



**CRITICAL THINKING**

In many countries of the world, several generations of family often live together in one household. Do you think that elderly abuse would occur less frequently in these countries as a result? Explain.

dropped. If the courts offer counseling for couples, only sometimes does it stop the abuse.

**What if you witness a beating?** If you see or hear a beating while it is going on, call the police. The police will not tell who called them. If you know that these attacks happen often, you may try to talk to the person being abused.

In talking to the abused, do not ask a lot of questions. Be friendly. Give the abused person time to talk about the problem. The victim will gradually trust you as a good listener. If the person then decides to take action, go with the victim to court, and testify as a witness.

All people who are abused could be in constant danger. Victim-assistance programs can help victims to find safety and to even start a brand new life.

**What is elderly abuse?** **Elderly abuse** is the abuse of older people or senior citizens. About 5 percent of older people in the United States are abused. Many states have laws that give more punishment for elderly abuse than for other types of assault. This is because elderly people really cannot defend themselves.

For example, Tina's grandmother lives with her. The grandmother is very old. She cannot take care of herself. She does not always get to the bathroom in time. She makes messes. Tina hates to clean up after her. Sometimes, Tina gets so mad that she hits her grandmother. She knows it is wrong, but she cannot stop herself. Tina is guilty of elderly abuse. Do you know anyone like Tina?

**What be done about elderly abuse?** Elderly abuse can be reported to the Office of Aging or to the police. The family can get help with counseling. The elderly person might be put in a hospital or nursing home in order to be safe. Stopping violence in the home can benefit the whole community. The end of family violence can lead to a truly peaceful society.

**DID YOU KNOW?** A large part of what psychologists and social workers do to help victims of abuse is to listen carefully to them talk about their fears and feelings.



*Workbook*  
Self-Check p.34  
Reality-Check p.35



**TO LEARN MORE**  
*Drug Education*, p. 93

**Understanding Chapter 16**

1. What is child abuse?
2. What is an injunction?
3. What help is there for violent families

## Crime And The Law Part 4

### IN THIS PART, YOU WILL LEARN

- analyze what is positive and negative about gangs
- discover what gang life is really about
- weight the importance of your own values again the risks and dangers of gang life
- advise a younger person or peer wisely about whether or not to join a gang
- make decisions about issues in your life that are not represented truthfully in the media

# Making Decisions

## COOPERATIVE LEARNING ACTIVITY

*Running with the wrong crowd*

### EMPOWER YOURSELF

Sometimes, young people say that it is unrealistic to try to avoid violence and gangs. Often, what they mean is either that peer pressure or their pride might be involved or that they do not believe that nonviolent alternatives really work. They often find themselves wanting something to belong to. But gangs not only abuse society; they also abuse their own members, and there is no pride in that. Explore with your small group the truth about what gangs have to offer.

Scene: John and Tanya were members of the Four-X gang. They had dated for years and planned to marry. Gang life seemed exciting. Both John and Tanya had no family and were very loyal to each other. They loved each other. Then one day, there was a big drug deal. Several members were involved, including John and Tanya. The police came and there was a shootout. John got desperate and hid behind a car. Putting his arm around Tanya's neck, he pointed his gun to her head. "Stop or I'll shoot!" he screamed to the police. Tanya could not believe her ears.

### Can a "friend" who has no respect for society really be a friend to you?

1. Read over the scene above. In your small group, develop a two-minute role play. Discuss the role-play, focusing on what your group has discovered about gangs and gang loyalty in this scene.
2. Brainstorm everything your group thinks it knows about gangs. Have one person write down the information. List at least ten items. Write each item in a square on a piece of cardboard. Cut out the individual squares and sort them into two piles—one being the plus group and the other being the minus. The plus group should have items that some people thought were good reasons to join a gang. The minus group should have items that some people thought were reasons to stay away from gangs.
3. Weigh the plus items altogether in a scale. Then weigh just the minus items. (Or weigh both piles in a two-sided scale like the scales of justice). Which pile has the greater weight? By how much?
4. Brainstorm a list of other kinds of groups or activities that can satisfy some of the positives that have nothing to do with abuse or criminal gang behavior. For example, if a plus item was a "feeling of belonging," an item on your group's list might be "finding a big sister or big brother organization in your community."

### While reading this chapter...

Stop and think about how important your values are to you, such as whether or not you could be forced to do something against your will.

## Critical Thinking

(pages: 80 & 81)

1. When many generations of family live together, as in foreign countries, would this lessen elderly abuse? Why?
2. Why is it helpful to listen to victims of abuse talk about their fears and feelings?
3. If you saw someone being beaten or abused, would you call the police? Why?
4. Is it more wrong to beat or abuse an elderly person or a child? Why?

5. Do nonviolent alternatives to problems work? How?

6. What are the advantages of being apart of a gang?

7. What are the disadvantages of being apart of a gang?

1. What should you do if you witness a beating? \_\_\_\_\_
2. The police will not tell what? \_\_\_\_\_
3. If the attacks happen often what might you do? \_\_\_\_\_
4. What if the person decides to take action? \_\_\_\_\_
5. What can victim assistance programs do? \_\_\_\_\_  
\_\_\_\_\_
6. What is elderly abuse? \_\_\_\_\_
7. Why do many states have tougher punishment for elderly abuse? \_\_\_\_\_  
\_\_\_\_\_
8. What makes Tina get mad and hit her grandmother? \_\_\_\_\_
9. Where can elderly abuse be reported? \_\_\_\_\_
10. Where might an elderly person be put to be safe? \_\_\_\_\_
11. What do young people say sometimes? \_\_\_\_\_
12. Who do gangs abuse? \_\_\_\_\_
13. Who were members of the Four-X gang? \_\_\_\_\_
14. Why did they like the gang life? \_\_\_\_\_
15. What did John do when he got desperate? \_\_\_\_\_
16. What did John scream to police? \_\_\_\_\_
17. What was Tanya's response? \_\_\_\_\_
18. Define:
  - A. Unrealistic: \_\_\_\_\_
  - B. Desperate: \_\_\_\_\_
  - C. Peer: \_\_\_\_\_