

Family and its environment as the cause of childhood violence

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Overview:

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- M.A. Theology: Thesis 2007 *Mission in Islam (Central Asia)*
- M.A. Social Work: Thesis 2008 *Family and Violence*
 - A. Aggression and Violence (forms, definition, extent, use, and application)
 - B. Theories of Aggression and Violence (e.g. frustration-aggression theory)
 - C. The Family (definition, history, structural change, constellation of the family)
 - D. Periods of childhood development and stages of aggression,
 - E. Child's environment (Neighbors, Peer-groups, Media, etc.)
 - M.A. Thesis: 80 pages pages
 - 77 references and eight online based articles
 - Germany: Friedensau Advenist University Library: <https://vzlbs3.gbv.de/DB=11/LNG=DU/SID=e8e37b6a-0/CMD?ACT=SRCHA&IKT=1016&SRT=YOP&TRM=gietsel>
- DMIN (current): Family and spirituality: Parental guidance and child's spiritual formation: Privilege, advantages, duties, challenges und consequences.

Objectives:

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1. Identification the cause of violence
2. Understanding the phases of childhood development and periods of aggression as a preventive work against violence and aggression
3. Possible preventions of aggression and violence in the family

Family and its environment as the cause of childhood violence

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1. The readiness to exercise violence in our society is increasing. Whereby, not adults, but younger adults and children are getting more involved.
2. The majority of the population is affected. Children that exercise violence are getting younger. The brutality of children is increasing. Girls are hardly surpassing the boys in their relentlessness.
3. And the question rises: Why children are becoming more and more violent?

Family and its environment as the cause of childhood violence

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“Violence is always aggressive, but not every aggression leads to violence”.

Friedrich Hacker

I. Forms of Aggression and Violence

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Definition of violence: The goal of violence is to punish, to subdue, and to bring under control

General definition of the term "violence" means: the use of coercive and unlawful or violent behavior

Forms of violence:

- Physical
- psychological,
- sexual,
- anti-women,
- racist and verbal violence (L R. Martin / P. Martin 2003, S. 9).

I. Forms of Aggression and Violence

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1. Physical violence includes among others; blows, bruises, stabs, burns and poisoning that lead to physical violence (Ratzke 1999, p. 15).
2. Psychological violence manifests itself in the form of devaluation of the opposite, withdrawal of trust and attention, so that the interaction partner is humiliated, frightened, overburdened and ridiculously portrayed (Ratzke 1999, p. 15).

I. Forms of Aggression and Violence

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3. Sexual violence means: the impairment and injury of another by forced intimate contacts or by other sexual acts which serve the needs of the perpetrator (L R. Martin / P. Martin 2003, p. 9).

4. Anti-women violence means: by harming another person by means of physical, psychological, verbal or sexual harm and injury to women, in particular as an act of power exercising and in a discriminatory and degrading purpose.

I. Forms of Aggression and Violence

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5. Xenophobic violence or racist violence can be characterized by the fact that girls, women or members of another ethnic group are affected and injured by the aforementioned forms of violence (Ratzke 1999, p. 16).

6. Verbal violence: Through verbal violence the victim is harmed by words. The victim is “offended, insulted, threatened, discriminated (deprecated), deceived or extorted by words”.

I. Forms of Aggression and Violence

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1. The concept of violence includes "personal violence", which is understood to injury between persons (due to an unequal distribution of power) or damage to property.
2. On the other hand, there is "structural violence". This includes a "damage to persons due to institutional or social conditions" (L. R. Martin / P. Martin 2003, p. 9).

I. Forms of Aggression and Violence

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1. Structural violence doesn't come from individual persons and is directed not only to an individual but also at members of the most varied social groups.
2. Structural violence is a result of social conditions. Children are often victims of violent acts, but also victims of violent structures.

I. Forms of Aggression and Violence

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1. There is also "expressive violence". The term is then used when negative feelings are expressed. And is related to the self-presentation, "for fun" and is often directed against any opponents or objects.
2. Opposite is the "instrumental violence". It describes the means of solving problems with the realization of one's own intentions (L Martin / P Martin, p. 9f).

I. Forms of Aggression and Violence

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1. In addition, the term "bullying" is derived from the "bully" (brutal guy) is used to describe the phenomenon.
2. This can be one or more attackers who make a conscious and repeatedly negative action to a weaker classmate over a certain time frame.
3. This is also a form of violence that describes negative actions, triggers negative feelings and negative feelings among the affected persons (L Martin / Martin Martin, 2003, p. 9f).
4. There is also the pleading violence, in which the perpetrator sees himself as a victim.

I. Forms of Aggression and Violence

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- Violence manifests itself not only in the form of physical violence such as abuse, but also in sexual exploitation. In addition, neglecting a child is also included.
- This is to be understood as a lack of or unreliable attention. A widespread form of violence is mental abuse.
 - This occurs when, for example, adults behave in a negative or humiliating way.
 - Violence is also exercised when lacking or insufficient (space) is offered to the child. (http://www.sveo.ch/uploads/media/gewalt_in_der_familie.pdf, as of 25.03.2008).

II. Theories of Origination of Aggression and Violence

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- 1. Frustration-aggression theory
- 2. Drive theory/drive doctrine (Triebtheorie or Trieblehre)
- 3. Instrumental aggression theory
 - ❖ (intends to hurt, as a means to a goal other than causing pain - hostile aggression)
- 4. Activation theory of emotion 'Arousal Theory' (i.e. permanent noise..., city, music, multimedia...)
 - ❖ (The nervous system is aroused regardless of whether it is "joy, happiness, sexuality, grief or rage" (Zeltner 1993, p. 77).
 - ❖ The resulting tension can overturn in aggression.

II. Theories of Origination of Aggression and Violence

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- 5. Learn psychological theory
 1. Ivan, Pavlov, Learning through classical conditioning . “In Pavlov’s experiments, for example, he paired the natural stimulus of food with the sound of a bell. (<https://www.verywell.com/learning-theories-in-psychology-an-overview-2795082> July 3, 2017)
 2. B.F. Skinner, Learning trough operant conditioning: “When a behavior leads to a desirable consequence, it becomes more likely that the behavior will be repeated again in the future.” (<https://www.verywell.com/learning-theories-in-psychology-an-overview-2795082> July 3, 2017)
 3. Albert, Bandura, Learning trough observation. “... he proposed that much of learning takes place through observation.
 1. Bobo doll experiment:
 - ❖ The following aspects play a major role in the development of aggression; “How the child has learned to deal with stress, mental depression, with failure” (Zeltner 1993, p. 81)

II. Theories of Origination of Aggression and Violence

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- 6. Habituation and sensitization theory (numbness)
 - Given that a particular stimulus elicits a response, repeated applications of the stimulus result in decreased response
(<http://web.sbu.edu/psychology/lavin/habituation%20and%20sensitization.htm> June, 30th 2017).
 - ❖ (i.e. getting used to noise, aggression, violence and war).
 - Through habituation sensitization, depictions of violence that are taken up over a longer period of time lead to increased violence .
 - ❖ "Torture, oppression, threats are no longer part of countries with dictatorial regimes, quite ordinary middleclass working people from the West are capable to do this".
(Kunczik & Zipfel 2006, p. 16)
- “By beholding we become changed”... 2. Cor. 3.18

II. Theories of Origination of Aggression and Violence

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- 1. Frustration-Aggression Theory (John Dollard, Doob, Miller & Sears)
 1. These scientists say: “Aggression is always a result of frustration and frustration always leads to a form of aggression” (Dollard et al. 1971, p. 9)
 - ❖ They found out that: “... if anger, fear isn’t taken seriously it causes violence.
 2. Furthermore, further tests have shown that fear of punishment reduces aggressive behavior but creates an attack inhibitions. But repressed aggression can lead to violent behavior against weaker (women and marginal groups) (Dollard et al., 1971, p. 9).

II. Theories of Origination of Aggression and Violence

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- 1. Frustration-Aggression Theory (John Dollard, Doob, Miller & Sears)
 - a. It is known that frustration and resettlement trigger hostility, but not every frustration results in a violence.
 - a. Whereby the situation as well as the social background (because the ability processed differently or displaced) plays a decisive role (Zeltner 1993, p. 77).
 - a. Zimbardo, aggression is an acquired and not an innate impulse that has emerged as a reaction to frustration.
 - a. Moreover, "... the greater the present and the accumulated frustration, the stronger the resulting aggressive reaction" (Zimbardo 2004, p. 366).

II. Theories of Origination of Aggression and Violence

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- 2. Drive or hydraulics theory (Konrad Lorenz)
 1. He claims aggression is innate and is always present in man. Humans have the inclination and the urge to aggressiveness, which they have to discharge from time to time.
 1. The human beings are comparable to a "steam boiler": as soon as the steam is let out, the aggression also decreases. These rise again until the next discharge.
 2. Furthermore, the impulse of man is to be equated with instinct. Lorenz defines aggression as the "struggle of the beast and the human being" (Lorenz 1963, p. 388), which must fight rival struggles, order of rank and defense of the living space.
 3. In addition, in order to maintain the mental and physical health it is advisable to maintain the aggressiveness.
 1. This statement is justified by the fact that we know almost nothing about the human social instincts and, accordingly, we are powerless against these aggressions.
 2. This theory is not only dangerous, but also obsolete, yet it is still present and even today (Zeltner 1993, p. 73).

II. Theories of Origination of Aggression and Violence

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- 2. Drive or hydraulics theory (Konrad Lorenz)
 1. Also so called “catharsis effect” - watching violent sports programs - helps to reduce the aggression. On the other hand, active sport can contribute to the reduction of violent impulses.
 2. It is also argued that aggression is innate, but varies from person to person. The predatory crime and particular violence are genetic, so the aggressive behavior develops independently of environmental influences (**against:** by beholding...2. Cor. 3.18).
 3. Han Brunner, who has extensively dealt with the phenomenon of violence in Dutch families, found out, that there was a defect in the gene section, that regulated the neurotransmitters (transmitants) which balances our emotional condition, that’s why humans are aggressive and violent.

II. Theories of Origination of Aggression and Violence

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- 2. Drive or hydraulics theory (Konrad Lorenz)
 1. Psychologists and conflict researchers expressed doubts about a purely genetic or purely typological cause for the emergence of violence.
 1. The psychotherapist Alice Miller says:
 - ❖ "A truly loved child will not be violent as an adult" (Zeltner 1993, p. 76).
 2. This statement underscores the fact that parents who are mistreating their children today, were victims of violence in their childhood themselves.
(http://www.sveo.ch/uploads/media/gewalt_in_der_familie.pdf, as of 25.03.2008).

III. The Family

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- 1. Family and domestic violence, 2. forms of domestic violence, 3. unplanned and unwanted pregnancy in the context of domestic violence, 4. violence of children against their parents, 5. aggressive periods of childhood development, 6. mother-child relationship, 7. periods of rivalry..., 8. sibling relationships, 9. violence among siblings,...etc.
- The historical background:
 1. A look in the history shows that the family had a different constellation, meaning, weighting and a different extent than today. The appearance of today's family is the result of a change in history.
 2. For centuries the family was identified with the image of a so-called "large house family" (Boeckler 2002, p. 88ff). From the beginning of the Middle Ages to far into the 19th century, this was the family form. In this composition the "farmers, craftsmen and merchants" lived (Boeckler 2002, pp. 88ff).

III. The Family

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• Structural change

1. Through the industrialization, which took place in the 18th and 19th century, the large family was withdrawn from the economic base.
 1. Since the work in factories was no longer done in the family context and the usual working day lasted 12-14 hours, the family was no longer able to give to the individual the necessary support, security, and warmth (Boeckler 2002, p 88ff).
2. In the bourgeois family the situation was different, the father was still the only source of income.
 1. This enabled the mother to create a shelter for her family, that was exposed to social and civic customs and pressures. Thus the woman was at the center of family life. Her tasks were restricted to "church, cuisine and children" (Boeckler 2002, p. 88ff).
3. Family today: stability and change:
 1. The present family can not be compared with the image of the bourgeois family of the 19th century.
 2. Today, the term "family" means the small family. Two generations live together in one dwelling: father, mother and the children belonging to them - physical or even adoptive children (Fahlbusch 2001, p. 88).

III. The Family

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- The family as socialization authority
 1. The family represents the first and primary socialization body for children. Here they first learn what love, warmth and affection mean (Schneekloth / Leven 2007, p. 65).
 2. It becomes even more impressive so Betz et al. (2000, p. 16) that the family is a "multifarious network of relationships" between parents and children. Founded by a close, emotional and personal relationship, it provided, protection and security in times of need (Hurrelmann / Andersen 2007, p. 17).

III. The Family

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- The family as socialization authority
 1. In the process of socialization, which the infant goes through and gradually reaches the adulthood, it learns the own world and the world into which it was born. In doing so, the child becomes familiar with the knowledge and the cultural techniques that the parents were practicing (Zöpfl 1998, p. 192).
 2. In all societies, the family is understood to be the most important social form of life. It is characterized by its lasting cohesion, which is based on solidarity and personal attachment, as a family (Boxleitner / Brand et al., 2004).
 3. At the same time, the need and desire of a child is perceived and fulfilled: "The family is not only a 'microsociological structure', it has become, history, tradition, encounter , happiness, and grace "(Zöpfl 1998, S 192).

III. The Family

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- The family as socialization authority/violence
 1. In addition to protection, security and love, the family is also the place where the children in most cases are confronted with violence for the first time in their lives. The family is the place where most people experience violence. These experiences shape and influence their value and accompany them throughout their lives (Berckhauer / Steinhilper, p. 303).

Physical violence in family

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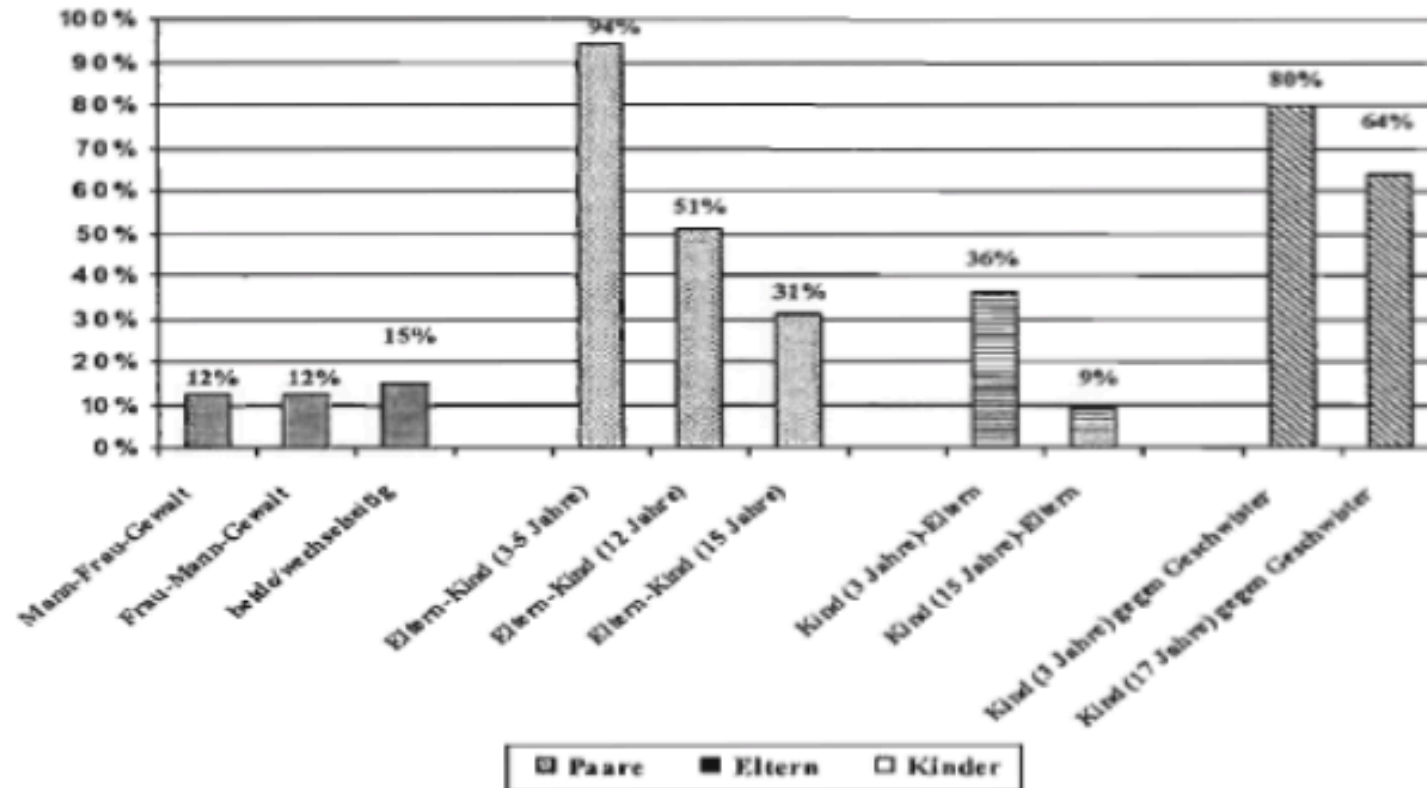


Abb. 1: Körperliche Gewalt in Familien (Quelle: Lamnek/Luedtke/Ottermann 2006, S. 108)

III. The Family

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Periods of childhood development and stages of aggression

1. These are the following periods:
 1. The separation of the dual mother-child relationship.
 2. The defiance phase.
 3. The period of rivalry with peers, identification with a parent "(Zeltner 1993, p. 87).
2. In the early development period, the child's psyche is vulnerable and receptive.
 1. Any feeling fluctuations such as distance and cold, but also affectionate attention are particularly noticed.
 2. At this time the "non-verbal language and the reception of subconscious" are particularly necessary (Zeltner 1993, p. 87).

III. The Family

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- 1. The separation of the dual mother-child relationship
 1. Through the mother, a child experiences "devotion, warmth, continuity, consistency", it acquires primal trust and at the same time the first refusals. It gives to the child a basic trust in her-/himself, to the social environment and to reality. At this time, the most important person for the child is the mother.
 2. At about the end of the first year of life, a separation of the child from the mother with which it has hitherto been connected takes place. A conscious perception of maternal absence takes place through the abduction. In this process the mother is characterized and experienced as a "bad mother" (Brandes, 2002, p. 28).

III. The Family

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. 2. The defiance phase

1. **In the 2nd and 3rd years of life a further development takes place in childhood progress.**
 1. Through the language development and other skills that the child develops, it is able to get along with other people.
 2. Children in the defiant phase need a particularly sensitive environment to unfold themselves.
2. **The child experiences the interplay between feeling one's own needs and renouncing the other.**
3. **Before children develop verbal skills, aggressive behavior is manifested physically.**
 1. Toddlers display aggressive behavior by crying, screaming, biting, kicking, throwing, and breaking objects.
 2. Anger outbursts typically peak at 18 to 24 months and slowly decrease by age 5.
 1. Understanding Aggressive Behavior Across the Life Span (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3411865/>, extracted July 9th, 2017)

III. The Family

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- 3. The period of rivalry with peers, identification with a parent

1. The phallic (oedipal) phase (4th to 6th year of age) characterized by the fact that there is rivalry among siblings and peers and an expansion in the social environment. This phase is characterized by "physical combat measurements and roll games involving aggressive energies" (Zeltner 1993, p. 90).
2. The father is seen as a rival and envied because of his position. On the other hand, the mother is regarded as the object of love, and the desire to marry her is particularly pronounced. The girls go through a similar process... (Zeltner 1993, p. 90).¹
3. The boy leaves the mother to the father, while at the same time he transforms his disappointment into hostile impulses against his father.
 1. There is an identification of the son with his father.
 2. This process is especially important for the boy.
 3. It also makes it easier for him to distance himself from his mother, whom he needs as a boy for his healthy development
4. As these school-age children begin to have more social interactions and develop more relationships, however, aggressive behavior towards peers may appear ([Greydanus et al., 1992](#)).
 1. In addition, behaviors such as teasing, irritability, bullying, fighting, and even cruelty to animals or fire-setting may be seen.
 2. Maternal reports of physical aggression between the ages of 2 and 11 years, however, suggest that aggressive behavior may actually decrease over time. Understanding Aggressive Behavior Across the Life Span (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3411865/>, extracted July 9th, 2017).

III. The Family - Constellation of the family

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1. The relationship of the parents among themselves is of enormous importance for a correct development of the social behavior of a child.
 1. No domination between parents.
 2. If this happens nevertheless, the children are restricted in their development and this leads to a later malpractice up to the impairment in the partner selection.
 3. In addition to the functional relationship among the parents, siblings are enormously important for the development of the child (Schneekloth / Leven 2007, p. 66ff).
2. According to Adler (1927, p. 142ff) the conditions in families are more favorable, where siblings already exist. Since the parents are already experienced and have the first crises with the first child behind them, so they feel mature and are also able to provide the other child (Hantel-Quitmann, 1996, p. 85).

III. The Family - Constellation of the family

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1. Brem-Gräser argues, that existing siblings contribute to a good social development for the new born child and for itself. It is the task of the second-born, to assert itself against the firstborn and to assert against itself.
2. For the firstborn is often a symbol of survival of the family and are celebrated in various ways. One could formulate that the first-born child almost always plays a special role.
3. In this context, it is very important for the parents to respect the "claim, respect, validity and acceptance of the child in order to promote and accompany his development as a younger one".
 1. Parents often reach their limits. Thus, the first child is more frequently punished than before the birth of the sibling.
 2. The first child becomes aggressive, demanding and even to suggestions like "bring the baby back to where it came from".
 1. This phase is only temporary.

III. The Family - Constellation of the family

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1. With the help and care of the parents, the older child will well overcome the crisis.
 1. After a certain time it will found out that the younger sibling also has something and to have fun with.
 2. In him, he no longer sees the disturbing factor, but the playmates.
2. This sibling relationship becomes more intense with the increasing age for the two.
 1. Much more, their relationship becomes more important to them because they have learned to deal with each other in different roles and situations.
 2. "The more intense and differentiated the fraternal relationship, the more positive it becomes for both, and the more parents are forced to react to this childlike system" (Hantel-Quitmann, 1996, p. 87).

IV. The Environment - Neighborhood

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1. In addition to the family, which represents the primary socialization authority and the personal point of contact for a child, home and neighbor communities are the next reference point of a child.
 1. A major role in the life of the child and its development is its immediate living environment. It influences and shapes it.
 1. What the child sees and experiences here is taken home with him and vice versa.
 2. There is an exchange.
 3. It notices how disputes are dispelled, how difficult situations are solved.
2. In addition small houses, but also lack of playing facilities, neighbors have not a small influence on the development of the child. Narrow living spaces, limited play facilities and "nagging neighbors" contain roots of violence

IV. The Environment - Peer-groups

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- Peer-groups:

1. In addition to the family, "peers or so-called peer, is for children a separate world".
 1. ("Peers" means children's groups in which children of the same age or children of the same age are based on friendship.
 2. In these peer groups there are ceremonies or rites that mark the transition of a member from one to another age group.
 3. Among the peers there is a close and friendly bond which lasts for life (Giddens 1995, p. 85). Often the term "sandbox friendliness" (Schneekloth / Leven 2007, p. 143) is used to describe these relationships.
2. Friends in the so-called middle childhood are particularly important, with the increasing age they gaining even more.
 1. "In contact with their peers, children are given an important form of self-assurance: 'There are other children who are like me, who speak my language, play like me ...' even if they do not always have the same interests, ideas and intentions.

IV. The Environment - Peer-groups

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1. According to the statistics, children ages four or five spend on average the majority of their time with their peers and even where there are no formal age grades (Giddens 1995, p. 85).
 1. According to the survey of the 1st World Vision Children's Study of 2007, which looked at how many friends the children have on average? 37% of the children said they had 10 or more friends.
 2. 24% of respondents reported a number of, 6 to 9, and 23% of respondents gave 4 to 5 friends, and only 15% said that they belonged to more than 3 people (Schneekloth / Leven 2007, p 143).
2. According to Hilpert, children who tend to be violent and exercise violence have in most cases role models they imitate.
 1. They follow a pre-arranged learning pattern. Hilpert assumes that in addition to the parents, the peer groups are the source of such learning experiences.
 2. Furthermore, Hilpert states that "the children often perform in a violent environment that aggression is a promising, if not the only, method for asserting and safeguarding their own interests."

IV. The Environment - Peer-groups

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1. In the peer groups these ideas are further developed and seen in many cases as the only way to solve problems. In addition, "violence is thus experienced as a subjectively meaningful form of life management, conflict resolution, and the enforcement of interests" (Steckner and Cizek, Lamnek / Luedke / Ottermann 2006, p. 147).
2. It is often the parents who act as an example for their children, who thus sow the seeds for such actions.
 1. In 47.1% of parents, who practice violence against their partners, experienced violence from children. Thus Schneider says, that children who are violent against their parents are in peer-groups that practice a violent behavior towards own parents.

IV. The Environment - Peer-groups

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1. Parents who are in unemployment are often exposed to the risk of being physically abused by own children or violated when the families are in an employment relationship.
 1. Violence and aggression are learned through the behavior of others.
 2. What children observe in everyday life is imitated by them.
 1. Whether family, the fascination of violence of teenagers, the peer relationships, all that has an influence on children (Zeltner 1993, p. 79).
 2. At the age of three children already see the difference between violations of conventions and violations of morality.
 1. Thus the latter has a higher significance for children. "... because they were referring to the harm to the victim and to grief, which caused disputes, possessions or injustices, and not to an external bids and prohibitions" (Schneider / Wüstenberg 2001, p. 70).
- Media, etc.

IV. The Environment - Media, etc.

1. There is also an increase in aggressive behavior between girls and boys as cross-gender peer relationships develop. Peer pressure may lead to displays of aggressive behavior out of fear of isolation or loss of social standing ([Lopez & Emmer, 2002](#)).
2. A cross-national study by the World Health Organization (WHO) using the Health Behaviour in School-Aged Children (HBSC) survey was conducted to compare the prevalence of violence across 35 nations ([Pickett et al., 2005](#)).
 1. Out of 161,082 student respondents, involvement in fighting per country ranged from 37-69% for boys and 13-32% for girls ([Pickett et al., 2005](#)).
3. In addition, the prevalence of weapon-carrying varied from 10-21% for boys and 2-5% for girls ([Pickett et al., 2005](#)).
 1. Understanding Aggressive Behavior Across the Life Span (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3411865/>, extracted July 9th, 2017)

IV. The Environment - Media, etc.

1. The "media violence" encountered and encountered with the children does not happen in a real world, or through encounter with fellow human beings, but through listening, seeing or experiencing through media, as an example through books, through images or through sound- and videos, game and cartoon films using or directly through television.
 1. But also all the other media in which media violence is presented in the form of influence and power as well as violence, be it "computer games, Internet games, game consoles, multifunctional mobile telephones and other media "
 1. (<http://www.opus.ub.uni-erlangen.de/opus/volltexte/2004/18/pdf/02.%20Explikation%20grundlegender%2Bbegriffe.pdf>. 22. Stand 08.06.08).
2. In addition to the family, the influence of peers and the kindergarten, the experts also consider "films, television and videos as socialization agents for children" (Kaselitz / Lercher 2002, p. 42).
 1. According to statistics, the daily TV consumption of children in the preschool age is approximately "70 minutes, but in children in the basic school age (6-9 year olds) at 1.5 hours" (Spitzer 2005, p. 122).
 2. Due to the high consumption of television programs, a constant removal of print media is taking place, which means that reading of books decreases (Schlippe et al., P. 139).

IV. The Environment - Media, etc.

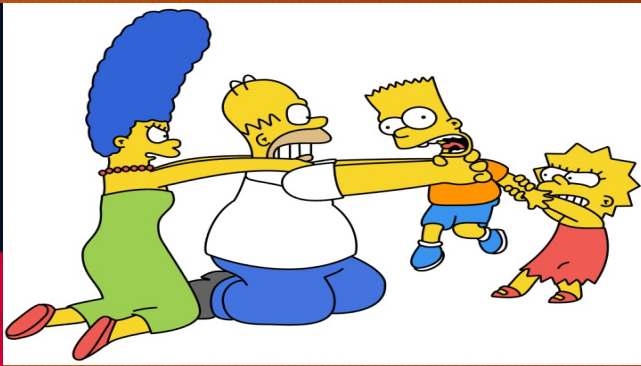
1. According to B. Hurrelmann (1999, p. 12), television is an integral part of the family. It is perceived as a "family member", whether consciously or unconsciously.
2. In addition, they also have an insight into commercials, which is a component of the television program.
 1. "Advertising is a planned communication process and wants to influence knowledge, opinions, attitudes and / or behavior over products, services, companies, brands or ideas" (Ryter 2007, p. 11). As well as the 'entertainment media' and 'daily soaps' (Six et al., 2002, p. 21).
3. But it does not remain the case, even though such programs are not encouraging for healthy child development.
 1. "Fascinated, four-year-olds are standing in front of the screens ... deepening into imaginary persecution ... when the 'enemy' is to be extinguished ... It is killed and eradicated" (Zeltner 1993, p. 40).
 2. For the "virtual violence" (Fritz 2007, p. 28), which the children experience, does not remain ineffective but is *transferred to the real world* (Zeltner 1993, p. 40).

IV. The Environment - Media, etc.

1. Even if children watching as a group such programs, they dive into a pseudo-world. The menacing thing is that there is no exchange of feelings, they don't experience joy or sadness.
 1. Under certain circumstances, anger and frustration is expressed and unloaded, at the same time the feeling for more erases.
 2. People are treated as objects. "Man becomes object under objects. Thus children also reconcile their social behavior, their way of thinking "(Zeltner, 1993, pp. 40-41).
 1. "Dramatic, particularly spectacular violence encourages, stimulates and justifies violence" (Schwind et al., P. 284).
 2. They quickly learn how to deal with conflicts instead of resolving them peacefully (Zeltner 1993, p. 111).
 1. The option of a peaceful solution is not even mentioned, or considered. Thus it can not act as a solution to the conflicts of the children, which would benefit them enormously. They do not learn how conflicts are properly carried out (Zeltner 1993, p. 111).
1. The danger is not so much in single films, but in mass production, "... the permanent remediation of children ... with dissocial images and violent acting examples" (Schran 2000, p. 113).
 1. They sow violence into the minds of children.
 2. They influence the perceptiveness, the ratings the needs and this in their early childhood.

IV. The Environment - Media, etc.

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- In an observation, scientists found that "after the installation of television, violence has increased by 160% within five years" (Zeltner 1993, p. 115).
- While in an environment where no TV was available "the aggressive behavior did not change during the same period of time" (Zeltner 1993, p. 115).

Summary

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1. It would be more helpful if videos had a documentary character.
 1. Through obvious and life-like examples experienced. (Schran 2000, p. 124), which would enable the children to understand the effects and consequences of the "internal family application of violence" and how (convincing persons) succeed in resolving conflicts without violence (and without resignation).
 2. In addition, no use or less consumption of television violence, is a reduction in aggressive behavior
 1. This requirement applies to all areas of violent media representation: for ... news, for sports reporting and for entertainment programs "(Schwind et al., P. 284).
 3. At the same time it is necessary to find a different variety of leisure activities offered for the children and place them there.
 1. For this, we need support from family, school, extra-curricular institutions and ultimately youth welfare to help our children to walk along side" (Leven / Schneekloth 2007, p. 200).

Possible Preventions:

47

1. TIME: If fathers were to devote time to the household and upbringing of the children, this would also be a good prevention against aggression and childhood violence.
2. RIGHT ATTITUDE: With the attitude, "My children - your children - our children" (Dusolt 1993, p. 131), as well as to feel responsibility for the children and to take care for them.
3. LOVING PARENTING STYLE: According to Gottschalch, parents' loving parenting style should help and act as a precaution against sibling rivalry...
 1. Experiencing love relationships. Often it is the longing for love and affection, which remain unfulfilled and then lead to hatred towards the preferred sister or brother.

Possible Preventions:

48

1. SOURCE: "If parents have chosen violence as a primary force and as a means of enforcing their interests and also toward their children, it is not surprising that children, especially younger or weaker, are affected by this principle" (Lamnek / Luedke / Ottermann 2006, p 146).
2. ACCEPTANCE: only by "acceptance, warmth, love and acknowledgment on the part of the parents towards their child, is it possible not to use force as a means to assert its wishes and Interests ".

Possible Preventions:

49

1. Often parents hear words like these: "My parents have never really been interested in me. They hardly listened to me, it was always said: *that we have to do this and that*."
2. "Frequently," lack of norms and limits "is the cause of childhood violence (Zeltner 1993, p. 33-34).
 1. In the upbringing of the children the following values are required: "
 1. Care, tenderness, and empathy, which are considered to be feminine and weak" (Zeltner 1993, p. 208) which are often neglected.
3. Men have a tendency to exercise power.
 1. A change must to take place, away from the old pattern to new thinking and action. The role of the father, should look as follows:
 1. "True fatherhood arises from the synthesis of devotion and severity." It is only when the feelings, the gentleness, the softness, the astonishment, and the "attachment to the helpless creatures of humanity are allowed, that human dignity becomes a new quality" (Zeltner 1993, p. 209).
 1. Instead of struggling to fight the career, it is more sensible to look after your own children.

❖ For "violence prevention begins in your child's bedroom " (Zeltner 1993, p. 209).