

# Preventing Violence

## Directions

- Use chapter vocabulary in the Word Bank to complete each **Summary**.
- Read the directions provided to complete each **Lesson Details**.

### Word Bank

bully  
gang

terrorism  
violence

weapon  
zero-tolerance policy

## Lesson 1 pp. 172-174

**Summary** Fights, crimes, and threats are examples of \_\_\_\_\_.

Violence that is used for a political goal is \_\_\_\_\_.

**Lesson Details** The first column lists situations that place you at risk for violence. The second column lists behaviors to reduce your risk of violence in these situations. Write the correct letter in front of each situation.

Situation	Behavior
_____ You are walking to a store and see a person who looks threatening.	<b>A.</b> Ask a friend or an older family member to come along.
_____ Two people at school start fighting.	<b>B.</b> Walk away.
_____ Someone threatens to hit you.	<b>C.</b> Get help to break up the fight.
_____ It's Saturday, and you want to walk to your school to shoot hoops.	<b>D.</b> Turn and walk in another direction.

## Lesson 2 pp. 176-179

**Summary** A person who belongs to a \_\_\_\_\_ may carry a \_\_\_\_\_.

If you ignore a \_\_\_\_\_, he or she will usually leave you alone.

**Lesson Details** Suppose a bully threatens you and is holding a knife. On the lines, write five things you should do to stay safe. Use the tips on page 177.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Lesson 3** pp. 182-184**Summary** A student who brings a gun to school is breaking the school's \_\_\_\_\_.**Lesson Details** Suppose you want to walk to the playground in your neighborhood to play. What steps should you take to stay safe? Use the tips on page 182 to help you complete the graphic organizer.**Before You Go:**

Ask \_\_\_\_\_ from your parents.

Tell your parents: Where \_\_\_\_\_

How \_\_\_\_\_

Who \_\_\_\_\_

When \_\_\_\_\_

**On Your Way:**

Use the \_\_\_\_\_ system.

\_\_\_\_\_ when going places.

**At the Playground:**

If someone bothers you, \_\_\_\_\_.

If a stranger comes up to you, \_\_\_\_\_.



# Identify Cause and Effect

## Causes of Violence

Violence has many causes. One cause is anger that gets out of control. Everyone gets angry, and most people can handle their anger. People who can't control their anger may become violent. One way to manage anger is to talk to a parent or another trusted adult. Another way is to release anger in a safe way. An example is to write about angry feelings in a journal.

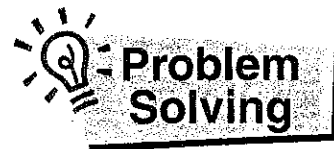
Prejudice can sometimes lead to violence. Prejudice is not liking someone because the person is different from you. Some people try to hurt people who are different. One way to deal with prejudice is to talk with people who are different. Usually people find out that they have a lot in common.

Using illegal drugs drives some people to violence. The cost of drugs is often very high, so some people steal money from family and friends to buy drugs. They may even start to commit more serious crimes, such as armed robbery, to buy drugs. One way to avoid using drugs is to stay away from people who use them.

Using the graphic organizer, fill in three causes of violence. Then on the lines below, write one way that violence can be prevented for each cause.

Cause:	↘	
Cause:	→	Effect: violence
Cause:	↙	

Name \_\_\_\_\_



Life Skill

## Resolve Conflicts

### Steps for Resolving Conflicts

1. Use "I" messages to tell how you feel.
2. Listen to each other. Consider the other person's point of view.
3. Talk about a solution.
4. Find a way for both sides to win.

### Use the steps to help these students resolve conflicts.

**A.** Diego is sitting on the beach when another boy comes up and kicks dirt at him. The boy tells Diego to move.

- How can Diego use the Steps for Resolving Conflicts to avoid violence?

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**B.** Kaiya's family has two television sets. Kaiya's father is watching a program on one TV. She and her brother want to watch different programs on the other TV. The programs are on at the same time. Kaiya and her brother start to argue.

- Explain how Kaiya and her brother can resolve their conflict.

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# Find the Secret Words

**A.** Fill in the words or phrases that fit the definitions in the squares below. Then copy the letters from the numbered boxes into the matching numbered boxes at the bottom of the page.

1. anything that can be used to harm someone
2. a school policy that means no violence and no weapons of any kind are allowed in school
3. someone who hurts or frightens others
4. the use of force and violence against people or property for a political or social goal
5. a group of people who use violence and have a close social relationship
6. any act that harms or injures people

1.	2		3										
2.			4		-	9				1	8		
3.													
4.		5		10									
5.	7												
6.		6			11								

**B.** Use each secret word in a sentence that answers the question.

1. How can you avoid violence? 1 2 3 4 5

\_\_\_\_\_

2. How should you deal with a bully? 6 7 8 9 10 11

\_\_\_\_\_

# School-Home Connection

A Note to  
Family Members

## What We Are Learning About Health

In Chapter 6 of *Harcourt Health and Fitness*, we are learning about

- recognizing and responding to violence and threatening situations.
- what to do when someone has a weapon or is threatening.
- positive communication skills that could help avoid potential violence.
- being fair by practicing effective listening skills.



Visit [www.harcourtschool.com/health](http://www.harcourtschool.com/health) for links to parent resources.

## How You Can Help

Parental involvement in the school environment is part of a coordinated school health plan that includes the home, school, community, and social services. You can support your school through increased communication and by volunteering your time or talents. At home you can support your child's learning by

- discussing situations that could lead to violence.
- emphasizing the importance of preventing potentially violent situations.
- role-playing effective listening and communication with another person.

## A Family Activity

Violence can happen anywhere at any time. Children today need to know what to do in these types of situations. After your child has reviewed this chapter, test his or her knowledge by having him or her fill out the table below of ways to avoid violence. Encourage your child to come up with other circumstances that might be encountered and the ways he or she would deal with those situations.

### Avoiding Violence

Situation	What to Do
Being threatened	
Finding a weapon	
An act of terrorism	
A fight at school	
Seeing dangerous people while alone	

# La escuela y la casa

**Nota para  
los familiares**

## Lo que estamos aprendiendo acerca de la Salud

En el Capítulo 6 de *Harcourt Health and Fitness* estamos aprendiendo acerca de:

- Cómo identificar situaciones peligrosas y violentas y actuar adecuadamente.
- Qué hacer cuando alguien tiene un arma o constituye una amenaza.
- La importancia de la buena comunicación como una forma de evitar situaciones violentas.
- La importancia de escuchar lo que otros dicen y obrar con imparcialidad.



Visite [www.harcourtschool.com/health](http://www.harcourtschool.com/health) para encontrar enlaces con recursos en inglés para los padres.

## Cómo puede usted ayudar

La participación familiar en las actividades escolares forma parte de un plan de salud organizado que incluye la casa, la escuela, la comunidad y los servicios sociales. Usted puede apoyar a la escuela manteniendo una buena comunicación y ofreciendo su tiempo y sus talentos como voluntario. En casa, usted puede apoyar el aprendizaje de su hijo(a) haciendo lo siguiente:

- Hablen sobre las actividades que pueden desencadenar situaciones violentas.
- Resalte la importancia de prevenir circunstancias violentas.
- Improvisen situaciones en las que tengan que comunicarse eficazmente con otras personas.

## Actividad familiar

Los actos de violencia puede surgir en cualquier momento y en cualquier lugar. Por esta razón, los niños deben saber cómo actuar cuando se vean afectados. Pida a su hijo(a) que repase el contenido del capítulo y que llene la tabla de abajo. Pídale que añada otras situaciones que crea que podrían surgir y escriba lo que haría.

### Cómo evitar la violencia

Situación	Lo que debo hacer
Cuando alguien me amenaza	
Si encuentro un arma	
En un atentado terrorista	
En una pelea en la escuela	
Si veo personas sospechosas y estoy solo	

## Bullies at Work

### *Type of bullying*

### *Bullying situation*

1. What type of bully is Gina?
 

☐ Aggressive  
☐ Passive  
☐ Relational

Gina was the head of the "Sweeties," the most popular group at school. Bridget was a member of the "Sweeties," too. Gina told all the other "Sweeties" that Bridget was saying bad things about them. All the girls ganged up and kicked Bridget out of the group.
  
2. What type of bully is Deacon?
 

☐ Aggressive  
☐ Passive  
☐ Relational

Deacon loves to pick on people much smaller than himself. He uses his muscles and size to push everyone else in the class around. He has chosen his "special ones" to pick on almost every day.
  
3. What type of bully is Craig?
 

☐ Aggressive  
☐ Passive  
☐ Relational

Jim and Craig are the class bullies. Everyone is afraid of them. Jim always starts pushing people around, and Craig often yells names along with Jim. Craig doesn't look too scary on his own. He can even be nice sometimes. But as soon as he is with Jim, forget it. He tries to act big and tough.
  
4. What type of bully is Julie?
 

☐ Aggressive  
☐ Passive  
☐ Relational

Julie thinks people will like Shari better than they like her. So Julie decides she will ruin Shari's reputation by spreading lies about her.
  
5. What type of bully is Sam?
 

☐ Aggressive  
☐ Passive  
☐ Relational

Everyone listens to Ray. Whatever he tells the other kids, they do. Sam is his right-hand man. Sam always joins in with Ray, but no one thinks he is as cool as Ray.
  
6. What type of bully is Didi?
 

☐ Aggressive  
☐ Passive  
☐ Relational

Didi is everything but nice. She is tough and not afraid of anything. She will do anything to get what she wants, especially from Sara. She pushes Sara around all the time to make herself look tougher.



# I Know Bullies

## *Aggressive Bullies*

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- They push, hit, or toss around other students to get what they want.
- They act very tough and look like they are not afraid of anything.
- They like to have power over other students.
- They never feel bad about hurting their victims.
- They will hurt their victims in front of others.

### **Carlos**

Carlos and his buddies are fourth graders and some of the toughest kids in the school. All of the kids know to watch out for them. Simon particularly tries to avoid them. Every day, Carlos makes fun of Simon in front of everyone in the lunchroom. Carlos purposely looks for Simon to take his lunch, to knock his books off the desk, or to trip him. When Simon becomes upset, Carlos begins laughing and making fun of him even more.

## *Passive Bullies*

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- They follow the main bully.
- They may be part of the bullying group.
- They join in the bullying, but they don't bully on their own.
- They think the bully is cool.
- They want to be friends with the bully.

### **John**

John wants to be as tough as Peter. Everyone is scared of Peter. Every time Peter tries to hurt or embarrass one of their classmates, John stands right behind him, making a fist and yelling out names.

## *Relational Bullies*

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- They are often girls.
- They try to make students feel bad by excluding them from the group.
- They will spread rumors so other students don't like you.

### **Mary**

Mary is the coolest girl in the class. She is tough and smart. Mary always picks on Becky, saying bad things about her to the other girls and boys in the class. When Mary had a birthday party, she invited everyone except Becky. She told everyone that Becky was the only person not cool enough to come to her house.

### **Activity 4.3**

*Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders (Grades K-5)*  
© 2003 by Arthur M. Horne, Christi L. Bartolomucci, and Dawn Newman-Carlson.  
Champaign, IL: Research Press. (800) 519-2707.



## Reading Skill Graphic Organizer

# Identify Cause and Effect

Cause:



Effect:



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Cause:



Effect:



## Reading Skill Graphic Organizer

# Identify Cause and Effect

Cause:

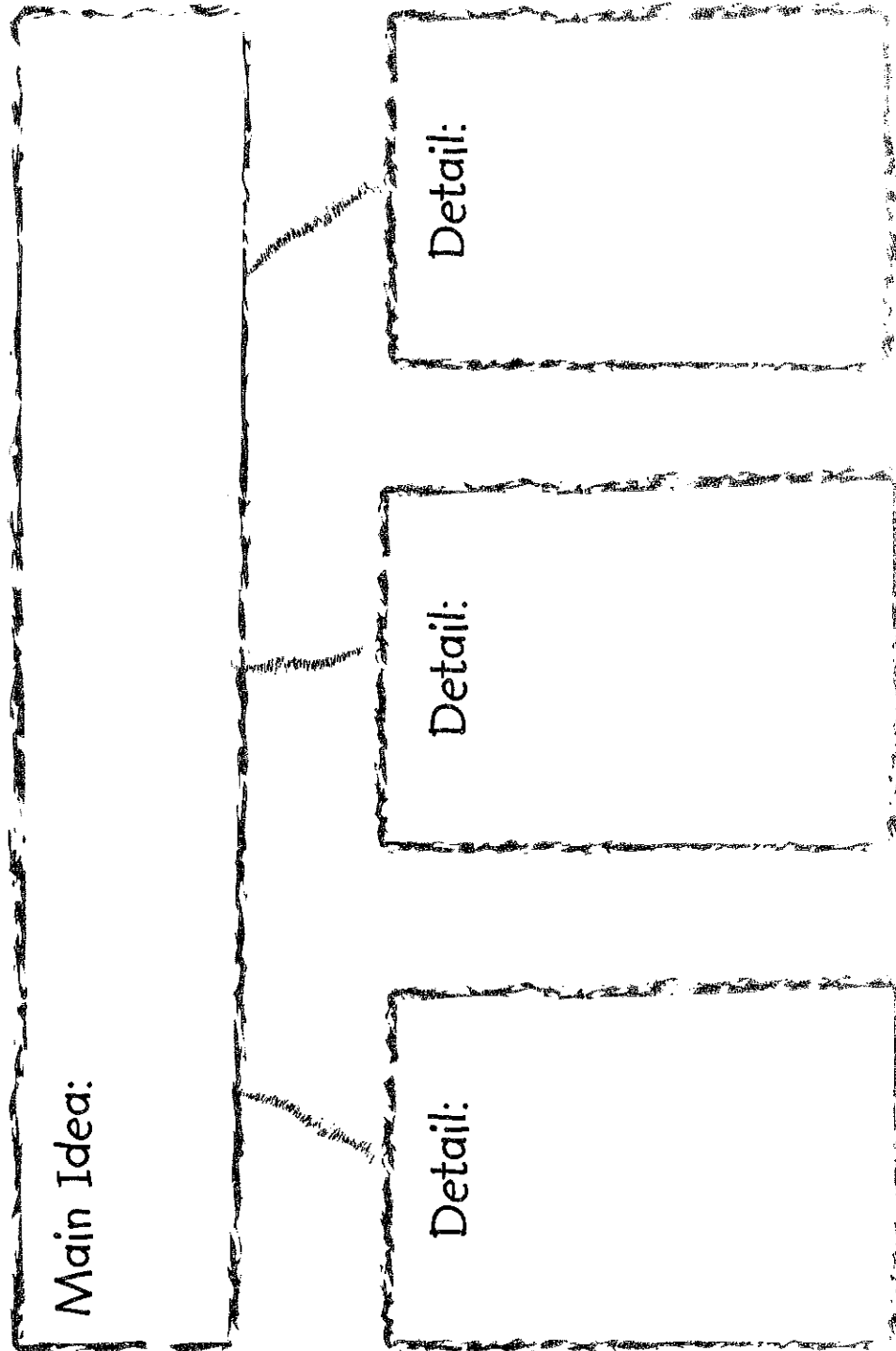


Effect:



## Reading Skill Graphic Organizer

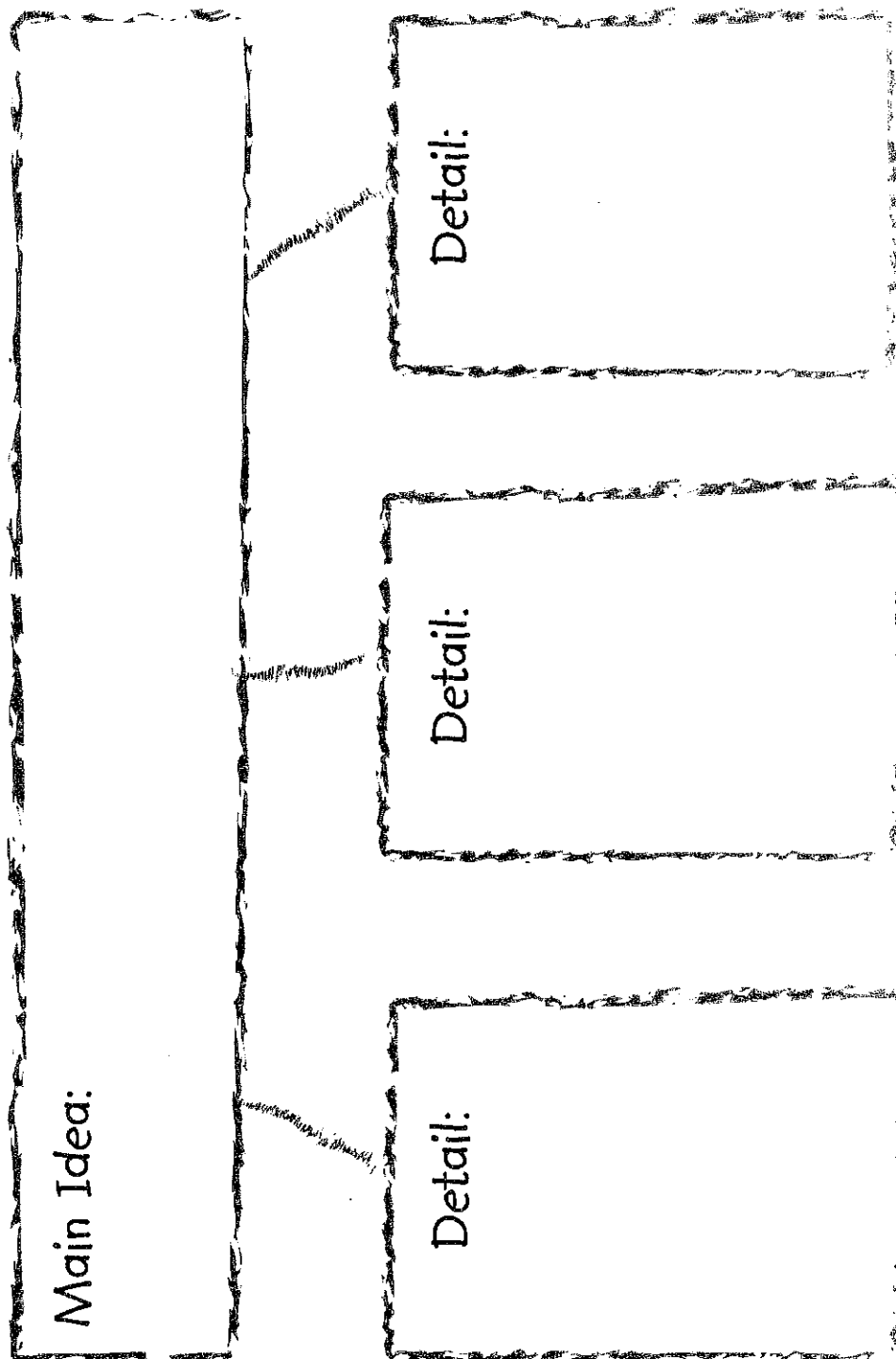
# Identify Main Idea and Details





## Reading Skill Graphic Organizer

# Identify Main Idea and Details





## Reading Skill Graphic Organizer

# Identify Main Idea and Details

