

pViolence revention

**Linda
Meeks**

*Totally Awesome™
Teaching Strategies
for Safe and
Drug-Free Schools*

**Philip
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Randy Page

pViolence prevention



*Totally Awesome
Teaching Strategies
for Safe and
Drug-Free Schools*

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Preface by David Sleet, San Diego State University

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Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, OH 43240-4027

Printed in the United States of America

Library of Congress Catalog Number: 94-76121

ISBN: 0-9630009-4-2

6 7 8 9 10 028 05 04 03 02 01

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Preface

Violence Prevention: An Awesome Responsibility

When you turn the page, you will read the news as reported in a fictitious newspaper, *Violent Times*. However, each of the articles in *Violent Times* contains factual information. References for these and other facts appear immediately after the newspaper to help you find more information. This Preface is written in a newspaper-style to give these facts added impact. Some of the articles keep you abreast of the threat of violence in young people. Two of the articles are about young people who were victims of horrific crimes. Information for these articles was provided by family members. Other articles focus on ways schools and communities can work together to promote safe schools. Also included are articles containing information on grants and other monies available to help schools with violence prevention programs. Finally, of special interest is an article that describes a program involving young people that is aimed at stopping violence.

Violence prevention is an awesome responsibility for each of us. As an educator, you have an important role in protecting the health and safety of the youth of this nation. This book, *Violence Prevention: Totally Awesome™ Teaching Strategies for Safe and Drug-Free Schools*, contains a violence prevention curriculum; facts about violence prevention; *Totally Awesome™ Teaching Strategies*; violence prevention literature; family, teacher, and student reproducible masters; and violence prevention resources. It is a valuable resource for educators.

David Sleet, Ph.D.
Professor
San Diego State University

the Violent Times

STORMY
High 70/Low 42

VIOLENCE THREATENS NATION'S YOUTH

Recent polls indicate that America's youth are vitally concerned about crime and violence. According to state and national survey data, their worries are justified. A violent crime occurs near a school every six seconds, and nearly 40 percent of school administrators report an increase in violence within their school districts in the last five years.

Nearly 8 percent of all students in grades 9-12 say they have been in at least one physical fight that resulted in a treatable injury in the past 30 days. Nearly three million thefts and incidents of violent crime occur on or near school campuses each year.

Among eighth and tenth graders, almost 7 percent of boys and 2 percent of girls carry knives to school nearly every day. More than half of students in grades 6-12 say they are able to get a handgun if they want one. Nearly one of 5 students in grades 9-12 say that they have carried a weapon at least once during the past 30 days. One in 20 students carried a gun. Among young people ages 15 to 24, homicide is the second most common cause of death, surpassed only by unintentional injuries. Homicide is the most common cause of death for both African-American females and males ages 15-34. Eighty two percent of homicides among teenagers 15-19 years of age are associated with a firearm, 91 and 77 percent among black and white males respectively.

For every homicide victim, there are at least 90 people over age 12 who are injured in an interpersonal violent event. From 1987 to 1991,

juvenile arrests for violent crimes have increased by 50 percent; juvenile arrests for murder have risen an alarming 85 percent; and 3 of 10 juvenile murder arrests involved a victim under the age of 18.

More than 15 percent of youth ages 12 to 17 say that gangs exist in their schools. Gang members are 10 times more likely to have carried a weapon in the last year; they are 10 times more likely to have been in gang fights; they are 4 times more likely to have used drugs or alcohol, and 5 times more likely to steal or buy drugs.

Violence in school-age youth is costly. In 1987, violence to people age 12 and older resulting from rape, robbery, assault, murder, and arson caused about ten billion dollars in potential health-related costs. A single crime-related injury costs an average of \$41,000 for medical and psychological care.

School-age youth are disproportionately represented among the perpetrators and victims of violence. The average age of both perpetrators and victims of violence has been growing younger and younger.

Students Still Mourn Shooting Death Of Classmate

Students at Margaret Leary Elementary School in Butte, Montana still mourn the shooting death of their classmate, Jeremy Bullock. Jeremy died April 12, 1994, of a head wound he suffered when a fellow student fired a gun at a line of



Jeremy Bullock,
shooting victim

students on the school playground. The 10-year-old boy who shot Jeremy was angered by a pair of arguments he had had, one on the playground and another after school near

his home. The arguments appear to have led the boy to bring a gun to the school, intending to shoot one of the boys with whom he had argued. However, the boy apparently was not

familiar with the gun. When he began firing the gun, there were first, fourth, and fifth grade students lined up at the door of the school. One of the bullets struck Jeremy. One struck a book bag lying on the ground, and the other traveled through a student's coat without striking the student.

Ironically, Jeremy had previously sensed that the boy was having difficulties in his relationships. He had invited him to have lunch at school. The day before the shooting, they had had lunch. Students at Margaret Leary admired his helping attitude.

Jeremy was involved in many school activities. He was an avid reader and good student. Jeremy was a member of Boy Scout Troop #8. Students described him as being skilled at many sports, including soccer, basketball, karate, hockey, skiing, and swimming. Jeremy and

Shooting from 1

his identical twin brother, Joshua, shared interests in the outdoors. They enjoyed rafting, fishing, and camping.

Students still mourn the tragic death of Jeremy. They worry about the violence in our country. They want young people with problems to be helped in order to prevent other tragedies.

Jack Copps, Jeremy's grandfather and Deputy State Superintendent of The Office of Public Instruction, shares the concerns of these students. He said the family is comforted to know that the students at Margaret Leary Elementary School want an end to violence at school.

Safe Schools Act Implemented

Signed into law on March 23, 1994 as part of the Goals 2000 legislation, the Safe Schools Act authorizes competitive grants to local education agencies to enable them to carry out projects of up to two years designed to achieve Goal 7 (formerly Goal 6) of the National Education Goals by helping to ensure that all schools are safe and free of violence. This goal recognizes that violence prevention is a key to the success of educational reform.

Grants are used to support a variety of activities, that includes identifying school violence, addressing discipline problems, conducting school safety audits, planning comprehensive violence prevention programs, training school personnel, acquiring metal detectors, hiring security guards, and other prevention/protection measures. The Safe Schools Act also authorizes the Secretary of Education to conduct a variety of national activities, that includes research, program development and evaluation, data collection, and training and technical assistance to school districts and local education agencies. Congress appropriated twenty million dollars for the program in 1994.

Unsolved Murder Plagues Family

The afternoon of September 21, 1982, eight year old Kelly Prosser left Indianola Informal Elementary School in Columbus, Ohio, to walk to her grandmother's house. Kelly never



**Kelly Prosser,
homicide victim**

arrived. Four days later she was found, the victim of a brutal rape and murder.

A number of years have passed since Kelly's tragic death. Kelly's family members, like other homicide survivors, have many unanswered questions. What happened on that crisp, clear, autumn day? Who was the perpetra-

tor of this crime? Why did Kelly have to be the victim of such a horrific crime? Did Kelly know her murderer? Will her murderer ever be apprehended and convicted? Family members relive the event when police call to review the details as they attempt to link recent homicides to Kelly's death. They also are concerned that police will no longer give priority to the investigation of this homicide because of the recent increase in violence and other homicides in the community. The pain continues. Family, friends, and others in the community know that one less child completed school, attended the high school prom, went off to college, and embarked on adulthood.



One of a dozen billboards promoting SWELP

SWELP THWARTS JUVENILE DELINQUENCY

SWELP, the Summer Work Experience Leadership Program, is one of many programs sponsored by the Columbia Urban League of Columbia, South Carolina, aimed at stopping violence. According to James McLawhorn, President and CEO of the Columbia Urban League, the program was initiated ten years ago as a result of research findings from a longitudinal study done by George E. Vaillant while at Harvard Medical School. The study followed the lives of 456 teenage boys from inner-city Boston, many who were reared in impoverished and/or broken homes. Vaillant and his team of researchers compared the men's mental health scores to boyhood activity scores. The boyhood activity scores were determined

by a compilation of points awarded for part-time jobs, household chores, extracurricular activities or sports, school grades relative to I.Q. (a measure of effort in school), and ability to cope with problems.

When follow-up interviews were conducted as these young men reached ages 25, 31, and 47 years



Cynthia Hardy, Urban League staff conducting orientation for SWELP participants and parents.

old, one finding was clear: those who had worked as boys, even at simple household chores, were happier and more productive than those who had not worked. Those highest on the boyhood activity scale were twice as likely to have warm relations with a wide variety of people, five times as likely to be well paid and 16 times less likely to have been significantly unemployed. On the other hand, the group who had worked least in childhood were far more likely to have been arrested, ten times more likely to have been mentally ill, and six times as many of them had died. When researchers examined the activities that made up the boyhood scale, they found that I.Q., amount of school, and family and socioeconomic class made no significant difference. The key activity influencing the futures of these young men was whether they had part-time jobs and/or household chores.

McLawhorn recognized that many programs aimed at helping young people to be successful and avoid the pitfalls of juvenile delinquency are expensive. SWELP was initiated as a cost-effective program to prevent juvenile delinquency. And, SWELP has been well-received by the young people and their sponsors in Columbia, South Carolina. This past summer more than 400 young people participated in SWELP. To be eligible, participants must be between the ages of 12 and 16, sign up for an internship for a minimum of two weeks (most sign up for four weeks), and agree to work for twenty hours per week. During the internship, participants are paired with a mentor. They shadow this mentor in a career-oriented job. They are paid a stipend of three dollars an hour for this work. When they complete the program, they are awarded a framed certificate.

"The response from the community is very positive," said McLawhorn. "Businesses as well as private citizens donate money to sponsor the young people who participate.

They recognize that young people under age 16 have had little opportunity to gain job-related experience and they want to help. Many of the mentors in the program continue to work with their interns after the summer program ends." McLawhorn is hopeful that cities across the nation will adopt programs similar to SWELP. SWELP is cost-effective and helps prevent juvenile delinquency.

Private Foundations Provide Monies For Violence Prevention

Private foundations are increasingly interested in funding violence prevention programs. From 1988 to 1992, 17 foundations gave more than one million dollars each for violence prevention. Among them are the largest philanthropists such as Robert Wood Johnson Foundation, W. K. Kellogg Foundation, Ford Foundation, the Henry J. Kaiser Foundation, the Harry Frank Guggenheim Foundation, and the Carnegie Foundation. Only about 2 percent of the total grants in 1990 were awarded for projects directly related to preventing school violence.

Federal Agencies Support Violence Prevention Activities

The National Center for Injury Prevention and Control (the lead agency for violence prevention) and the National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health (the lead agency for school health) (both at the Federal Centers for Disease Control and Prevention, Atlanta, Georgia) provide technical assistance and funding through state and local health departments for violence prevention activities. CDC conducts the Youth Risk Behavior Surveillance System and other data collection efforts that help track risks for

State Agencies Offer Assistance

State Maternal and Child Health (MCH) agencies (defined as the offices that receive federal Title V Bloc Grant monies), state health departments, state education agencies, and the office of the state Attorney General frequently provide grants to schools and school-based health centers to support violence prevention programs. MCH may provide grants to schools and school-based health centers to support violence prevention programs such as positive parenting, violence reduction education, and mentoring programs. Health departments may assist schools to develop a violence reporting system or aid in victim counseling and health services. State education agencies, through federal funding, may fund state and local violence prevention curricula and teacher training. The Attorney General's office and state law enforcement agencies may assist in legal issues, help review school policy regarding disciplinary procedures, and support alternative programs for violent offenders as well as recreational and after-school programs, parent training, and violence reduction education.

violence among youth and has published many helpful resource guides. Schools are a major focus for the implementation and evaluation of strategies such as conflict resolution, and are an integral part of funding larger, community-based programs.

Office of Justice Programs, the National Institute of Justice, the Bureau of Justice Assistance, and Office of Juvenile Justice and Delinquency Prevention (all at the United States Department of Justice) provide funding for demonstration programs to schools; provide

technical assistance to schools in developing school safety plans (through the National School Safety Center); operate state grant programs; conduct research and evaluation on violence and violence prevention; collect and report data on violence, crime, and victimization in schools; and operate state juvenile justice programs.

The Department of Education, through the Office of Educational

Research and Improvement, helps track changes in school violence trends over time and provides assistance to schools, school districts, and state and local education agencies to conduct and evaluate violence and drug education programs in the schools. They have been instrumental in cosponsoring a number of conferences and publications related to safeguarding our youth from violence.

The Center for Substance Abuse and Prevention at the Substance Abuse and Mental Health Services Administration conducts and sponsors research and demonstration programs involving the prevention of drug and alcohol use and violence, much of which is focused on school-aged youth. Community groups and schools are frequent recipients of these broad-based programs.

Schools And Communities Work Together For Safe Schools

Many school districts and state education agencies are collaborating with other community resources to forge comprehensive plans for violence prevention in schools. Although the solutions to school violence differ from one school or district to another, some guiding principles for school-based programs, derived from planning exercises and coalition development in various states, point to some general guidelines:

In the community

- Publicly support violence prevention as a long-term, high priority program in the community where the school is located.
- Intervene early with very young children and with youth at high risk of violence and aggression.
- Support community development activities intended to reduce community violence, such as restricting access to firearms.
- Consider programs that keep schools open before and after the normal school day.
- Encourage wide participation of students, teachers, administrators, parents, and community groups in developing and implementing a violence prevention program.
- Provide neighborhood outreach programs to serve the needs of disruptive youth.

- Expand access for at-risk students to programs known to improve school success, such as Head Start and Chapter 1.
- Provide young people with positive adult role models or mentors for nonviolence.
- Develop means to restrict access to weapons in the community.
- Develop violence prevention plans in partnership with local governments, businesses, and parents as well as medical and law-enforcement, and community-based organizations.

In the school

- Publicly support violence prevention as a long-term, high priority program for the school.
- Develop strong and consistent discipline policies, widely communicated, fairly administered, and consistently enforced.
- Assess school safety problems through school safety audits, environmental analysis, and reviewing discipline and violence-related school data.
- Assess and measure program outcomes, such as reductions in violent behavior, school incidents, or changes in student/teacher/parent behaviors and risks.
- Install emergency communications systems or classroom telephones throughout the school to facilitate

rapid response.

- Implement developmentally appropriate, culturally sensitive, and culturally relevant violence prevention programs in all grades.
- Endorse district policies that enable schools and administrators to know the school-violence history of disruptive or aggressive students.
- Provide inservice education in violence prevention and control for teachers, administrators, school-service personnel, staff, teachers aids, groundskeepers, and school bus drivers.
- Require student photo identification.
- Prevent weapon-carrying and weapon-storage at school.

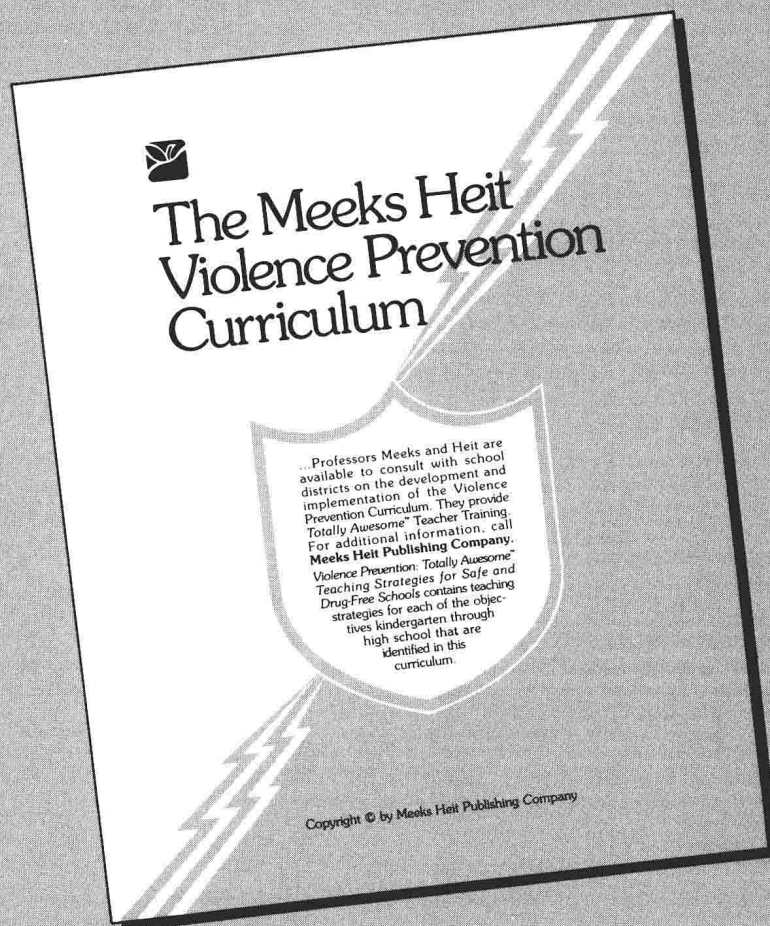
These and other strategies should be tailored to local needs and policies and developed with the broadest input from school and community groups. While it is true that some schools are seriously affected by violence problems, most schools remain safe places for teachers and students. But as violence invades the community, it surely will find its way into the schools unless schools take action to prevent it.

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The Violence Prevention Curriculum



USING THE VIOLENCE PREVENTION CURRICULUM



The material in this book is organized and presented within a framework the authors believe provides the best sequence in which educators might learn how to educate about violence prevention. In this sequence, educators first examine the desired outcomes for an effective violence prevention curriculum. Then they examine the facts about violence their students need to know. Next, educators review *Totally Awesome™* Teaching Strategies and violence prevention literature that can be used to motivate students to learn and practice life skills for violence prevention. There are family, teacher, and student masters to accompany many of the *Totally Awesome™* Teaching Strategies. Also included is a list of violence prevention resources.

Accordingly, this book is organized into six sections:

- Section 1: The Violence Prevention Curriculum
- Section 2: Facts About Violence Prevention
- Section 3: *Totally Awesome™* Teaching Strategies
- Section 4: Violence Prevention Literature
- Section 5: Family, Teacher, And Student Masters
- Section 6: Violence Prevention Resources

The following discussion introduces the material included in Section 1. The Violence Prevention Curriculum. The discussion focuses upon developing a violence prevention curriculum and using *The Meeks Heit Violence Prevention Curriculum*.

DEVELOPING A VIOLENCE PREVENTION CURRICULUM

The beginning step in initiating violence prevention education is to develop a violence prevention curriculum. A **violence prevention curriculum** is an organized plan for the effective implementation and

evaluation of violence education. Educators need to consider the following when developing the curriculum:

- What is the rationale or philosophy for educating about violence prevention?
- How might students be taught to make responsible decisions that prevent violence or keep it from escalating?
- How might students learn to resist pressures to be violent?
- What does research say about risk factors for and protective factors that prevent violence?
- What are age-appropriate objectives and life skills that can be carefully interwoven into a scope and sequence or spiral of learning?
- What teaching strategies might be used to reach each of the objectives in the scope and sequence and help students develop appropriate life skills?
- How might literature be used to enhance the learning experiences of students?
- Into what curriculum areas might the teaching strategies on violence prevention be infused?
- How might critical thinking skills and character education be infused into the violence prevention teaching strategies?
- How will the students and the curriculum be evaluated to learn if the desired outcomes have been reached?

USING THE MEEKS HEIT VIOLENCE PREVENTION CURRICULUM

It is by no means easy to develop, implement, and evaluate an effective violence prevention curriculum. To facilitate this task, the authors have included *The Meeks Heit Violence Prevention Curriculum*. Much

time was devoted to the development of the curriculum. *The Meeks Heit Violence Prevention Curriculum* is based on 20 risk factors and 20 protective factors. And, it was reviewed by your colleagues who know the history and background of this program and have expertise in violence prevention and education. Your school district might decide to use *The Meeks Heit Violence Prevention Curriculum* rather than spend valuable time and resources writing one. Of course, your school district may want to make some modifications based upon the specific needs of your school and community. Should your school district or you choose to use this curriculum, the authors ask you to keep the copyright statement on each of the pages.

The Meeks Heit Violence Prevention Curriculum includes:

1. A carefully formulated statement of goals and philosophy;
2. A Responsible Decision-Making Model that students can study and use to help them make decisions that are healthful, safe, legal, respectful of self and others, consistent with guidelines of responsible adults such as their parents, and/or guardians, and are indicative of character;
3. A Model For Using Resistance Skills that students can study and use to enable them to resist negative peer pressure;
4. An explanation and listing of the risk factors and protective factors that were used to develop the objectives and life skills for *The Meeks Heit Violence Prevention Curriculum*;
5. A Scope and Sequence Chart including objectives, life skills, and protective factors for grades K–2, grades 3–5, grades 6–8, and grades 9–12 that serves as a blueprint for planning, implementing, and evaluating instruction;
6. An explanation of the design of the *Totally Awesome™* Teaching Strategies that can be used to involve students in learning about violence and practicing life skills to prevent violence;
7. A rationale for including violence prevention literature to afford students the opportunity to explore the types of behavior and feelings experienced by themselves and others;
8. Identification of curriculum areas into which violence prevention might be infused;
9. A rationale for infusing critical thinking skills into the *Totally Awesome™* Teaching Strategies;
10. A rationale for infusing character education into the *Totally Awesome™* Teaching Strategies;
11. A discussion of inclusion of students with special needs in the regular classroom for violence prevention education;
12. Suggestions for implementing the violence prevention curriculum with family, school, community, and professional involvement;
13. Suggestions for evaluating the objectives and life skills, identified for different grade levels, in the Scope and Sequence Chart.

Carefully review *The Meeks Heit Violence Prevention Curriculum*. Focus on the desired outcomes for students at grades K–2, grades 3–5, grades 6–8, and grades 9–12. The remaining sections of this book contain all of the teaching strategies, violence prevention literature, and family, student, and teacher masters needed to reach these desired outcomes.



The Meeks Heit Violence Prevention Curriculum

...Professors Meeks and Heit are available to consult with school districts on the development and implementation of the Violence Prevention Curriculum. They provide *Totally Awesome™* Teacher Training. For additional information, call **Meeks Heit Publishing Company.**

Violence Prevention: Totally Awesome™ Teaching Strategies for Safe and Drug-Free Schools contains teaching strategies for each of the objectives kindergarten through high school that are identified in this curriculum.

Goals and Philosophy...

Wellness is the quality of life that includes physical, mental-emotional, family-social, and environmental health. The **Wellness Scale** depicts the ranges constituting the quality of life—from optimal well-being to high level wellness, average wellness, minor illness or injury, and premature death. At least six factors influence health and wellness:

1. the behavior a person chooses;
2. the situations in which a person participates;
3. the relationships in which a person engages;
4. the decisions that a person makes;
5. the resistance skills that a person uses;
6. the level of self-esteem that a person develops.

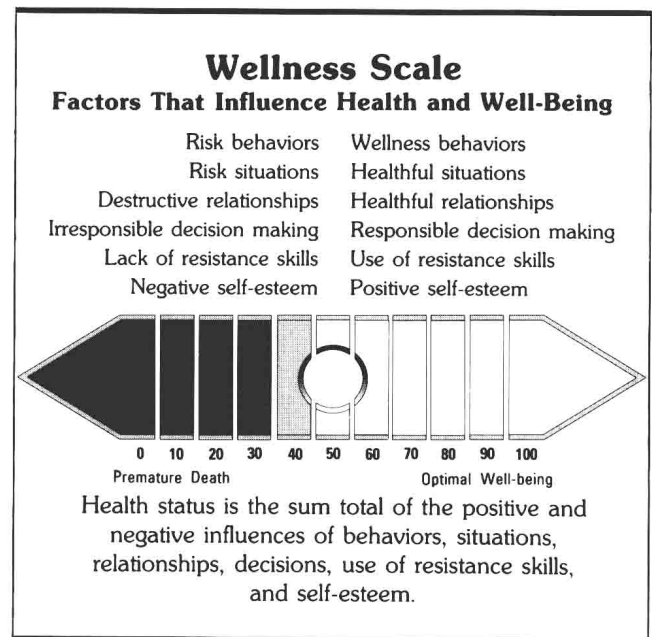
Health status is the sum total of the positive and negative influences of behaviors, situations, relationships, decisions, use of resistance skills, and self-esteem on a person's health and wellness. Each influence that is positive is viewed as a plus (+) while each influence that is negative is viewed as a minus (-). A person's health status fluctuates on the Wellness Scale, depending on these influences.

The goal of violence prevention education is to promote wellness in students. The philosophy of **The Meeks Heit Violence Prevention Curriculum** focuses on helping students develop life skills for violence prevention. **Life skills** are actions that keep young people safe and that are learned and practiced for a lifetime. **Life skills for violence prevention** help young people resist behaving in violent ways, protect themselves from the violent actions of others, and develop resiliency. **Resiliency** is the ability to prevent or to recover, bounce back, and learn from misfortune, change, or pressure. When young people are resilient, they bounce back when unexpected and difficult events occur in their lives. They learn from their experiences and use what they have learned wisely.

A Responsible Decision-Making Model.....

The Meeks Heit Violence Prevention Curriculum helps students learn to make responsible decisions. A decision-making model is applied consistently at every grade level with emphasis placed on making responsible decisions. The steps in the model are as follows:

- Clearly describe the situation.
- List possible actions that can be taken.
- Share the list of possible actions with a responsible



adult such as someone who protects community laws and demonstrates character.

- Carefully evaluate each possible action using six criteria. A responsible action is one that is:
 1. healthful,
 2. safe,
 3. legal,
 4. respectful of self and others,
 5. consistent with guidelines of responsible adults such as parents and guardians,
 6. indicative of character.
- Decide which action is responsible and most appropriate.
- Act in a responsible way and evaluate the results.

Model for Using Resistance Skills.....

The Meeks Heit Violence Prevention Curriculum helps students learn to resist harmful peer pressure. A model for using resistance skills or "say NO" skills is applied consistently at every grade level. Students practice the model as they:

- use assertive behavior,
- avoid saying "NO, thank you" to people who pressure them to behave in violent ways or use drugs (there is no need for them to thank people who want them to behave this way),
- use nonverbal behavior that matches verbal behavior,
- influence others to choose responsible behavior,
- avoid being in situations in which there will be pressure to make harmful decisions,
- resist pressure to engage in illegal behavior.

Risk Factors and Protective Factors.....

The Meeks Heit Violence Prevention Curriculum is based on what we know about risk factors and protective factors. **Risk factors** are ways that people might behave and characteristics of the environment in which they live that increase the likelihood that something negative will happen to their health, safety, and/or well-being. Some risk factors that promote violence are listed in Figure 1. Risk factors refer only to the statistical probability that something negative will happen. When young people have risk factors in their lives, it does not mean that they will actually behave in violent ways or be harmed by others. Young people have varying degrees of control over the different risk factors. For example, young people can control whether they use drugs or belong to gangs. However, they do not have control over the family in which they were reared and whether their families are rich or

poor. **Protective factors** are ways that people might behave and characteristics of the environment in which they live that promote their health, safety, and/or well-being. Some protective factors that prevent violence are listed in Figure 2. Protective factors refer only to the statistical probability that a person's health, safety, and/or well-being will be protected. There is a chance that something beyond a person's control will affect health, safety, and/or well-being in negative ways. For example, a young person might be a victim of random violence such as a drive-by shooting. However, the more protective factors that apply to a young person, the more likely (s)he is to be protected from violence.

The Meeks Heit Violence Prevention Curriculum encourages students to shield themselves from violence by avoiding risk factors and practicing life skills that focus on protective factors to prevent violence.

Figure 1 Risk Factors That Promote Violence

Risk Factors are ways that you might behave and characteristics of the environment in which you live that increase the likelihood of having something negative happen to your health, safety, and/or well-being.

1. Failing to recognize violent behavior.
2. Having negative self-esteem.
3. Being reared in a dysfunctional family.
4. Living in an adverse environment.
5. Lacking social skills.
6. Being unable to manage anger.
7. Being unable to manage stress.
8. Not participating in physical and recreational activities.
9. Having suicidal tendencies.
10. Resolving conflict in harmful ways.
11. Practicing discriminatory behavior.
12. Lacking responsible decision-making skills.
13. Being unable to resist negative peer pressure.
14. Using alcohol and other drugs.
15. Carrying a weapon.
16. Belonging to a gang.
17. Challenging authority and breaking laws.
18. Being in risk situations.
19. Avoiding recovery if a victim.
20. Repeating violence if a juvenile offender.

Figure 2 Protective Factors That Prevent Violence

Protective Factors are ways that you might behave and characteristics of the environment in which you live that promote your health, safety, and/or well-being.

1. Recognizing violent behavior.
2. Having positive self-esteem.
3. Being reared in a healthful family.
4. Living in a nurturing environment.
5. Using social skills.
6. Practicing anger management skills.
7. Practicing stress management skills.
8. Participating in physical and recreational activities.
9. Practicing suicide prevention strategies.
10. Practicing conflict resolution and peer mediation skills.
11. Avoiding discriminatory behavior.
12. Making responsible decisions.
13. Practicing resistance skills.
14. Avoiding alcohol and other drugs.
15. Practicing responsible behavior around weapons.
16. Resisting gang membership.
17. Respecting authority and abiding by laws.
18. Practicing self-protection strategies.
19. Participating in recovery if a victim.
20. Changing behavior if a juvenile offender.