, known as mediation, involves a third party in the negotiation process. The mediator explores the problem with the people to help them find a “win-win” solution—a solution that meets some of the important needs of both people. These steps outline the mediation process.

- 1 Emphasize your neutrality.** Begin the mediation session by making it clear to both parties that you do not have a personal interest in the outcome. Explain that you will not take sides or decide who is right or wrong. Your role is to help find a solution that is acceptable to both parties.

You both need to agree on some rules before we begin.

2 Establish guidelines.

Ask the parties to agree upon the following rules before you begin.

- ▶ Keep everything that is said confidential.
- ▶ Be as honest as possible.
- ▶ Don't name-call or swear.
- ▶ Don't interrupt the other person.
- ▶ Take an active part in finding a solution.
- ▶ Follow through on any agreed-upon solution.

3 Ask each person to state his or her view.

- ▶ Allow each person to speak without interruption.
- ▶ Listen actively. If something that is said isn't clear, ask a question. Or restate the point and ask, "Is that what you mean?"
- ▶ Don't go on to the next person until you really understand the first person's position.

4 Identify each person's goal.

Try to figure out what principle, or goal, is driving each person's position. What a person truly cares about may not be what that person *says* he or she cares about.

5 Explore possible solutions.

If the participants seem relaxed, ask them to work together to brainstorm a list of possible solutions. During brainstorming, they should not judge any proposed solutions. Encourage the participants to use each other's suggestions to spark their own ideas.

If the participants are tense or hostile, help them explore solutions one at a time. Start by asking one person to propose a solution. Then, get the other person's reaction and ask for a counterproposal. Continue until you find a solution that satisfies both people.

6 Don't give up.

It isn't easy to find a win-win solution for every conflict, but it can be done.

- ▶ Focus on what the parties agree on. Use that common ground to help them bridge their different positions.
- ▶ Keep the participants involved in the process. The more involved they are, the more interest they will have in resolving the conflict.
- ▶ If you are unable to find an agreeable solution, ask for help from an adult who has the respect and trust of both participants.



Practice the Skill

1. Review the disagreement described in the introduction. What questions would you ask Julia and Michael to get at the principle behind each person's position?
2. With two of your classmates, role-play the mediation session. Take turns playing the roles of mediator, Julia, and Michael. What solution, if any, did you reach in each role-play session? What difficulties did you encounter in mediating the conflict?
3. Think about a recent conflict that you had with a friend or family member. Would a mediator have been able to help you resolve the conflict? Why or why not?
4. Make a list of the types of conflicts that occur among teens. Which of the conflicts on your list would be appropriate for mediation? Which would not? Explain.

Section 4

Preventing Fights

Objectives

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

Vocabulary

- mediation

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 When I know a fight is brewing, I don't go to watch.
- 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.



Choosing Not to Fight

It isn't always easy to avoid a fight, but it can be done. You need to learn peaceful alternatives to fighting, and how to pursue those alternatives even when the other person really wants to fight. As you read, think of ways you can adapt these strategies to situations in your life. You may come up with strategies of your own that you can share with friends, siblings, and others that you care about.

When people who know each other fight, there is usually a history of events leading up to the fight. For example, the spreading of rumors or name-calling may go on for days or weeks before a fight breaks out. If a conflict grows to the point where others know about it, friends may put pressure on one or both of the participants to do something. By the time a crowd has gathered for the showdown, it's almost too late.

It is best to deal with a conflict early on when people are less angry. Also, it is more difficult to resolve a problem after someone has been embarrassed in public or when instigators start to play a role. **Once you recognize that a conflict exists, there are two general approaches you can take. You can ignore the conflict or you can confront the person.**

Ignoring a Conflict

- ▶ A stranger bumps into you as you pass on the sidewalk.
- ▶ You are angry that some friends didn't ask you to go with them to the movies, even though you really didn't want to go.
- ▶ According to a friend of a friend of a friend, your boyfriend was flirting with a bridesmaid at his brother's wedding.

None of these situations seem worth fighting over. In some situations it may be smartest to walk away and do nothing at all. Figure 13 lists some tips to help you decide when it is best to ignore a situation.

Some people think that ignoring a conflict is a sign of cowardice. It is actually a sign of maturity and self-control. The act of cowardice may be to fight out of pride, or to "save face," or to impress your friends. But when you decide to ignore a conflict rather than fight, you may need to be flexible and you will need to control your own anger.

Be Flexible When you ignore a conflict, you need to proceed carefully. It is important to trust your judgment and be prepared to try a new tactic if your first choice doesn't defuse the situation. Suppose, for example, that you suspect the other person will become angrier if you ignore the situation. Then it may be better *not* to ignore the situation, even if you want to. **In deciding how to deal with any conflict, your safety should always be your first concern.**

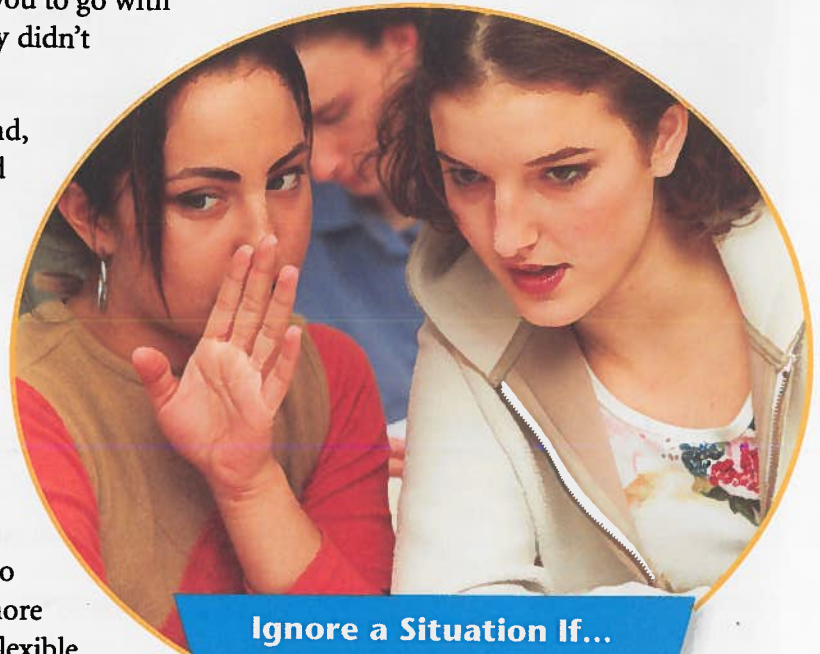
Learn to Control Your Anger Learning to control your anger is an important skill to master if you want to avoid conflicts. If you cannot control your anger, you may overreact to a situation. You also leave yourself vulnerable to people who want to provoke you into a fight.

If you are not satisfied with the way you now deal with anger, many people can help you. Parents, teachers, coaches, school counselors, and members of the clergy are just some of the people you can turn to for help. If these people cannot help you themselves, they may be able to refer you to trained counselors who can. By asking for help, you take an important first step toward gaining control over your behavior and your future.

Connect to YOUR LIFE

Which conflicts are easiest to ignore—conflicts with strangers or conflicts with friends? Explain.

FIGURE 13 Rumors are not a reliable source of information. So it is often wise to ignore conflicts based on rumors.



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.



FIGURE 14 Three general steps for confronting a person wisely are choosing the correct time and place, staying calm, and negotiating a solution.

Predicting How could being unable to stay calm affect your ability to negotiate a solution?

Confronting a Person Wisely

Sometimes it may not be possible to ignore a conflict. The person may be someone with whom you are in frequent contact, or the issue may be too important to ignore. In these cases, you may decide to confront the person. The way in which you handle the confrontation, however, is critical to its success. **To confront a person wisely, you need to choose the right time and place, stay calm, and negotiate a solution.**

Choose the Time and Place Carefully When you need to confront a person, pick a time when you can talk face-to-face. Make sure that you don't have an audience. If people you know, especially friends, are around, the person may think that you want to embarrass him or her in front of the friends. The person may feel pressured to start a fight to avoid embarrassment.

It is best to meet in a public area, such as the food court in a mall or on a bench in a public park. Don't choose an isolated spot where there are no other people within shouting distance. That way you can get help if things don't go as you planned.

It is also important to avoid a confrontation when a person has been using alcohol or other drugs. Recall that alcohol and other drugs impair judgment and are a risk factor for violence. If you suspect the other person is under the influence of drugs, postpone your discussion.

Stay Calm It can be difficult to remain calm when you are upset, but it is important to try. Focus on keeping your voice low. By avoiding screaming or name-calling, you can remain in control of the situation.

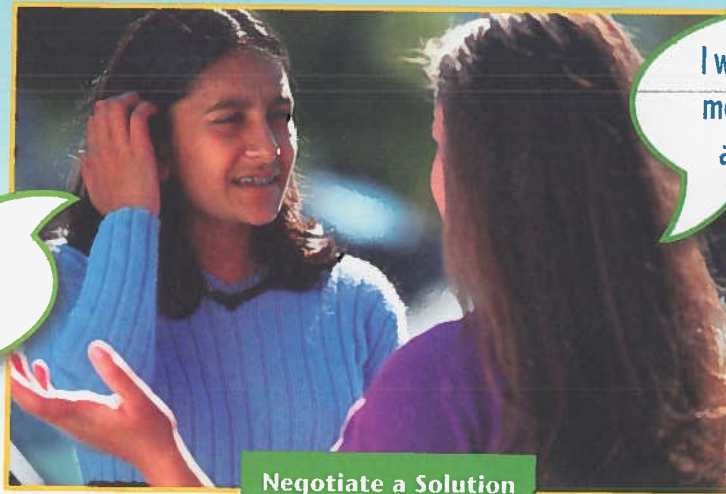
People have different techniques for keeping calm under pressure. Some people find it helpful to rehearse the confrontation beforehand with an uninvolved person. Other people use deep breathing or count to 20 when they feel their temper begin to rise. Despite all your efforts, however, you may find yourself unable to stay calm and control your temper. If that happens, you may have to postpone your discussion.

Go Online
PHSchool.com

For: More on handling conflicts

Visit: PHSchool.com

Web Code: ctd-2074



Why did you let me take all the blame for the cartoon on the board?

I was afraid of what my mom would say if I got another detention.

Negotiate a Solution

Negotiate a Solution When you want to resolve a conflict peacefully, your communication style can affect the outcome. It is important to use skills such as “I” messages, assertiveness, and seeing the other person’s point of view. When you say things like “I know this issue is important to both of us...,” the other person is likely to be less defensive. Here are other strategies that may be useful during a negotiation.

- ▶ **Do the Unexpected** If, instead of being hostile, you are friendly, confident, and caring, the other person may relax his or her guard. Try to make the situation seem as if it is not serious enough to fight about.
- ▶ **Provide a Way Out** Sometimes fighting breaks out simply because people see no other way to resolve things without losing pride. To avoid fighting, present the other person with compromise solutions that you both can live with. By saying something like, “Let’s try this for a week and see how it goes,” you give the person an easy way out.
- ▶ **Be Willing to Apologize** In some situations, be willing to say “I’m sorry” or “I didn’t mean to embarrass you.” Sometimes a sincere apology can be the quickest way to defuse the situation.

Helping Others to Avoid Fights

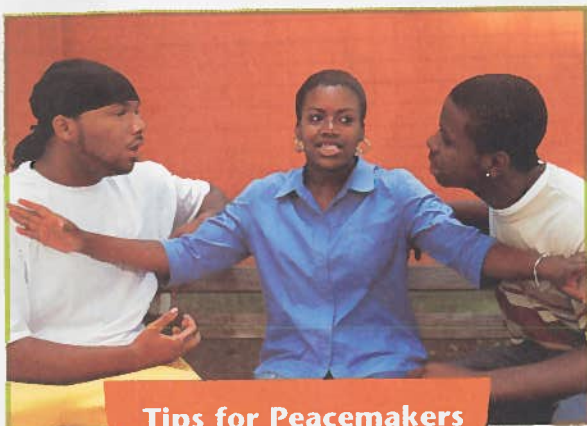
When you are not personally involved in a conflict, you can still play an important role. **You can help prevent fighting through mediation, through your role as a bystander, and by involving an adult.**

Mediation A process for resolving conflicts that involves a neutral third party is called **mediation** (mee dee AY shun). The Building Health Skills activity on pages 178–179 describes this process. As with all conflicts, mediators need to think about their own safety first. They should never get involved in heated conflicts that could turn violent at any moment.

**Connect to
YOUR LIFE**

What strategies do you use to help others avoid fights?

FIGURE 15 Discouraging others from fighting is an important part of preventing violence.



Tips for Peacemakers

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

Your Role as a Bystander You learned how friends and acquaintances often put pressure on people to fight. These same people, however, can play a key role in preventing fights. 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.

As a friend, you can use your influence to support positive behaviors. You can show respect for people who apologize to others, ignore insults, and otherwise avoid fights. If you advise your friends to ignore someone's insults or not to hold grudges, you do them a very important service. You help keep them safe from the potential of deadly violence.

When to Involve an Adult If a friend reveals plans of violence to you, it is important to ask for help. Such plans should always be taken seriously, especially if your friend talks about using a weapon. Although it is never easy to break a friend's confidence, it is critical for you to share your friend's plans with a trusted adult. Doing so is a true act of caring. It shows that you care too much to let your friend be lost to violence.

Section 4 Review

Key Ideas and Vocabulary

1. What are two possible approaches when you are faced with a conflict?
2. What should your first concern be in any conflict?
3. Describe three steps you should take when you confront a person.
4. What does the term **mediation** mean?
5. How can you help others avoid a fight?

Critical Thinking

6. **Comparing and Contrasting** Why should you use "I" messages when you negotiate a solution for yourself? Why should a mediator not use "I" messages?

Health at School

Peer Mediation Interview a few students who have taken mediation training. Ask them what they learned and how they have used what they learned to resolve conflicts. Then write a paragraph discussing why you would or would not want to be trained as a mediator. **WRITING**

7. **Making Judgments** You hear that a fight is brewing between two students. A friend tells you that one of the students has a knife and intends to use it. What would you do? Why?
8. **Evaluating** Why do you think that it is difficult for some people to apologize even when they know they are wrong?

Bully-Proof What did you learn from the video about how you can help to reduce violence at school?

Section 1 What Is Violence?

Key Ideas

- ✓ With violence, there are costs to the victim, costs to the assailant, and costs to society as a whole.
- ✓ Risk factors for violence include poverty, family violence, exposure to media violence, availability of weapons, drug abuse, and membership in gangs.

Vocabulary

- violence (162)
- homicide (162)
- victim (163)
- assailant (163)
- territorial gang (167)



Section 2 Violence in Schools

Key Ideas

- ✓ Students who use weapons at school often are acting on the rage they feel as victims of harassment.
- ✓ The most effective way to stop bullying is to get bystanders involved.
- ✓ School administrators and teachers need to take the lead in the prevention of hazing. If school administrations, teachers, and students work together, they can stop sexual harassment.

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

Vocabulary

- harassment (168)
- bullying (169)
- cyber bullying (169)
- hazing (170)
- sexual harassment (171)
- hate violence (172)
- prejudice (172)
- stereotype (172)
- intolerance (172)
- discrimination (172)
- vandalism (173)

Section 3 How Fights Start

Key Ideas

- ✓ Anger is at the root of most arguments and of many fights. The desire for revenge leads to a dangerous cycle of fighting.
- ✓ It is often more difficult for a person to avoid a fight when friends or bystanders are present.

- ✓ One person's desire to have control over another is the main reason for domestic violence and dating violence.

Vocabulary

- escalate (175)
- instigator (176)



Section 4 Preventing Fights

Key Ideas

- ✓ Once you recognize that a conflict exists, you can ignore the conflict or confront the person. In deciding how to deal with any conflict, your safety should always be your first concern.
- ✓ To confront a person wisely, choose the right time and place, stay calm, and negotiate a solution.

- ✓ You can help prevent fighting through mediation, through your role as a bystander, and by involving an adult.

Vocabulary

- mediation (183)

Reviewing Key Ideas

Section 1

- For an action to be classified as violence, the action must
 - result in death.
 - result in physical injury.
 - involve physical force.
 - involve a threat or actual use of physical force.
- Describe the emotional costs of violence to victims, assailants, and society as a whole.
- Explain why poverty and family violence are risk factors for violence.
- Critical Thinking** Why do you think that the homicide rate in the United States is so high? What could be done to lower the rate?

Section 2

- A lack of acceptance of another person's opinions, beliefs, or actions is
 - prejudice.
 - stereotyping.
 - intolerance.
 - discrimination.
- Explain how bullying might lead to the use of weapons at school.
- What should a student do when faced with sexual harassment at school?
- Critical Thinking** Do you think that school courses in managing anger could help students learn to handle anger better? Why or why not?

Section 3

- People who encourage fighting between others are called
 - bystanders.
 - instigators.
 - assailants.
 - peers.
- How can the presence of acquaintances and friends make it more difficult to avoid a fight?
- What is the main cause of domestic violence and dating violence? Explain how a woman may get trapped in an abusive relationship.
- Critical Thinking** Use the saying "an eye for an eye and a tooth for a tooth" to explain the role that revenge can play in fighting.

Section 4

- Ignoring a conflict is
 - never a good approach.
 - an act of cowardice.
 - one approach to handling conflicts.
 - the best approach to all conflicts.
- Explain how your safety could be at risk when you ignore a conflict, when you confront a person, and when you mediate a conflict.
- What can bystanders do to help prevent fights?
- Critical Thinking** A person sitting next to you on a crowded subway is smoking, despite the *No Smoking* sign. Make a list of the potential risks and benefits of confronting this person. Then state what you would do. **WRITING**



Building Health Skills

- Advocacy** Your friend has been spreading untrue rumors about a new student at school. The new student is very angry. How could you prevent this situation from becoming violent?
- Analyzing Influences** Why do you think a teen might videotape an act of violence by other teens instead of trying to stop the violence?
- Setting Goals** Make an action plan to reduce the number of times you say negative things about other people. Put your plan into action for a week and monitor your progress. Then adjust your plan, if necessary. **WRITING**

Health and Community

Teens in the News Look through your local newspaper each day for a week. Record a brief summary of each story about teens. What percentage of the stories are about violence? What impression do you think an adult reading this newspaper would have of today's youth? **WRITING**



Standardized Test Prep

Math Practice

The table compares the number of homicides in eight states in 2005. Use the table to answer Questions 20–23.

State	Population	Homicides	Rate*
California	36,132,147	2,503	6.9
Florida	17,789,864	883	5.0
Iowa	2,966,334	38	1.3
Missouri	5,800,310	402	6.9
Nevada	2,414,807	206	8.5
New Jersey	8,717,925	417	4.8
Rhode Island	1,076,189	34	3.2
Utah	2,469,585	56	2.3

* Homicides per 100,000 people

20. Of the states listed, which state had the most homicides?
- A Florida B California
C Nevada D Missouri
21. Of the states listed, which state had the largest population?
- F Florida G California
H Nevada J Missouri
22. Of the states listed, which state had the highest homicide rate?
- A Florida B California
C Nevada D Missouri
23. Based on the data, which of the following statements is true?
- F The smaller the population of a state, the lower its homicide rate.
G There is no relationship between population and number of homicides.
H States with larger populations have higher homicide rates.
J When comparing homicide data for states, you should compare rates, not number of homicides.

Test-Taking Tip

If you are frustrated by the questions on a test, don't disturb others. Try to calm down so you can think clearly.

Reading and Writing Practice

Read the passage. Then answer Questions 24–27.

Police and health professionals have different roles when they deal with violence. Police respond to a violent event to find out what happened. Their goal is to gather enough evidence to make an arrest and help convict the person who committed the violent act. Police are charged with assigning blame and punishment after an episode of violence. Health professionals use what is known about violent events to try to understand what causes violence. Health professionals are charged with identifying the risk factors that can lead to violence.

24. What is the main idea of this passage?
- A Police are not interested in preventing violence.
B Police and health professionals have different approaches to violence.
C Health professionals are not concerned about placing blame for violent acts.
D Health professionals try to identify risk factors for violence.
25. Based on this passage, what does the phrase "charged with" mean?
- F in favor of
G trained to
H responsible for
J obsessed with
26. Which statement is implied—not said, but understood—by the passage?
- A The causes of violence are easy to understand.
B All violent acts have the same cause.
C Police and health professionals don't agree on how to prevent violence.
D Identifying risk factors can help prevent violence.

Constructed Response

27. Which approach to reducing violence do you think is more effective, the one used by police or the one used by health professionals? Give some specific reasons for your answer.

How Has Technology Affected Teens' Communication Skills?

Every day, teens use e-mail, cell phones, instant messaging, and text messaging to communicate with family and friends. In fact, nearly 90 percent of teens in the United States have Internet access and at least 60 percent have cell phones.

Can you communicate as well electronically as you can when you are face to face? Does electronic communication have an effect on your communication skills and other social skills? Is the effect positive or negative?



The Case for Electronic Communication

Electronic communication has broadened teens' communication skills. The wide range of communication options allows teens to choose the best method for a particular situation. Also, teens can now stay in close touch with a larger circle of people—even friends and relatives around the world. With electronic communication, teens have mastered the communication skills they will need for careers in a "wired" world.

“ I used to be nervous about going up to someone at school that I didn't know that well. But if you send the person an instant message and chat that way, then you know you can go up to them in person. So now I feel much more comfortable talking to people and I've made a lot of new friends.”



The Case Against Electronic Communication

When teens rely on electronic communication, their face-to-face communication skills suffer. They don't develop the ability to interpret clues such as body language and tone of voice. They also might favor e-mail and other less personal forms of communication when problems need to be resolved. In doing so, teens might not learn how to confront people directly—an important communication skill that people need throughout their lives.

“ I have friends who spend all their time on their cell phones, even when we're out together. They don't know how rude it is when they ignore you and keep talking really loudly. I go to a summer camp where no electronic stuff is allowed, and I love it. I think my communication skills are much better than those of kids who are wired all the time.”



What do YOU think?

Use these steps to analyze and express your opinion about technology and communication skills.

1. Analyze the Issue Carefully consider both sides of the issue. Make a table listing the positive and negative effects of electronic communication on teens' communication skills.

2. Consider Your Values Look at your list of pros and cons. Which items are most important to you? Which are least important? Explain how these choices reflect your values.

3. Take a Stand Write a paragraph expressing your opinion on the effect of electronic communication on teens. State your opinion clearly and give several reasons to support your opinion. **WRITING**

Go Online

PHSchool.com

For: More on e-communication

Visit: PHSchool.com

Web Code: cth-2000