

*Elementary Health Education and the Prevention of Gang Involvement*  
Grade 5

**Foundational Objectives**

Students will:

- Students will better understand the basic elements of social and emotional well-being
- Students will identify sources of risk to healthy living
- Students will identify sources of support for healthy living
- Students will treat themselves and others with respect
- Students will develop their ability to avoid danger or react to it in ways likely to reduce any harmful effects
- Students will help members of their family, class, and community achieve physical, mental and social well-being
- Students will develop their ability to make decisions
- Students will develop attitudes necessary for healthy living

**Learning Objectives:**

Students will be able to identify what a gang is and how they can negatively affect their lives

Students will be able to identify gang recruitment tactics

Students will recognize that having communication skills will help them avoid recruitment

Students will learn what communication blockers are

Students will learn how to get their message across in a positive way

Students will be able to identify the affects of peer pressure

Students will practice using suggested ways to say 'No' to friends

Students will look at their ability to make choices

Students will be able to identify uncomplicated and complicated conflicts

Students will understand what a 'quick fix' is and when to use it

Students will learn the availability and the offerings of Kids Help Phone for a variety of issues including the prevention of gang involvement

Students will utilize the decision making process to resist gang involvement using what they have learned in the gang prevention activities



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**Decision Making Process:**

Level A – Extend Knowledge Base

**Learning Objectives:**

Students will be able to identify what a gang is and how they can negatively affect their lives

**Teaching Strategies/Methods:**

Interactive instruction, indirect instruction

**Activity #1: The Truth About Gangs**

**Background:** When someone chooses to join a gang, they have chosen a negative lifestyle, and can expect bad things to happen to them. Joining a gang is dangerous and detrimental to youth. Throughout our nation young people are being seriously injured, or killed each year because of gang activity. Other youth are spending time in jail because of their gang involvement, and the crime and violence it generates. Even if gang members are not injured or incarcerated, gang activity can cause them to lose interest in school, as well as participating in recreation and sports activities with other youth their age. Thus, children who become involved in gang activity exclude themselves from fun and positive activities, deprive themselves of an education, and are not prepared to get a good job in the future.

Many students may know what a gang is and many may not. It is important to get all the students to the same knowledge base before delving into gang awareness. Gangs are a negative group of people, small or large, that join together to commit criminal offenses and share a common identity. For more information visit <http://www.gov.mb.ca/justice/safe/gangproof/ganghandbook2004.pdf> or another resource listed in this material.

**Teaching Notes:**

- Introduce the topic of ‘Gangs’ to the class. Before you discuss with the class what gangs are, have students independently decide if the following statements are either true or false. Have them record their answers on a sheet of paper.

Statements:

1. Gangs are just like family.
2. I will get respect if I am in a gang.
3. Joining a gang means, I will have lots of friends.
4. Once you are in a gang you can never get out.
5. I will make a lot of money if I am in a gang.
6. I will have protection if I am in a Gang.

Answers:

1. *Gangs are just like family.* False – Healthy families accept you and

love you for who and what you are. If you are having problems, they will help you. Gangs force you to commit crimes and often make you do things you do not want to do to gain their acceptance and love. Gangs will not help you solve your problems they will only make them worse. In addition, your family may become targets for gang violence.

2. *I will get respect if I am in a gang.* False – Respect in many gangs really means fear. Gang members and the public fear you because they know you commit crimes. ‘Respect’ in gang life is fickle. Real respect has to be earned. It comes with treating people well, achieving your goals and being a good person.
  3. *Joining a gang means, I will have lots of friends.* False – You will have friends, but you will make just as many enemies, not to mention loose your old friends who are not in a gang. Gangs often do not allow you to have friends outside of the gang.
  4. *Once you are in a gang you can never get out.* False – You can get out of a gang. In some cases, it may not be easy, but you can leave a gang. There are many different supports available in and around the community to help someone exiting a gang.
  5. *I will make a lot of money if I am in a gang.* False – Although some gang members do make money, it is not like a steady pay cheque. They have often committed crimes including, stealing, prostitution and selling drugs to make the money. Most gang members make very little money. Plus, if you are in a gang, it is more likely that you will not finish school, making it hard to get a job in the future.
  6. *I will have protection if I am in a Gang.* False – Gangs may try to lure you into the gang by telling you they will protect you but the truth is your chances of becoming involved in violence and getting into fights greatly increase. They increase due to rival gang wars and engaging in criminal activities.
- Discuss with the class the following questions:
    - What is a gang? Can you name some gangs?
    - Who gets involved in gangs?
    - How do kids get involved in gangs?
    - What do you think life in a gang is like?
    - What are some ways kids can stay away from gangs?
  - Conduct a classroom discussion using the answers the students wrote down and ask each student to contribute at least one thing from their answers. Conclude that there is a lot to learn about gangs.
  - Using some of the resources listed in the resource section and the answers to the statements above, give students notes on what a gang is and list some examples of what a gang is not (i.e. a group of friends at the playground). Be sure to cover the following questions:
    - What is the difference between a good group/gang and a bad group/gang? A good group or gang is a bunch of kids or adults getting together to do positive things. A bad group or gang is the gathering of adults or kids to bad things like bully other people or vandalize the neighbourhood.

- What is a criminal gang? A criminal gang consists of at least three members. It can be organized or unorganized. The purpose of the gang is to commit criminal acts like stealing, vandalizing, selling drugs...often to gain money or material possessions. Gangs often dress similar, use symbols to identify themselves and usually end up in jail. They are a bad group.

\*\*\*Ongoing Project - Pay it forward - Have students participate in the Pay it Forward lesson found at [http://www.actsofkindness.org/file\\_uploads/files/18\\_pdf.pdf](http://www.actsofkindness.org/file_uploads/files/18_pdf.pdf). Try to make the chain go from one end of the school to the other. If you accomplish your goal, you may want to invite the media to your school for the measurement of your chain to promote kindness in and around the community.

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**Decision Making Process:**

Level A – Extend Knowledge Base

**Learning Objectives:**

Students will be able to identify gang recruitment tactics

Students will recognize that having communication skills will help them avoid recruitment

**Teaching Strategies/Methods:**

Interactive instruction, indirect instruction, experiential instruction

**Activity #2: How Do Gangs Recruit**

**Background:** The gang activity of today is different from the gang activity of the past. It is much more treacherous. Due to the magnitude of the gang violence, being involved with the gangs of today is more dangerous, violent and deadly than it was to be involved with gangs in the past and recruitment is more aggressive.

Gangs seek out all kinds of people to join their gang. They often try to find something that someone needs and give it to him or her. However, what they do not tell you is that you now have to do things for them to pay them back. Gangs are manipulative and it is easy to fall into their traps. It is imperative that youth know of recruitment tactics and options that will help them avoid gang involvement.

**Teaching Notes:**

- Introduce the idea that gangs may seem like they are caring on the surface, but underneath they do not care about you as an individual.
- Conduct an experiment for youth to see how gangs can get into our lives by pretending to care. You will need 6 glasses of water (the heavier the better).
  - Bring three volunteers into your classroom (not students)
    - Volunteer A is being bullied on the way home from school and is 11 years old
    - Volunteer B is trying to make money to buy a bike and is 10 years old
    - Volunteer C is a gang member that is going to try to recruit the other volunteers and is 16 years old
  - Introduce volunteer A and volunteer B to the class. Fill up two cups of water and hand one cup to each volunteer A and B. The cup of water represents the weight they are carrying around because of the problems they are dealing with. Have each volunteer hold the full cup of water out in front of them above their head.
  - While they are holding the water out in front of them and above their head, introduce volunteer C to the class. Tell them he/she is a gang

member. He/she is going to show them how gang members can seem like they are being very nice and helpful even when they aren't. Make sure A and B are tired of holding the water before continuing.

- Have volunteer C go up to volunteer A and say - I noticed there are some kids bugging you on the way home from school. My friends and I can protect you. This sounds good to volunteer A. He/she is tired of dealing with the bullies and really wants protection. Volunteer A gives volunteer C the cup of water. Volunteer C puts down the cup of water.
- Have volunteer C go up to volunteer B and say – I noticed you have been mowing lawns and saving money to buy a bike. I have some money why don't I just get you a bike and you can go riding with my friends and me today. This sounds good to volunteer B. He/she is tired of trying to save money and no one else is trying to help him/her. Volunteer B gives volunteer C the cup of water. Volunteer C puts down the cup of water.
- Now have volunteer C go back to volunteer A and say. You know I've been making sure the bullies don't bother you on the way to school. I want you to do something for me. You have to do it or I will make sure you get beat up on the way home. I want you to take this bag of stolen CD's to this address. Hand volunteer A two glasses of water and have him/her hold it in front of them above their head. The new cups represent the new problems the volunteer has by getting involved with a gang. Now his or her problems are worse than before.
- Now have volunteer C go back to volunteer B and say. You know I got you that really nice bike and now I want you to do something for me. I want you to get me your parents' car keys. You have to do it or I will take your bike back and tell your parents you stole it from me. Hand volunteer B two glasses of water and have him/her hold it in front of them above their head.
- Explain to the class that at first, the gang member looked like he or she was trying to help, but he or she really just wanted to get close to them to get them to do bad things.
- What will eventually happen to volunteers A and B? They will get tired of holding the glasses and just let go. In real life that can mean many different things. They may let go and fall into a life of crime with the gang or they may let go and seek help from someone they trust.
- Guide a discussion about the experiment and answer any questions that may arise. It is easy to fall into the traps gangs set up.
- Have class look up the word recruit in the dictionary. What does it mean to be recruited? Sometimes gang members don't try to trick you or threaten you into joining a gang, they often just ask you to. They will show you all the money they make, how many friends they have, tell you they have older friends that can drive cars or offer you alcohol and drugs.
- Create a poster with the class that shows how they can deal with recruitment tactics.
  - Be sure to include, leave the area, find a safe place (police station, school, store, family friend, other safe places), tell a parent or adult you

trust, use the buddy system, avoid dangerous situations, look for positive ways to solve your problems. List as many as you can.

- Ask the class how they can be prepared if a gang member tries to recruit them. What is the common thread in all of their answers – Ability to communicate that they are not interested. Draw the class to the conclusion that communication is a tool that can be used to fend off gangs.
- Have students write a journal entry that discusses what they have learned about recruitment tactics gangs' use.

\*\*\*Ongoing Project - Pay it forward - Have students participate in the Pay it Forward lesson found at [http://www.actsofkindness.org/file\\_uploads/files/18\\_pdf.pdf](http://www.actsofkindness.org/file_uploads/files/18_pdf.pdf). Try to make the chain go from one end of the school to the other. If you accomplish your goal, you may want to invite the media to your school for the measurement of your chain to promote kindness in and around the community.

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**Decision Making Process:**

Level A – Extend Knowledge Base

**Learning Objectives:**

Students will learn what communication blockers are

Students will learn how to get their message across in a positive way

**Teaching Strategies/Methods:**

Interactive instruction, experiential instruction, indirect instruction, direct instruction

**Activity #3: Communication, Communication, Communication**

**Background:** Ineffective communication is the cause of many problems. Gangs often exploit youth that have problems, they feel, they cannot solve on their own. It is important that youth understand how to communicate and get their point across in a positive manner to help diminish their problems. Therefore, understanding communication and the significance of letting others know what they need, will be helpful for youth to fend off gangs.

Youth with courage and determination to say "no" when pressured to join a gang, or to do something wrong on behalf of the gang, will find that they will become better, and stronger individuals, and they will avoid a multitude of problems that result from gang involvement.

Information on communication blockers and 'I' statements has been gathered from Sunburst Communication, Inc – Resolving Conflicts.

**Teaching Notes:**

- Conduct an experiment for youth to see how important communication is. You will need five items in a zip lock bag for each group and a tape measure. Items may include paper, straws, toothpicks, sticky tack, paper clips, ...)
  - Divide the class into groups of three or four.
  - Tell them they are going to have a contest to see which group can make the longest object, using *only* the items given to them. They will have five minutes to make their object. The object must be connected and moveable if necessary. Do not give them any more instructions.
    - Hand out bags.
    - Time five minutes.
  - At the end of five minutes, measure each groups object and congratulate the winners and the rest of the class for a job well done.
  - Have the groups fill out the worksheet, Do it This Way.
  - Conduct a discussion about communication and the importance of communicating effectively. By a show of hands, ask the class if they

thought their group heard their ideas, did their group take their ideas seriously, and would their object have been longer if the group would have communicated better.

- Book the computer room and guide your class in navigating *Time Cop – Carla Gets Chatty* at <http://www.youthlinkcalgary.com/> found in the kids zone. Review the activity before using it with your students. View the teachers section for help in planning this activity.
- Tell the class they are going to work on how to communicate effectively. They are going to learn about communication blockers and getting their message across.
- Ask the class to list some things that may prevent them from effectively communicating.
  - Answers will vary.
- Discuss and write notes about the following 'Communication Blockers'.
  - Interrupting – Shows you are not interested in what someone is saying.
  - Sarcasm – Shows a lack of respect; suggests that you don't believe the other person.
  - Accusing/Blaming – Implies that you have already decided that the person is guilty, even before you hear their side of the story.
  - Insulting/Name Calling – Shows anger and disrespect, but provides no information.
  - Globalizing – Draws attention away from the problem at hand through vague, unprovable, accusations: "You always steal my friends".
  - Threatening/Ordering/Giving Ultimatums - Tries to overpower the other person, rather than promote understanding or finding a solution.
  - Diagnosing – Presumes that you understand the situation better than they do.
  - Pat reassurances – Makes the other person feel that you don't take what they say seriously.
  - Judging – Puts you on a higher level than the other person
  - Changing the subject – Shows that you are not interested or not paying attention.
  - List other communication blockers that you came up with in your class discussion.
- Play, *Name that Blocker*, with your class.
  - Write out examples of communication blocking statements and put them in a hat.
  - Have the class take out their notes on communication blockers.
  - Divide the class into pairs.
  - One pair at a time, have the class pull out a statement from the hat and 'Name that Blocker'. If the class, gets the desired amount of statements right (determined by you), they win. You may want to allow them to 'communicate' with their peers without using blockers for a few minutes as a reward.
  - Examples of communication blocking statements may include:
    - "I think we should go to both movies". "That's a totally silly idea".
    - "I can't believe this. I loaned you my jacket and you wrecked it".

- I knew we should have left before 4:00, but you said 4:30 was early enough”.
  - “I thought you wanted to go to the matinee”. “Right, with all the little kids and their mommies”.
  - “Look, either you stop being in a gang, or I stop seeing you”.
  - “I think anyone who would talk to his grandmother like that doesn’t deserve to have one”.
  - “Every time I ask you to do me a favour, you say no.”
  - “I would have asked you to come but...”. “What are you talking about you haven’t asked me to go anywhere in months”.
  - “I’m really worried about you getting involved with gang members”. “Hey, it’s no problem, I’m telling you, nothings going to happen”.
  - “The only reason you think you can talk to me that way is because that’s how gang members talk to you”.
  - “If you don’t stop bugging me, I’m not going to show up at all”.
  - “Go in a clean your room immediately”.
- Discuss with the class that not only words are used for communication. Your body language and tone of voice say a lot to the person you are talking with. Knowing how to use tone of voice and body language to send a message will help you communicate more effectively and avoid conflicts.
  - Say the following statement to the class, “I’ve heard a lot about this class”, using a different tone of voice and different body language each time. You may want to sound apprehensive, eager or scornful.
  - As a group, practice saying the following statements using different tones of voice and body language (the class will be very noisy).
    - Did you hear the weather report last night?
    - Do you know what time it is?
    - I don’t know anything about that!
    - You said you would be there before 5:00.
    - Did you see the way he looked at me?
    - Those people are in gang!
  - Ask the class for six volunteers, one to demonstrate each statement, to come to the front of the class. One at a time, have the volunteers say a statement several different ways. Have the class tell the student what they think he/she is trying to convey each time he/she says the statement. If the classes response and what the student was trying to convey do not match up. Discuss why.
  - Ask the class if they like when someone tells them how they are feeling or tells them what they are doing wrong. Discuss with them that in order to get their message across effectively, it is necessary to let others know how they feel. They can do this by using “I” statements! They allow communication to occur without blaming or accusing and they can let the other person know what you need from them.
    - I statements can be used for positive and negative messages.
    - The ‘I want’ part of the statement does not always have to be included.
    - Do not to make accusations disguised as feelings.

- Have the class write down the following format for I statements.
  - I feel \_\_\_\_\_ when you\_\_\_\_\_ . I want \_\_\_\_\_.
  - Read the following scenarios to the class and have them write an 'I' statement for each scenario.
    - Your mother calls you 'poopty doodle' in front of your friends.
    - A friend tries to make you smoke even though you don't want to.
    - Your best friend didn't call when they said they were going to.
    - Your teacher recognizes you are trying harder in class.
- Ask the class how being able to communicate well might help them say no to joining a gang. If they are already in a gang or associated with gang members, how might being able to communicate well help them leave the gang? Lead a discussion that summarizes what they have learned about communication.
- Send a letter home to parents/guardians about what you have been doing with the students to help them say no to gang involvement and what you plan to do. You may want to send information or reference card on what parents/guardians can do to prevent gang involvement.
  - Spend quality time with your child
  - Get involved in your child's social activities
  - Be a positive role model and set the right example
  - Know your child's friends and their families
  - Encourage good study habits
  - Teach your child how to cope with peer pressure
  - Help your child develop conflict resolution skills
  - Encourage your child to participate in positive after school activities
  - Take action in your neighbourhood (create a neighbourhood alliance, report and remove graffiti)
  - Talk with your child about the dangers and consequences of gang involvement. Let your child know that you don't want to see him or her hurt or arrested. Explain to your child that he or she should NOT:
    - Associate with gangs
    - Use hand signs, symbols, or language that is meaningful to gangs
    - Wear clothing including specific colours, which may have meaning to gangs in your area
- Recommend literature and website you feel will be helpful for parents to become more informed about gangs.
- Ask students to deliver the letter to their parents as 'Parent/Guardian Homework' or mail them to ensure they reach the parent or guardian.

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**Decision Making Process:**

Level A – Extend Knowledge Base

**Learning Objectives:**

Students will be able to identify the affects of peer pressure

Students will practice using suggested ways to say ‘No’ to friends

Students will look at their ability to make choices

**Teaching Strategies/Methods:**

Interactive instruction, experiential instruction, independent instruction, direct instruction

**Activity #4: Can You Handle the Pressure**

**Background:** The desire that young people have to feel accepted by their peers, or to become a part of a peer group, can make them susceptible to both positive and negative peer pressures. Peer pressure can come in the form of intimidation, coercion, a dare, harassment, and friendly persuasion, repetitious begging, etc.

Wanting to be part of a peer group can attract kids to gangs, and it can provide the gangs with influence and control over the kids who want to be like them. The peer pressure that kids receive from gangs can prompt them to do some bad things they otherwise wouldn't do. For example, a gang's peer pressure can cause a young person to experiment with drug and alcohol usage; become involved in illegal activities; assume a certain style of dress and behavior; apply gang related tattoos to their body; join a gang; shoot someone or commit other acts of gang violence. Youth need coping skills to deal with negative peer pressure.

**Teaching Notes:**

- Pull two students aside that you think have influence over other students and that you feel will aid you in your lesson plan and ask them to be a part of your lesson. They have to keep everything you say to them a secret until you speak about it to the class. Inform the students you will be taking a pop quiz on communication blockers and that while they are taking the test you will have to leave the room for a minute or two. In that minute or two, they will try to pressure some of the other students to cheat on the pop quiz.
- Prepare a shot quiz on communication blockers. Begin by reminding the class about communication blockers and ‘I’ statements. Tell the class they will be taking a pop quiz on communication blockers it will not be graded but, it is important.
- Hand out the quiz and let students begin. Leave the classroom (using a believable excuse) for 2minutes. Come back into the classroom and collect

the quizzes.

- Ask the students if they have any questions or concerns. Were there any problems during the quiz? If the cheating is mentioned, begin a discussion about how easy it is to be peer pressured. We often do things just because others are doing them, even when we know they are wrong. If the topic does not come up, tell the class that you had two students purposely try to pressure other classmates to cheat. Talk about how being pressured to cheat made the students feel. What were the potential positives and the negatives of cheating?
- Students often fear that they will lose their friends if they do not do what everyone else is doing. Ask the class the following questions:
  - Has someone said no to you when you have pressured them to do something or have you said no when someone has pressured you to do something.
  - How did you react when they said no or how did they react when you said no.
  - Did you lose your friend or fear losing your friend?
- Discuss with the class that good friends will not stop being your friend if you choose not to do something you feel uncomfortable doing. There are three ways to help you tell your friends no and still keep your friends. Make notes on the following three ways to say no without losing your friends.
  - Say no and explain that if you are going to do what they have asked some things need to be done first. Example – Joe and Tim want to practice their aim by throwing rocks at cars. Your response might be - No, I'm not going to come with you to throw rocks at cars but I will go with you if you want to go play catch at the park.
  - Say no and ask others to walk a mile in your shoes. Example – Sarah and Jacki want you to steal a lipstick from the mall. Your response might be - No, put yourself in my shoes. If I am caught stealing I could be charged. Not to mention, I will be grounded for a month and I will miss the dance.
  - Say no and use the rules to back you up. Example – Joannie and Dan are pressuring you to skip school. Your response might be - No, it is a rule that once you are at school you stay at school, unless you have a note.
- Have students pick a way to say no and have them practice it for the entire day. You may want to have them practice using all three methods for the next three days.
- With the help of your teacher librarian, gather books that deal with peer pressure and keep them at the back of your class. Have students read the books in their spare time. You may want to use the book *Peer Pressure: Deal with it without losing your cool*, by Elaine Slavens and *The Book of You* by Sylvia Funston or similar books that deal with accepting yourself and peer pressure.
- Have students watch one of the commercials from the TV&ME program under the heading 'Peer Pressure' (use your discretion as to which one best suits your class) and use the lesson plan that corresponds to the commercial <http://www.cca-kids.ca/tvandme/> (Program is free from Concerned Children's

Advertisers, order 4 – 6 weeks in advance or use online information and links).

\*\*\*Ongoing Project - Pay it forward - Have students participate in the Pay it Forward lesson found at [http://www.actsofkindness.org/file\\_uploads/files/18\\_pdf.pdf](http://www.actsofkindness.org/file_uploads/files/18_pdf.pdf). Try to make the chain go from one end of the school to the other. If you accomplish your goal, you may want to invite the media to your school for the measurement of your chain to promote kindness in and around the community.

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**Decision Making Process:**

Level A – Extend Knowledge Base

**Learning Objectives:**

Students will be able to identify uncomplicated and complicated conflicts

Students will understand what a 'quick fix' is and when to use it

**Teaching Strategies/Methods:**

Interactive instruction, experiential instruction, indirect instruction

**Activity #5: Conflicts Resolution**

**Background:** Youth sometimes join gangs because they don't realize that there are other positive ways for them to spend time with kids their age. Unfortunately, some youth feel that joining a gang is the only way they can solve some of their problems. They may feel this way because they don't have the ability to resolve conflicts on their own.

Gang lifestyle involves various kinds of conflicts on a daily basis. Youth can be attracted to joining a gang because they feel the gang will help resolve their conflicts. Sadly, their conflict will not necessarily be resolved and they will now have new conflicts to deal with.

Portions of Marcy Winograd's lesson, Conflict Resolution: Mediate, Don't Instigate is included in the following activities. In addition, information on quick fixes has been gathered from Sunburst Communication, Inc – Resolving Conflicts.

**Teaching Notes:**

- Pose the questions, if you were going to stop two of your friends from fighting, what would you do? Have you ever tried to stop a fight? What happened?
- Have students free write the answers to the questions. Allow 5 or 10 minutes. Discuss with the class what they wrote down. Were there positive/negative outcomes when you tried to stop the fight? How did you try to stop the fight? What could you have done? Ensure the class is aware that each conflict is unique. But, there are several ways you can deal with conflicts without getting into a fight.
- Create notes or a handout for students on the 'six quick fixes'. Discuss with the class that quick fixes are a great way to stop conflicts before they start and work best when dealing with uncomplicated issues.
  1. Flip a coin and leave it to chance.
  2. Split the difference and meet each other halfway.
  3. Laugh it off and use humour to release tension.
  4. Skip it and realize some things aren't important enough to take

seriously.

5. Walk away and remove yourself from the situation if you are feeling threatened. Remember – nobody can make you fight.
  6. Say you're sorry and admit when you are wrong.
- Have the class list conflicts where they can use the six quick fixes. Now have them list conflicts that are not appropriate for the quick fixes. As a class, decide if the following conflicts can be solved with a quick fix and decide on the best quick fix for each conflict.
    - You are at the movie store and you want to buy salted popcorn. Your friend wants to buy unsalted popcorn. You only have enough money for one bag.
    - On your way home, you see a group of kids standing around at the entrance to the path you take home. When you go to walk by them, one of them walks in front of you and asks if you are trying to start something.
    - You made plans to go shopping with a friend. When they call to finalize plans, you remember your grandma is coming to visit you.
    - You are really good at sports but today just wasn't your day. Your team was depending on you to score the winning goal and you missed. After the game, you feel awful. A teammate says, "What happened? You really let us down and you played awful".
  - Sometimes you cannot use a quick fix. Lead a discussion on the importance of seeing both sides of a conflict. When you are faced with a conflict, it is important to understand that there are two sides to the story. Read the following conflict scenarios to the class:

1.

### **Max's Story**

I'm sick and tired of Don calling me names and telling other people that I'm a creep. Today I was walking up to the lunchroom and he said something about my mother, which I won't repeat. I told him to knock it off and he threatened to punch me. He thinks he can intimidate me because he's bigger. Well he can't bully me.

### **Don's Story**

Yeah, I've called him names, but that's because I can't stand his attitude. He thinks he's smarter than everyone else and whenever I say something in front of the class, he rolls his eyes or laughs under his breath. I see him laughing at other people, too. Someone needs to put him in his place.

2.

### **Mary's Story**

Donna and I used to be good friends, but lately she's been really bossy. I can't stand her attitude. She's always telling me what to do, acting like she's my mother or something. I guess it started a few weeks ago when I left my science book in her mom's car. I called her up and asked her if she would read me the homework questions because I didn't have the book. She wouldn't do it, so I told her she wasn't much of a friend.

### **Donna's Story**

I wouldn't get her science book because I didn't even know it was in my mom's car until she called me ... at ten o'clock, after I had fallen asleep with a

sore throat. My mom's car was parked up the street because there's never any parking in front of our house and I knew my mom wouldn't let me go out of the house in my pajamas or alone after 10:00. This isn't the first time she has left her book in my car. She's always forgetting things. When I don't get them for her, she lays a guilt trip on me.

- Can these conflicts be resolved with quick fixes? No.
- Ask the class to choose one of the conflicts and be one of the people. Have them write down how they would try to resolve the conflict.
- Lead a discussion on the various ways they can approach solving the conflicts. As a class, conclude that the best way to resolve the conflict would be to communicate with the other person. Refer back to communication blockers and 'I' statements.
- Divide the class into pairs and have them attempt to resolve the conflict. When they feel they have resolved the conflict have them write down the steps they took to resolve the conflict.
- Draw the class to the conclusion that resolving conflicts takes work but it is worth it. If they are able to resolve conflicts, it is less likely that gangs will try to recruit them because they will know how to handle the gang.
- You may want to have the class write 'Dear Abby' letters asking for help with a conflict they have and throughout the week pull each student aside and give them some helpful suggestions to resolve their conflicts.

\*\*\*Ongoing Project - Pay it forward - Have students participate in the Pay it Forward lesson found at [http://www.actsofkindness.org/file\\_uploads/files/18\\_pdf.pdf](http://www.actsofkindness.org/file_uploads/files/18_pdf.pdf). Try to make the chain go from one end of the school to the other. If you accomplish your goal, you may want to invite the media to your school for the measurement of your chain to promote kindness in and around the community.

*Elementary Health Education and the Prevention of Gang Involvement*  
Grade 5

**Decision Making Process:**

Level A – Extend Knowledge Base

**Learning Objectives:**

Students will learn the availability and the offerings of Kids Help Phone for a variety of issues including the prevention of gang involvement

**Teaching Strategies/Methods:**

Interactive instruction, direct instruction, experiential instruction

**Activity #6:** Kids Help Phone

**Background:** The Kids Help Phone and other available agencies in your area can help. The Kids Help Phone website at [http://www.kidshelpphone.ca/beingthereforkids/info-schools/teachersguide\\_eng.pdf](http://www.kidshelpphone.ca/beingthereforkids/info-schools/teachersguide_eng.pdf) has lessons to teach students about Kids Help Phone. Please ensure that all information is up to date before using this lesson in your classroom (to find this lesson follow the path outlined in the teacher resources section, call the kids help line and ask for assistance or use the link listed above). It is important to order free materials (posters, pamphlets, business cards) 3 to 6 weeks in advance to ensure they will make it to your school on time if you wish to handout material.

**Teaching Notes:**

- Preview the *RU Down or RU Out : A Youth Perspective On Inner City Gangs* video, decide if it is appropriate for your class. Use the discussion guide to promote discussion before and after the video.
- Choose the lesson designed for grades 5-9 and depending on your class interests pick an activity that will best suit your class needs.
- Remember NO problem is too small for Kids Help Phone. In the short case studies you will go over with the students be sure to include 2 different scenarios that involve gang related issues.
- If there are other services in your area, please provide your students with contact information.
- If your school has the capabilities you may want to call the Kids Help Phone or show the class the Kids Zone on the website found at [www.kidshelpphone.ca](http://www.kidshelpphone.ca)

\*\*\*Ongoing Project - Pay it forward - Have students participate in the Pay it Forward lesson found at [http://www.actsofkindness.org/file\\_uploads/files/18\\_pdf.pdf](http://www.actsofkindness.org/file_uploads/files/18_pdf.pdf). Try to make the chain go from one end of the school to the other. If you accomplish your goal, you may want to invite the media to your school for the measurement of your chain to promote kindness in and around the community.

*Elementary Health Education and the Prevention of Gang Involvement  
Grade 5*

**Decision Making Process:**

**Learning Objectives:**

Students will utilize the decision making process to resist gang involvement using what they have learned in the gang prevention activities

**Teaching Strategies/Methods:**

**Activity #7: Make a Choice**

**Background:** To extend the teachings of the gang prevention activities, it is recommended to use the information from the Level A, extend knowledge base, and complete the decision making process with you students.

**Teaching Notes:**

- Implement lessons that allow students to complete the decision making process.

\*\*\*Ongoing Project - Pay it forward - Have students participate in the Pay it Forward lesson found at [http://www.actsofkindness.org/file\\_uploads/files/18\\_pdf.pdf](http://www.actsofkindness.org/file_uploads/files/18_pdf.pdf). Try to make the chain go from one end of the school to the other. If you accomplish your goal, you may want to invite the media to your school for the measurement of your chain to promote kindness in and around the community.