

A Special Thank You

Paramount City, California has developed an anti-gang strategy educational program that looks at gangs and gang involvement in elementary education. They have graciously given the use of their lessons from their program, entitled GRIP (Gang Resistance Is Paramount), to be used/published for the purpose of gang prevention education. The information provided by the GRIP staff is the foundation of the following unit. Modifications and additions have been made to the program to suit the needs of the Saskatchewan curriculum.

Tony Ostos, creator of the GRIP lessons, is dedicated to youth and the prevention of youth gang involvement. His work and the work of Paramount City are of great importance. For more information, visit the City of Paramount website, <http://www.paramountcity.com/index.php>.

Thank you for your contributions, your work is appreciated.

Elementary Health Education and the Prevention of Gang Involvement
Grade 6

Foundational Objectives for Level A - Extend Knowledge Base

Students will:

- realize that adolescents have control over 'who they are' at home and at school, and can support their friends in developing the same control
- acknowledge that adolescents have options in choosing how to act or react in given situations
- understand the functions of support persons and support networks
- understand that a realistic self-concept is the foundation on which to build meaningful relationships
- develop a sense of responsibility for safety and accident prevention
- know that violence is unacceptable behaviour and that support and assistance is available for families involved in violence
- understand the role of self-respect and respect for others in relationships
- understand that there is a wide variety of personal standards and that numerous factors influence those standards
- understand that addictions involve health, economic, and social risks

Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will recognize the importance of a healthy attitude toward personal safety in regards to gang involvement

Students will understand what gangs are and the importance of saying no to gang involvement

Students will analyze the intent of the rules, regulations, and laws related to safety practices and protection to help understand that writing graffiti is a negative and destructive activity

Students will identify sources or influential factors of developing personal standards and understand that there are different levels of gang involvement

Students will analyze the intent of the rules, regulations, and laws related to safety practices and protection, and understand that violence is a part of gang activity and that joining a gang, associating with gang members, or being around areas where gang members congregate could lead to their participation in gang violence, or their becoming victims of it

Students will know that violence is unacceptable behaviour and that support and assistance is available for families involved in violence; students will become aware of strategies to avoid gang violence

Students will identify events or factors that cause people to behave in ways that conflict with their personal standards and understand that gangs claiming territory causes gang violence, and because of the territorial behaviour of gang members, kids who join gangs lose their freedom to go places without being bothered by rival gangs

Students will determine that joining a gang, and/or involvement in gang activity can hurt their family and loved ones

Students will identify sources of influential factors of developing personal standards and recognize what peer pressure is and how it can influence them to join a gang

Students will identify sources of influential factors of developing personal standards and learn various strategies on how to deal with pressure situations

Students will identify sources of influential factors of developing personal standards and realize that gang tattoos are permanent marks that can cause them problems for the rest of their lives, and they are very difficult and costly to remove

Students will identify sources of information about addictions involving tobacco, alcohol and drugs and discern that joining a gang or associating with gang members will increase their exposure to, and the probability of their use of, alcohol and other dangerous drugs

Students will learn about the process of drug/substance abuse, the consequences of substance abuse, and why gang members promote it

Students will recognize the importance of a healthy attitude toward personal safety and explore the idea that gang activity will involve them in criminal activity that could result in their being arrested and going to jail

Students will recognize the importance of a healthy attitude toward personal safety by learning about what it is like to be in jail

Students will identify their interests, skills and abilities to help them realize that there are positive ways to spend their time instead of wasting it on gang activity

Foundational Objectives for Level B - Make an Informed Decision

Students will:

- develop the lifelong skills of making health-enhancing decisions
- understand the role of personal standards in decision making
- understand the role of personal commitment in making decisions and attaining goals
- understand the role peer support plays in making decisions and attaining goals
- understand the role health promotion plays in decision making

Foundational Objectives for Level C - Design and Carry Out an Action Plan

Students will design and carry out action plans:

- to meet health-enhancing goals that affirm their personal standards
- to support peers who are taking responsible health action
- to promote responsible health action in their communities

Gang Awareness Unit: Grade 6

Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will recognize the importance of a healthy attitude toward personal safety in regards to gang involvement

Students will understand what gangs are and the importance of saying no to gang involvement

Teaching Strategies/Methods:

Interactive instruction, indirect instruction, direct instruction

Activity #1 – GANGS – Why Do I Need to Know About Them

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.

Teaching Notes:

- Introduce the topic of ‘Gangs’ to the class and discuss why it is important to learn about gangs in school. Have students independently answer the following questions on a sheet of paper. Ask them to write as much as they can for each question :
 - 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. Discuss:
 1. **What is a gang?**
A gang is a group of people that usually hang around together or associate with each other, call themselves a certain name, and/or...
 1. *Involved in criminal activity.*
 2. *Use violence to harm others.*
 3. *Dress alike, and in a certain style of clothing.*

4. *Write graffiti, or commit other acts of vandalism.*
 5. *Use, deliver, or sell drugs.*
 6. *Claim an area as their territory.*
2. **Who can join a gang?**
Anyone, it doesn't matter what color a person's skin is, or what size or shape they are, anyone can join a gang. There are gangs from different cultures. There are Anglo or White, Asian, African-American, Hispanic, Pacific Islanders, gangs.
 3. **Do girls join gangs too?**
Yes, and just like boys, girls are hurt by gang activity. They do many of the same bad things that boys do who are involved in gangs. When girls hang around with gangs they could also get pregnant at a very young age because many are forced into prostitution.
 4. **Why do boys and girls join gangs?**
Listen to the responses and use them as an opportunity to discuss alternative choices. For example, if someone answers boys and girls join gangs to have friends, talk about other positive ways to have friends. If someone answers that kids join gangs because they have problems at school or home - discuss how joining a gang does not solve problems, but it creates more problems. Discuss positive alternative ways of dealing with problems. If someone answers that kids join gangs to get attention, or to be "cool", discuss other positive ways to get attention, as well as the misconception that joining a gang is cool, and other positive ways of being cool. Use this format to respond to other reasons that students provide for why kids join gangs.
 5. **What about clubs, how are gangs and clubs different?**
A club is usually formed around a common positive interest of its members such as going camping, collecting things, playing certain games or sports, doing homework together, etc. A gang is interested in doing bad activities. If a club starts doing the bad things, that gangs do, or if it starts acting like a gang, then it is turning into a gang.
 6. **What are some examples of some positive clubs at your school?**
Answers will vary.
- Ask students to think about posters. What would an effective poster to promote youth to stay away from gangs look like? How would they get the message across to youth? **MESSAGE: erase gangs from their lives now by not joining a gang or hanging around with gangs. If someone is already involved in a gang or hanging around with gang members, the poster message means its time to change what they are doing, now.** This can be done as a class discussion or in groups with the creation of posters or if you are aware of posters that portray this message, you can dissect the poster with the students.
 - Handout Edgar's story, found in the worksheet section of this resource, and read the story with students. It would be beneficial for the students to view visual aids as the story is read allowed. Many pictures are available on the web or a storyboard can be made in advance for students to refer to. Have students write a journal entry on Edgar's Story. Suggested topics: How can you keep from becoming like Edgar? What did you learn from Edgar's Story?

- Have students create a brainstorming web of ways they can say NO when being pressured to get involved in gangs. Collaborate with a librarian and have books readily available for your class to read during free time.
- Additional Resource:
http://www.deal.org/content/index.php?option=com_content&task=view&id=698&Itemid=822. This website contains a presentation on gangs. Review the site and its information and decide if it is appropriate for your class and your community.

***Bulletin Board - Ongoing assignment – Acquire articles from several sources and have students bring in articles from the newspaper or other sources about gangs and gang related issues and post them on a bulletin board under the title ‘Make the Right Choice – Stay Away From Gangs’.

Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will analyze the intent of the rules, regulations, and laws related to safety practices and protection to help understand that writing graffiti is a negative and destructive activity

Teaching Strategies/Methods:

Direct instruction, independent instruction, interactive instruction

Activity #2 – Graffiti – Who Cares About a Little Bit of Art

Background: Graffiti is one of the most visible signs of gang activity in a neighbourhood. Without regard for public or private property, gang members write their names or the name of their gang on fences, walls, public and private buildings, street signs, apartments, houses, sidewalks, curbs, gutters, on trees etc. They write graffiti for attention, to compete with other graffiti vandals, to challenge another gang, and to mark what they consider their territory. Writing graffiti is a destructive form of self-expression and is not art when done with negative intentions. Graffiti destroys and defaces public and private property, lowers property values, contributes to urban decay, and it causes gang violence.

There are other positive ways for youth to receive recognition besides joining a gang and writing graffiti.

Teaching Notes:

- Tell the class that graffiti is one of the most visible signs that gangs are in your community. To make the community aware of graffiti and gangs they are going to create an informative brochure.
- Have students create a brochure about Graffiti using Jig-Saw groups. Visit <http://coe.sdsu.edu/eet/Articles/jigsaw/index.htm> or <http://www.jigsaw.org/steps.htm> to find out more about jig-saw group work and how to organize your classroom. Each group will make a brochure. Expert groups should learn about one of the topics listed below, their expertise will be given to their home group to create the brochure:
 - What is graffiti? What is vandalism? What can happen to someone who is caught writing graffiti? What does graffiti do to someone's property?
 - Who is often responsible for graffiti? Why do gang members write graffiti? Is graffiti a good way to express yourself? What kind of attention do gang members attract when they write graffiti?
 - How does graffiti effect a neighborhood or a city/town? Who cleans up graffiti? Does that cost money? Where does the money come from?
 - What are other ways that you can get attention besides writing graffiti? How can we all work together to clean up graffiti? List some ways you can help your community be graffiti free?

**Be sure their brochure information is accurate, you may want to make more topics depending on how many members are in each home group:

1. What is graffiti?

Graffiti is writing anyplace where you are not supposed to be writing. Like on your desk, books, street signs, fences, sidewalks, buildings, houses, overpasses, etc. Graffiti is a form of vandalism, and writing it on other peoples' property is against the law. "Tagging" is a form of graffiti. Gang style writing is often referred to as graffiti.

2. What is vandalism?

Vandalism is intentionally (on purpose) destroying someone else's (public or private) property. It is against the law. Writing graffiti on someone else's property is a form of vandalism because it destroys other people's property.

3. What can happen to someone who is caught writing graffiti?

They can be arrested for vandalism, given a ticket, taken to jail, and later on be made to pay for the damage they did.

4. Why do gang members write graffiti?

The main reasons why gang members write graffiti are to mark an area as their territory, to start trouble with another gang, and to get attention. Sometimes they also write it because they think that it is a way for them to have fun.

5. What kind of attention do graffiti writing gang members attract?

They attract negative or bad attention to themselves from other gang members, from the police who are going to try to catch them, and from other community members who do not like them to destroy the neighborhood.

7. What are other ways that you can get attention (positive) besides writing graffiti? *You can get attention by doing well in school, playing sports, being a friendly person, etc.*

8. What does graffiti do to someone's property?

Graffiti damages or destroys property, and it makes it look unattractive.

9. How does graffiti effect a neighborhood or a city?

- *It makes the neighborhood look unsightly.*
- *It makes the neighborhood more dangerous by attracting more gang activity.*
- *It lowers property values and makes it harder for people to sell their house when they want to move.*
- *It makes the neighbourhoods value depreciate.*
- *It forces cities to have graffiti removal programs to keep its neighborhoods from deteriorating.*

- Each home group is responsible for putting together their brochure. Be sure to provide examples of well made brochures and poorly made brochures.
- Provide students with several different resources to become experts on their topics (books, articles, notes, videos, websites...).
- When the brochures are complete have the students vote for the one they would like to make copies of to distribute to the school and their community to promote awareness about graffiti or use all of the created brochures.
- For additional supports on graffiti awareness go to <http://www.graffitihurts.org> or http://www.graffitihurts.org/for_teachers/CurriculumSupplements.pdf and choose lessons that are useful for your classroom.

- Have students complete the worksheet *Positive Ways to Get Attention*, found in the worksheet section of this resource.

***Bulletin Board - Ongoing assignment – Acquire articles from several sources and have students bring in articles from the newspaper or other sources about gangs and gang related issues and post them on a bulletin board under the title ‘Make the Right Choice – Stay Away From Gangs’. Add information on Graffiti.

Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will identify sources or influential factors of developing personal standards and understand that there are different levels of gang involvement

Teaching Strategies/Methods:

Direct instruction, interactive instruction

Activity #3 – I Am Not Involved With Gangs – AM I

Background: Some children have parents that used to belong to a gang and they mistakenly believe that if they join a gang, like their parents did, they can survive gang activity without being hurt. The gang activity of today though, is different than the gang activity of the past. 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.

Teaching Notes:

- Using examples commonly found in our daily lives (school play, sports, music) talk to the class about different levels of involvement 1- not involved 2- want to be involved 3 – regular involvement 4- hardcore involvement.
- In a mini-lecture, inform the class of the different levels of gang involvement listed below. Provide examples of behavior that characterizes each level. Explain to the students that the further someone gets into the gang, from **want to be** to **hardcore**, the harder it is for them to change. However, people who are at the **could be** level don't have to become a **want to be**, or get into gangs. They can make other (alternative) choices, and resist gang activity. Ask them what level they think they are at.

LEVEL 1: NON-INVOLVED COULD BE

Someone who is not a part of the gang, but is getting close to the age where they might decide to join one; lives around gangs; or has family members that are gang members.

LEVEL 2: WANT TO BE (wannabe)

Average ages 10 - 13 yrs. old. A want to be is someone who dresses, acts, or talks like gang members, or hangs around with them, but has not yet joined the gang. They are considered associated with gang members. If the want to be continues with the gang behavior he/she will eventually become a regular gang member and have problems with other gang members and the police.

LEVEL 3: REGULAR GANG MEMBER

Average ages 14 - 19 yrs. old, although age may vary. Regular gang members have already been jumped into the gang, and if they continue with gang involvement they are headed towards becoming hardcore gang members. Regular gang members back up the hardcore gang members, and are influenced by them.

LEVEL 4: HARDCORE GANG MEMBER

Average age 17 - over 30 yrs. Old, (sometimes could be as young as 13 yrs.). A hardcore gang member is totally committed to, and lives for the gang, has usually dropped out or been kicked out of school, is chronically unemployed, and involved with drug usage and/or distribution. Spends time in and out of jail or prison. When not locked up, spends time hanging out in the streets and at parks with other gang members. Usually has a lot of gang tattoos on body. Is responsible for a lot of the gang problems and gang violence in the community.

- Have students student's watch *Gangs: Move Them Out of Your Life* (edited version available from the city of Paramount GRIP program 1-562-220-2121 <http://www.paramountcity.com/docs/recreation.php>) parts 1 and 2.

Part 1: "The Mike Story" Discussion Questions

1. **How did the gang recruit Mike to join the gang?** *By using peer pressure.*
2. **What did the gang do to initiate Mike into the gang?** *They jumped him, and then they made him steal a television from his neighbor's house.*
3. **How did Mike change after he joined the gang?** *He began to dress in gang clothes; he did not go to school, and he sold drugs.*
4. **What did Mike's friends think about him after he joined the gang?** *They thought he wasn't cool anymore.*
5. **What did one of the members of Mike's gang tell him that he would do to him if he didn't do the shooting?** *He told him that he would kill him.*
5. **What are the four ways that the gang used Mike?** *They used him to watch out for the police, to steal, to sell drugs, and to do a drive-by shooting.*
6. **What level of gang involvement was Mike?** *Mike was a regular gang member.*

Part 2: "The Johnny Story" Discussion Questions

1. **Why did Johnny go hang around with the gang after school?** *He wanted to be like his brother who was a hardcore gang member.*
2. **After school, when the gang picked up Johnny, did they take him home to help him with his homework? Did they take him to the library, or to baseball or basketball practice?** *No, they took him with them to write graffiti.*
3. **Why was Johnny killed?** *Johnny was killed because he was going to hang out with the gang.*
4. **How was Johnny dressed when he was shot?** *Like a gang member.*
5. **What level of gang involvement was Johnny?** *He was a want to be.*

- After each part, ask the class what the boys could have done to stay away from the gangs and save themselves from gang life.
- Draw students attention to the fact that no matter what level of involvement you are currently at, there are always ways that you can get help!

***Bulletin Board - Ongoing assignment – Acquire articles from several sources and have students bring in articles from the newspaper or other sources about gangs and gang related issues and post them on a bulletin board under the title 'Make the Right Choice – Stay Away From Gangs'. Add information about the levels of gang involvement.

Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will analyze the intent of the rules, regulations, and laws related to safety practices and protection, and understand that violence is a part of gang activity and that joining a gang, associating with gang members, or being around areas where gang members congregate could lead to their participation in gang violence, or their becoming victims of it

Students will know that violence is unacceptable behaviour and that support and assistance is available for families involved in violence; students will become aware of strategies to avoid gang violence

Teaching Strategies/Methods:

Direct instruction, interactive instruction, independent instruction, experiential instruction

Activity #4 – Violence Hurts - More Ways than One

Background: Violence is an integral part of the gang lifestyle. When someone joins a gang, they become a part of the "culture of violence" of the gang. This culture of violence promotes violent behavior as an acceptable behavior for gang members. Gang violence can be prompted by a wrong look, an insult, retaliation for a prior incident, a perceived "disrespectful act", or any number of real or imagined transgressions against the gang members, or their gang. Gang members can get so involved in the culture of violence of the gang that they fail to realize the full impact that gang violence can have on them, their family and the community. When someone begins to hang around with gangs, or gang members, they could become either a perpetrator of the violence, or a victim of it. Whether as a perpetrator, or a victim, gang violence adversely affects the lives of gang members and the communities in which they live.

Teaching Notes:

- Have students look over the clippings/articles that are on the bulletin board "Make the Right Choices – Stay Away From Gangs". What kind of violent acts have been committed? Who was hurt? Why do people use violence to try and solve their problems?
- Conduct a guided discussion on violence:
 1. **What is Violence?**
Violence is the use of physical force to injure, abuse or cause harm to another person, or to an animal. Some examples of violence are hitting or kicking someone, pulling their hair, stabbing or shooting someone, etc.
 2. **What are some examples of the violence that gangs do?**
Jumping someone into a gang with a beating, fighting and beating up others, stabbings, drive by shootings, killings, etc.
 3. **What happens when you use violence on others?**
Not only could you hurt them, but also it could cause them to want to use violence on you. Violence can have a ripple effect.
 4. **Does gang violence solve the problems gangs have with each other?**
No. When gang members use violence against other gangs all it does is

cause more violence. Sometimes the incident that started a fight between two gangs is forgotten, but the gang violence still continues.

5. If someone starts to hang around with gangs, when could they become involved in gang violence?

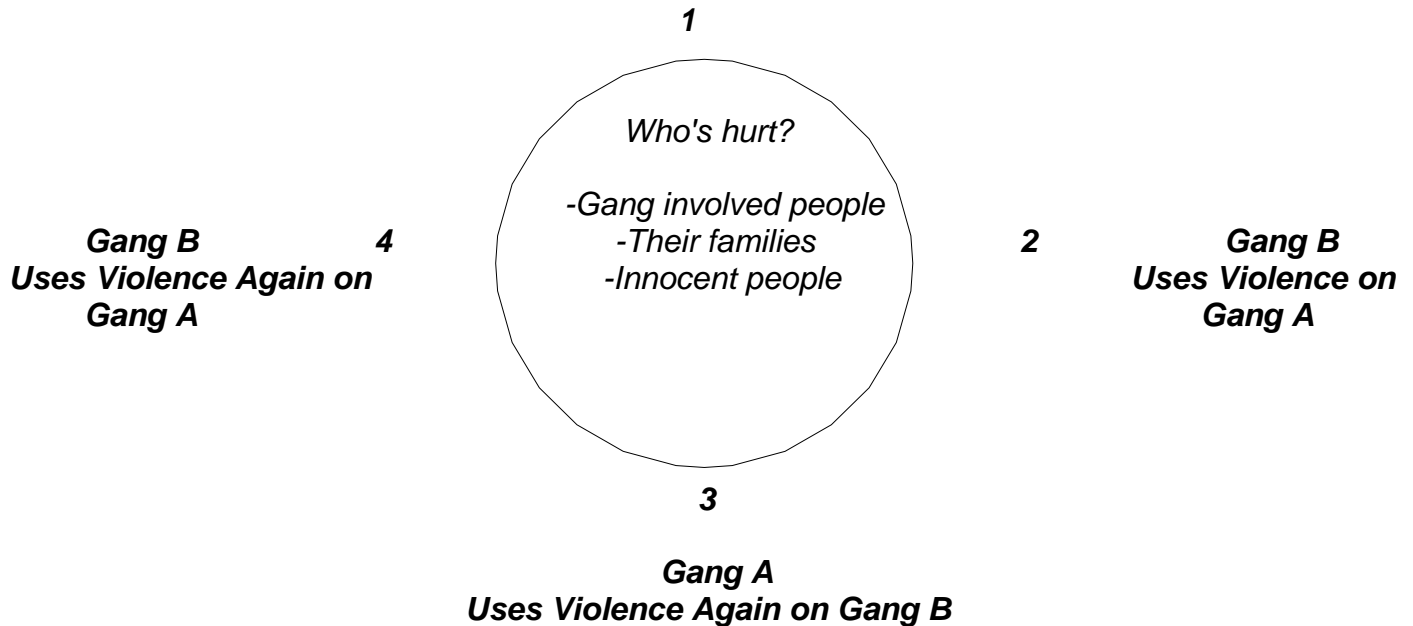
*The first time someone begins to hang around with the gang they could be beaten, stabbed, or shot by other gang members, or members of the gang they are hanging around with. They also could be involved in gang violence if they are with the gang and the gang does a drive-by shooting or commits some other act of violence. ****The first time that someone hangs around with a gang they could become a part of the gang violence by being a victim of it or a perpetrator of it.***

****Copy** the circle of gang violence illustrated below on the dry erase or chalk board, and explain it to the class. While you are explaining it to the class have the students complete the worksheet *A Vicious Circle – Gang Violence*.

**THE CIRCLE OF GANG VIOLENCE
INITIAL INCIDENT**

(Gang A, has a problem with Gang B)

Gang A Uses Violence on Gang B



- **Once the Circle of Gang Violence starts it keeps on going**
- **Kids who are involved in gang activity can become involved in the circle of gang violence just by hanging around with gang members. The violence that is used by gangs could be beatings, stabbings, or shootings.**
- Ask the class to think back to *Jonny's Story*. How did gang violence affect him? His family?
- Pose the questions:
Who are hurt the most in the circle of gang violence?
 - *The people who are hurt the most in the circle of gang violence are: (1) gang involved people, (2) families of gang involved people, (3) innocent victims.***What can you do to avoid the circle of gang violence?**
 - *Don't join a gang, or hang around with gang members, or dress or act like them.*
 - *Avoid the places where gangs hangout or go to.*
- Have the class look at the books - *Violent Feelings: Choices and Decisions, Modern Issues that Affect You* by Pete Sanders or *Fighting: Deal with it without coming to blows* by Elaine Slavens or *Bullying: Deal with it before push comes to shove* by Elaine Slavens. You may want to work with a librarian to compile a list of books that deal with violent feelings or bullying and ways to deal with violent

encounters and bullies and set aside some time each day to read to the class or have them read on their own. Have Students do the worksheet *Stop the Violence*.

- Bullies are often targets for gang recruitment. They use violence for many different reasons. Have students watch the “Walk Away” commercial from the TV&ME program 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).
- Print out information under the ‘Parents link’ on bullying-related tips and tools for parents and send information home to each student to give to their parents or guardian. Have each student bring back a note from their parent or guardian confirming they have read the information (parent homework). For more information on bullying and how to prevent bullying in your school visit http://www.sasked.gov.sk.ca/branches/pol_eval/school_plus/crse/anti_bully.shtml.
- Invite the Canadian Red Cross to you school to speak about bullying or abuse and neglect. Visit <http://www.redcross.ca/article.asp?id=000305&tid=030> to learn more about their presentations, Beyond the Hurt and It’s Not Your Fault from the RespectEd programming.

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Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will identify events or factors that cause people to behave in ways that conflict with their personal standards and understand that gangs claiming territory causes gang violence, and because of the territorial behaviour of gang members, kids who join gangs lose their freedom to go places without being bothered by rival gangs

Teaching Strategies/Methods:

Experiential instruction, direct instruction, interactive instruction

Activity #5 – Get off MY Sidewalk

Background: Living in this country we all have the right to go to any public place, or to pass through any public street, without being bothered by others. Gang activity, especially that of claiming an area as their territory, interferes with this right.

Gangs claiming territories causes communities to be divided into rival gang areas. When this occurs, the mobility of young people who join or associate with gangs is limited. If they go anywhere outside of their gang's territory, and encounter other rival gang members, they can expect trouble. If they are inside their own territory, and rival gangs come into it, they can expect trouble. When someone is involved in gang activity, they give up their freedom to go places without having trouble with rival gang members.

Gangs claiming territory is a major cause of gang violence. Gangs will often claim a specific area, or an entire neighborhood as their territory, and they will not hesitate to use violence to control who can go in and out of it. This creates a dangerous situation for the residents of a gang neighborhood, because at any time gang violence can happen. Disputes over territory between the neighborhood gang and visiting or intruding rival gang members can initiate gang violence.

Territorial gang violence can also result from rival gangs meeting and fighting in areas outside of their territories. The victims of territorial gang violence can be gang involved youth, their families, and innocent people.

Gangs use graffiti in order to mark the area that they claim as their territory. The graffiti however, instead of beautifying the neighborhood and being a demonstration of neighborhood pride, makes the neighborhood look ugly, lowers property values, and it attracts the attention of other gangs and the police.

Teaching Notes:

- Break the class up into two groups – group A and group B
 - Assign each group a certain part of the class and tell them they can only stay in that area. Give them simple tasks to complete that will take them out of their area of the classroom. For example, have Group A on the side of the

- classroom without the chalkboard and make them complete the task of writing down something they have learned about gangs on the chalkboard.
- Tell each group that the area they have been given is theirs and they don't like it when other people come into their area.
 - Make notes of how each group handles other people coming into their area.
 - Have class return to their seats and inform them that the exercise they just did may have been fun but what if they were gangs and every time they stepped into another gang's territory they risked being hurt (beaten, stabbed, shot) by a rival gang. It does not matter to a rival gang what their reason is for being there.
 - Conduct a mini-lecture/discussion on gang territory:
 **Gangs often claim an area such as a park, a street, an alley, or even an entire neighborhood as their turf or territory. Gangs claiming and fighting over territory are some of the causes of gang violence. Ask and discuss the questions listed below.

1. What does it mean when a gang claims an area as their territory? Does it really belong to them?

When a gang claims an area as their territory, they think and act like it is theirs, and they want to decide who can go in and out of it. The area they are claiming does not really belong to them, though.

2. What do gangs do to an area that is claimed by them as their territory?

They hang out there, vandalize it with graffiti, and they try to control the area by using violence to try to keep other rival gang members out.

3. When a gang member gets hurt or killed in a fight over a gang territory what does he die for? Will the territory that the gang member died for be named after him? Will his family now own the territory? Will the gang now own it? Will a statue of the gang member that died be built there?

The answer to all of these questions is no. When a gang member dies or gets hurt in a fight over territory, their gang or their family doesn't get anything from it (except sadness). The gang member who dies or gets hurt, dies or gets hurt for nothing.

4. Why do gangs claim areas as their territories? Are they safe there?

Gangs are not really welcome at a lot of places because of the problems they cause there. Gangs therefore claim areas as their territories so they can have places to hang out. The gang members are not safe in their own territories because other gangs could come and attack them there.

5. When gang members leave their territories are they safe?

No, because if they meet other gang members in another gang's territory, or anywhere else, they might have problems with them that could lead to gang violence.

6. What do you give up when you join a gang?

Your freedom to go to different places without having trouble with rival gang members, because they will try to start trouble with you.

7. Can you live in a neighborhood that a gang claims as their territory without claiming to be from the gang in that neighborhood?

Yes. Just because a gang claims your neighborhood as their territory doesn't mean that you have to claim to be from the gang.

- Purchase or borrow a copy of *McGruffs' Gang Alert* or *Gangs: Decisions and Options* by Aims Multimedia at Discovery Learning <http://teacherstore.discovery.com> and watch it as a class. Use the discussion guide provided with VHS or DVD.
- Debrief students and ensure they understand that everyone has the right to be on public property. When you get involved with gangs, you give up your freedom to go places and you give up your freedom to make your own decisions.

***Bulletin Board - Ongoing assignment – Acquire articles from several sources and have students bring in articles from the newspaper or other sources about gangs and gang related issues and post them on a bulletin board under the title 'Make the Right Choice – Stay Away From Gangs'. Add information about gang territory violence.

Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will determine that joining a gang, and/or involvement in gang activity can hurt their family and loved ones

Teaching Strategies/Methods:

Interactive instruction, experiential instruction, independent instruction

Activity #6 – Being in a Gang Impacts More Than Just You

Background: Gang activity, whether it is associating with gang members, acting like them, or becoming one, can have a very profound, and overwhelmingly negative impact upon the families and the close friends of individuals who are involved with gangs. Many young people who are involved in gang activity fail to fully realize this, and consequently act like they are the only ones who can get hurt by their gang involvement. Contrary to this, the opposite is true. When a person is involved in gang activity the whole family could be effected. Just one family member's involvement in gang activity could hurt the entire family, and puts the family in jeopardy.

When a young person becomes involved in gang activity their family and friends can expect to experience:

- *Fear for their own safety and the safety of their family and neighborhood.*
- *Damage to personal property.*
- *Trauma, grief, confusion and/or depression over the injury or loss of a loved one due to gang violence.*
- *Possible injury, or even death.*

Additionally, the gang member who is involved in illegal activity, who is in and out of jail and cannot get a job, or who is disabled as a result of gang violence or drug abuse, becomes a Strain on their family. The decision to become involved in gang activity can adversely effect a young person, and their family, for the rest of their lives.

Teaching Notes:

- Brainstorm with your class the different ways being involved in a gang can impact someone's family and loved ones.
- Have your class complete the worksheet, *Being Involved with a Gang Can Hurt My Family*, individually.
- On an overhead fill out the worksheet and have students fill in information, they may have missed.
 - A. *YOUR GETTING INJURED OR KILLED AND:*
 - *Your family will have to take care of you for the rest of your life if you become disabled because of gang violence and you are confined to a wheelchair.*
 - *Your family will have to pay for medical expenses*

- *Your family will have to pay for your funeral if you die*
 - *Your family, especially your parents, will suffer grief (a lot of sadness) because of a serious injury to you, or because of your death*
 - B. **YOU PUT YOUR FAMILY IN DANGER**
 - *Your house becomes a target for gang drive-by shootings*
 - *A member of your family gets injured or killed. It could be your mother, father, brother, sister, aunt, uncle, cousin, grandma, grandpa, or the new baby that just came home from the hospital*
 - *Rival (enemy) gangs threaten or beat-up your brother or sister*
 - C. **YOUR FAMILY'S HOUSE GETS VANDALIZED BY GANGS**
 - *Gangs write graffiti on your family's house or other property*
 - *Rival gangs members break into your family's house and wreck it*
 - D. **YOU LOSE INTEREST IN SCHOOL AND IN GETTING AN EDUCATION**
 - *You stop doing your school work and homework*
 - *Your grades go down*
 - *You begin to fail*
 - *You get expelled or suspended from school or you drop out*
 - *Your family is disappointed because you don't graduate*
 - *You can't get a job, so your family has to support you*
 - E. **YOU START TO GET INVOLVED IN CRIME**
 - *You attract the attention of the police*
 - *You get arrested and can go to jail*
 - *Your family is hurt and worried about you while your are locked up*
 - *Your family might have to pay for the crime that you did, or for your being in jail*
 - *Your family is embarrassed*
 - F. **YOU BECOME INVOLVED WITH DRUGS**
 - *You develop a drug habit or become a drug addict*
 - *You try to hurt your family while you are high on drugs*
 - *You get caught and arrested, or kicked out of school*
 - *The police search your house because you are selling drugs*
 - G. **YOU DEVELOP THE "I DON'T CARE ATTITUDE"**
 - *You stop caring about yourself, your family, and your future*
 - *You don't listen to your parents or adult influences*
 - *The gang becomes more important to you than anything else*
 - H. **YOU BECOME A BAD EXAMPLE IN YOUR FAMILY**
 - *Your brothers, sisters and loved ones hang around with gangs because you do*
 - *You show family members you don't care as much about them as you do about your gang*
- Hand out a small ball of play dough and a glass of water to each student. Tell them that the glass of water represents a gang and the play dough represents their family. Tell them their finger is going to represent them when they are involved in a gang. Ask the class to put their finger into the ball of play dough and remove it. They will notice there is a hole left. The hole represents

everything the gang has taken away from their family and the emptiness and hurt their family feels when someone they love gets involved with a gang. Your family loves and cares about you and your safety and that is why there is such a big hole left behind. Now, have the class put their finger into the glass of water and remove it. They will realize that there is no hole. The gang does not love or care about them. Therefore, they are as important to the gang as the hole they leave behind. There is no hole, thus they were not important.

- Draw students to the point that even though you may not always get along with your family, getting involved with a gang will affect them as well as you in a negative way.
- Have students write a letter to a member of their family or a loved one explaining what they have learned about the impact gangs have on families and how the relationship they have, with whomever they are writing the letter to, makes them want to stay away from gangs.

***Bulletin Board - Ongoing assignment – Acquire articles from several sources and have students bring in articles from the newspaper or other sources about gangs and gang related issues and post them on a bulletin board under the title ‘Make the Right Choice – Stay Away From Gangs’. Add information about the impact gangs have on families.

Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will identify sources of influential factors of developing personal standards and recognize what peer pressure is and how it can influence them to join a gang
Students will identify sources of influential factors of developing personal standards and learn various strategies on how to deal with pressure situations

Teaching Strategies/Methods:

Direct instruction, indirect instruction

Activity #7 – Peer Pressure – Everyone’s doing it

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.

Giving-in to a gang's peer pressure to join the gang can cause young people to lose their individuality, and will subject them to **more** peer pressure from the gang. Gang members and people, who are involved in gang activity, give up many rights. One of the rights they give up is the right to make their own choices. They are expected to go along with the decisions of the gang, and the gang will use peer pressure to coerce them to do so. However when someone gives in to a gang's peer pressure and is caught doing something wrong he or she will be held accountable for what he or she has done, and will not be able to blame the gang. They will have to suffer the consequences of their action, which could include going to jail, personal injury, or death.

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.

Teaching Notes:

- Write down three different examples of peer pressure that you observe on a regular basis on the chalkboard. Go through each scenario with the class and find a common thread. **kids often do things because of other kids influence.

Discuss with the class that gangs take advantage of this and it is called 'Peer Pressure'.

- Have students find and write down the definition of 'peer' and 'pressure' and lead a discussion on the following areas:

Explaining Peer Pressure

A **peer** is a person who is an equal, or of equal rank or status. In the term peer pressure, a peers is a person who is the same age or in the same age group (a few years older or younger) as you are.

Pressure means force. Peer pressure is when people around your age, your peers, try to force you, convince you, or persuade you to do what they want you to do.

External peer pressure comes outside of you. It is from people around your age who are trying to force you to do something. They are trying to control you. They might call you names such as chicken, a baby, etc., or they might dare you to do something, or tell you that everyone else is doing it. They might threaten you, or tell you that if you don't do it, you won't have any friends. They might even tell you that if you want to be their friend you would do what they want you to do.

Internal peer pressure comes from inside of you. It is when you try to force yourself to be like, or to do the things that other people in your age group (your peers) are doing. It is when you follow others. Kids who are "want to be" gang members are usually putting pressure on themselves to be like people who are in gangs.

Peer pressure can be either **negative or positive**. It is negative when giving into it can harm you or others. It is positive when it is used to help someone, or to keep them from doing something that can hurt them or another person.

Giving in to negative peer pressure from other kids to do something wrong puts you in the position of getting caught, and of being responsible for what you did. When you get caught doing something wrong, you cannot blame somebody else, even if they pressured you to do it. You will be blamed for whatever you do.

Teaching Notes:

- Ask students to write down two examples of peer pressure that they encountered in the past week; one positive and one negative example. List some examples to confirm the concept of peer pressure.
- Break the class into groups of five or six and give each group a skit to act out. Have each group perform the skit for the class. After each skit, have the class answer the following questions:
 - Was the peer pressure situation positive or negative?
 - Was the peer pressure internal or external?
 - List ways to resist the peer pressure they are dealing with.
- Some examples of peer pressure situations/skits...
 - A guy at school tries – yet again – to persuade you to buy some dope from him. He says that your friend bought some last week. What's your problem?

- Your friend dares you to throw rocks at passing cars. You have the best arm in sixth grade and he is sure you will hit everyone one you aim at.
- The class president insists you tryout for the school musical. She won't stop asking you to tryout and has left posters on your desk.
- You're walking home after school and a boy that you know tries to convince you to go to the park and hangout with him and the gang he is involved with so you won't have to worry about the school bully and walking home alone after school.
- Some of your classmates come to school dressed in gang clothes because they want to look like an older cousin who is in a gang. They show you how to dress like their cousin.
- Two kids are at a party. Two other kids approach them and try to get them to use drugs by telling them that unless they do they won't have any friends and they will have to leave the party.
- Most of your friends have started to hang out with a group of kids you know start fights and steal and they want you to come out with them because the their new friends want to meet you.
- Sarah keeps trying to make you come out with her. She said that if you don't stop hanging around with the gang at the park, she doesn't want to be your friend anymore.
- Read 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. Pick appropriate activities for your students.
- Peer pressure affects everyone. Have students watch one or several of the commercials from the TV&ME program under the heading 'Peer Pressure' and use the lesson plans that correspond to the commercials <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).
- Have students make a poster of the different ways they can resist peer pressure, include the following ideas:
 - The broken record or scratched CD technique is to say no over and over again like a broken record, to the people who are pressuring you.
 - Walk away from the people who are using peer pressure on you.
 - Suggest an alternative or something else to do instead.
 - Provide an excuse that will help you get out of the peer pressure situation.
 - Avoid people who are always pressuring you.
 - Make a list of things you can say when you are being pressured.
 - Tell your parents, teacher of someone you trust if you are feeling pressured.
 - Remember you have a choice.
 - Choose friends that have the same interests as you and don't pressure you to do things that are wrong.
 - Try to recognise when you are putting pressure on others and stop.
 - BELIEVE IN YOURSELF DON'T GIVE IN TO NEGATIVE PEER PRESSURE
- Have students create scenarios that speak to the topic of peer pressure. While writing the scenarios ask students to clearly identify examples of peer pressure.

Ask students what techniques their characters should use to resist peer pressure. Ask them how they could use these techniques to resist gang activity. Point out each technique on your poster.

- Inform students that Gang members use peer pressure to get you to join a gang or to get you involved in gang activity. After you have joined a gang or have begun to hang around with them, **the gang will use peer pressure to control you.**

***Bulletin Board - Ongoing assignment – Acquire articles from several sources and have students bring in articles from the newspaper or other sources about gangs and gang related issues and post them on a bulletin board under the title 'Make the Right Choice – Stay Away From Gangs'. Add information about peer pressure and gang involvement.

Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will identify sources of influential factors of developing personal standards and realize that gang tattoos are permanent marks that can cause them problems for the rest of their lives, and they are very difficult and costly to remove

Teaching Strategies/Methods:

Interactive instruction, experiential instruction, direct instruction

Activity #8 – Tattoos – More than You Bargained For

Background: One of the rituals of gang activity is the imprinting of gang tattoos on the body. The desire for overt gang identification can cause an individual affiliated with gangs to place gang tattoos on their head, face, neck, arms, hands, chest, stomach, legs, and other parts of their bodies. Gang members get tattooed to identify who they are, and what gang they belong to. They also put tattoos on to glorify their gang, and to receive recognition from other gang members. Some gang members, who are also drug addicts, use tattoos to hide drug injection marks. Gang tattoos can include the name, initials or symbols of the gang, and the name or role of the gang member. They can also include little dots, crosses, or the letter "x" on the hands or fingers; a drawing of a gang member; a happy face and a sad face with the message "smile now cry later" written nearby; spiders, snakes, dragons; the numbers 13 or 14; teardrops around the eyes; religious drawings; and the letters "RIP" with a dead gang member's name written underneath.

Youth often begin to claim gang affiliation by drawing gang insignias that resemble tattoos on their hands or arms with an ink pen. Later on, as their interest in gang activity progresses, they could apply permanent tattoos.

Tattoos are permanent. Their removal is very costly. Plastic surgeons may charge anywhere from \$200 to several thousand dollars for a small tattoo removal. Tattoo removal is considered cosmetic surgery, consequently most health insurance plans will not pay to have it done. Large tattoos are impractical for the average person to have removed. When a tattoo is removed, a scar the same size as the tattoo usually replaces it. Through the use of laser surgery there have been advances made in tattoo removal, however some scarring can still occur. To have a tattoo removed, the cost is prohibitive for most active or former gang members.

Tattoos that represent gang activity can mar the gang member for life. They can interfere with getting a job and with job advancement, if a job is obtained. Additionally, they can cause negative reactions from other people, especially other active gang members.

Teaching Notes:

- Ask/discuss the following: What is a tattoo? Why do people get tattoos? Raise your hand if you know someone with a tattoo. Raise your hand if you know someone with a gang tattoo.
- Inform students that many young people who get involved with gangs put gang tattoos on their bodies. They put them on the top of their heads, their faces, their necks, their chests, their stomachs, their backs, their legs, in between their fingers, and on other places on their bodies. Usually gang members put tattoos on because of peer pressure from other gang members or because of peer pressure from themselves to be like the other gang members. Not all tattoos are gang tattoos. However, we are going to focus on gang tattoos and how putting them on can effect your life.
- Create question/answer bags for the following eight questions by cutting out the eight questions and the eight answers on separate pieces of paper. You should have sixteen pieces of paper in each bag.

1. What is a tattoo?

It is a permanent mark, drawing, or writing that is carved into the skin with a sharp object, or a tattoo machine, and is filled in with ink. When a tattoo is being put on it hurts. It bleeds. It is liking having a cut on your skin, and it takes at least a week or longer to heal.

2. What is a gang tattoo?

It is any tattoo that represents gang activity. It could be the name of a gang, the initials of the gang, the nickname of the gang member, teardrops, crosses, X's, dots on the skin, or numbers.

3. How can putting on a tattoo effect your health?

- *The tattoo can get infected, resulting in a scar instead of a tattoo.*
- *You can be allergic to the tattoo ink, and develop a rash that results in a scar instead of a tattoo.*
- *You can get a disease such as hepatitis or AIDS from a dirty tattoo needle that has the blood of an infected person on it.*

4. What kinds of other problems can gang tattoos cause in your life?

- *Gang tattoos attract the attention of the police who might be suspicious of you.*
- *Gang tattoos attract the attention of other gang members who will easily identify you as being from a rival gang and can try to hurt you. (Even if you are not from the gang anymore, other gang members could see your tattoos and believe that you are still from a gang.)*
- *You might feel uncomfortable being around other people who do not have any gang tattoos*
- *Gang tattoos could make it hard for you to get a job!*

5. Are tattoos easy to remove?

In order to have a tattoo removed you usually have to go to a special doctor called a plastic surgeon. Tattoos are removed by cutting them out (excision), sanding the skin (derma abrasion), or by burning them with a laser beam. A scar the same size as the tattoo was, is usually left after the tattoo has been removed. This process is not simple.

6. Can all tattoos be removed?

Not all tattoos can be removed. Big tattoos are not practical to have removed. Tattoos that are on the neck, close to the eyes or the ears, close to a vein or an artery, or other sensitive areas of the body, are more difficult to remove. Additionally, there is some ink that is used to put a tattoo on that even the laser beam cannot destroy.

7. How much does it cost to have a tattoo removed?

It can cost from \$200.00 to several thousand dollars to remove one small tattoo, and most health insurance plans will not pay to have tattoos removed. The people who want to have the tattoos removed have to pay for the removal themselves. Many people, because of the cost, who no longer want, or like their tattoos, cannot afford to have them removed.

8. Why do people (gang members) put tattoos on?

To get recognition that they are involved in gang activity, or because of peer pressure from other gang members, or from themselves to be like the other gang members. Sometimes drug addict gang members use tattoos to hide drug injection marks.

- In groups of three or four, distribute bags and have the class match each question with the correct answer. Make it into a game by timing them and the first team to come up with the correct combination wins. Go through the correct answers with the class.
- Compile pictures of female and male gang members from several races with visible gang tattoos and display them for the class to look at. Compile another group of pictures of female and male non-gang members that don't have tattoos. Ask the class the following questions:
 - Each of these people is looking for a job. Who has a better chance of getting the job, and why?
 - What are some bad things that the people might think about the tattooed people, that could cause them not to hire them?
 - Whose fault is it that the tattooed people might not get the job, why?
 - How do you think the tattooed people feel when they get judged because of what they have done to themselves?
 - How could they have avoided all of this trouble?
- Follow local protocol and have an elder/wise person or ex-gang member that has visible tattoos come into the class and discuss how gang involvement and gang tattoos have/can affect your life - even when you get out of a gang. For more information of protocol and contact information, contact FSIN (Federation of Saskatchewan Indian Nations)
<http://www.fsin.com/educationandtraining/firstnationschools.html> or First Nations University of Canada <http://www.firstnationsuniversity.ca/default.aspx?page=184>.

***Bulletin Board - Ongoing assignment – Acquire articles from several sources and have students bring in articles from the newspaper or other sources about gangs and gang related issues and post them on a bulletin board under the title 'Make the Right Choice – Stay Away From Gangs'.

Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will identify sources of information about addictions involving tobacco, alcohol and drugs and discern that joining a gang or associating with gang members will increase their exposure to, and the probability of their use of, alcohol and other dangerous drugs

Students will learn about the process of drug/substance abuse, the consequences of substance abuse, and why gang members promote it

Teaching Strategies/Methods:

Experiential instruction, indirect instruction, interactive instruction, direct instruction

Activity #9 – Drugs – A Gateway to Trouble

Background: When someone begins to hang around or associate with gangs the possibility of their using drugs increases. This is because of the availability of drugs (including alcohol) within the gang, and a gang mentality that promotes drug usage by gang members, and amongst the people who associate with them. The desire for peer acceptance also motivates youth that hang around with gangs, to use drugs.

Gangs are involved with drugs in four ways, using them, having them (including holding them for someone else), transporting them, and selling them. In recent years, some researchers have associated gang members' involvement with drugs to increased gang violence especially in the area of violence committed by drug dealing gang members, and violence committed by gangs and their associates while under the influence of drugs.

Some contemporary drugs and other substances that youth involved with gangs abuse are alcohol, marijuana, cocaine, methamphetamine (crystal/speed), inhalants, and heroin. Some of these substances used separately, or combined with other substances, can cause irreparable damage to the body and its organs, can alter the mind, and can trigger unpredictable, violent behavior, and can cause death.

SOME EFFECTS OF DRUGS MOST COMMONLY ABUSED BY GANG MEMBERS

- **Alcohol** is the number one drug abused in the United States. Alcohol abuse is very damaging to the brain and the body and can cause brain damage, cancer of the mouth, throat, breast, stomach, liver, and colon.
- **Inhalants** such as sniffing the vapors of paint, glue, gas or other poisonous substances can poison the blood, and permanently damage the brain, the central nervous system, the liver, kidneys, and the spinal cord. Additionally, depending on the chemical ingredients, permanent paralysis, or death from a heart attack or suffocation can occur.
- **Marijuana** smoking can cause a build up of a tar like substance in between the brain cells, making it harder for the brain cells to send messages. Smoking marijuana can deplete white blood cells that fight off disease and infection in the body; can diminish the amount of male and

female hormones in the body, and the chemicals in the marijuana smoke are more cancer causing than those in cigarette smoke. Additionally, the active ingredient in marijuana smoke, THC, tetrahydrocannabinol, stays in the body for up to one month after smoking a marijuana cigarette.

- **Cocaine and Crack** which comes from cocaine are very addictive drugs. Cocaine speeds up the rate of brain and heart activity and can cause a heart attack in a healthy person after first usage or later. Using cocaine/crack disrupts normal sleeping patterns and can lead to mental disorders. Additionally, since a cocaine/crack addiction is expensive, using cocaine can cause financial problems for the user, and could lead to criminal activity to support cocaine/crack usage.
- **Methamphetamine or crystal** is a drug that also speeds up the body's, brain activity and the heart rate. It is very addictive. Using this drug can cause a heart attack and can cause very violent behavior in the user. Additionally, a skin rash, and weight loss can occur as a result of use.
- **Heroin** is a very addictive drug, and its use can effect the overall health of the body. Loss of appetite, sleeplessness, malnutrition, and dehydration can result from its use. The heart rate is raised from its usage, and a heart attack, the result of an overdose can occur. The first use can cause addiction or an overdose. Heroin is so addictive, the heroin users often steal and commit other crimes to get money to buy heroin.

Teaching Notes:

- Book the computer room and guide your class in navigating *Drug Clues and Body Blues* - <http://www.youthlinkcalgary.com/> found in the kids zone. Review the activity before using it with your students. Let the class know they are going to learn about 8 different kinds of drugs.
 - Students can do this activity individually, in pairs, or in small teams. If working in pairs or teams you may want to assign students to investigate specific drugs and then have different teams report back to the class on the effects of these different drugs on the body.
 - In addition to the main activity posted on the site, there are two information sheets for students available in the Kids Zone under Drug Clues and Body Blues. They are: How to Say No to Drugs and Drug Questions and Answers.
 - This activity deals with the effects of drugs on different parts of the body. You may want to review the following terms/body parts with your students before they begin.
 - Brain, heart, lungs, liver, kidneys, circulatory system, respiratory system
 - You can also find more information on drugs and the use of drugs in the [Parents section of the website](#).
- Book the computer room and guide your class in navigating *Time Cop – Rob's Drug Dilemma* <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.

- Debrief class about the information they have just learned. Give a lecture with hand-outs and conduct a discussion using the following questions (create handout for class using the following information):

1. What are drugs?

Drugs are anything that you take that effects the way your mind and body works, as well as your feelings, or emotions. There are legal and illegal drugs. Legal drugs are drugs like medicine that you buy at a pharmacy, or that a doctor prescribes to help you get well when you are sick. Illegal drugs are drugs that are against the law for you to buy, use, or have.

2. What are some examples of illegal drugs?

Marijuana, cocaine, speed/crystal (methamphetamine), heroin are illegal. If you are under the legal drinking age beer, wine, and other kinds of alcohol are also illegal.

3. How are gangs involved in drugs?

Gangs are involved with drugs in four ways, using them, having them, transporting them, or selling them.

4. How does the gang involvement with drugs effect the community?

- *The gangs fight over drug selling territories*
- *The gang members could become drug addicts*
- *Gang members steal to support their drug usage*
- *Gang members high on drugs may do violent crimes*

5. Why do gang members try to get you to use drugs?

Gang members try to get you to use drugs so you can be like them; so they can use you to do bad things, like crime, for them; or so you can become their drug buying customer, and so you can hold drugs for them.

6. What is drug or substance abuse?

Drug or substance abuse is using drugs or some other substances (such as aerosols, paint or gas) in a way that they are not supposed to be used. Some examples of drug and substance abuse are...

- *Drinking a tea made from possibly poisonous plants that your friends told you would get you high.*
- *Taking medicine when you don't need it because you like the way it makes you feel.*
- *Drinking alcohol such as beer, wine, mixed drinks, etc., when you are not old enough to be drinking legally.*
- *Drinking too much alcohol even though you are old enough to drink it legally.*
- *Smelling something on purpose, a substance such as spray paint, glue, etc., to get "high"*
- *Using any non-prescribed drug that you are not supposed to be using, like cocaine, crack, crystal, etc.*

7. What is the drug most commonly abused by the gang members?

The drug most commonly abused by gang members, as well as non-gang teenagers and adults is alcohol.

8. Explain the Process of Drug/Substance Abuse

The process of substance/drug abuse is the process that someone goes through when they start experimenting with drugs and become drug abusers.

Step A. ***Experimenting** is trying a drug or substance out for the first time.*

Step B. ***Habit** is using drugs on a regular basis.*

Step C. ***Dependent** is becoming dependent, or relying on drugs to relax, for fun, to help you wake-up, etc.*

Step D. ***Addiction** is when you become hooked or addicted to the drug usage. The drug usage controls you and your life. A person who is a drug addict will do just about anything to get the drug such as steal or prostitute.*

Step E. ***Overdose** is taking too much of a drug(s) and becoming sick. The result of an overdose could be a heart attack, a coma, or other permanent damage to your body, or death.*

Step F. ***Death** from a drug overdose or an accident.*

9. The Process of Gang Abuse

Explain to students that just like someone goes through the process of drug abuse, kids who become involved with gangs could go through the process of **gang abuse**. The steps in the process are the same. It begins with **experimenting** with the gang by beginning to hang around with them. Then a **gang habit** is developed by always hanging around with gang members. **Gang dependency** is depending or relying on gang members for companionship or for “protection” from other gangs. Someone develops a **gang addiction** when they live for the gang, or when the gang controls them. Finally, a **gang overdose** is when someone has had too much of the gang. This happens when they do something terrible for the gang like hurt or kill someone, or they are hurt or killed.

10. There are a lot of people today who are having a gang overdose, where are they?

They are living in the streets, in jail or prison, in the hospital, disabled from gang violence, and they are in the cemetery.

- Divide students into groups and assign each group one strategy for saying no to drugs. Have the group develop a short one or two minute skit on how they would use that strategy when faced with choice of doing drugs. You may want to develop skits for the class to act out instead of letting them develop their own. Analyze each skit as a class.
- Create a package for each student with the following contents and have their parents sign their agenda books or a slip of paper to show they have also received the information.
 - Information on drugs and what they are
 - Ways to say no
 - Kids help-line and other available community contacts and 1-800/888 numbers

- Book lists/suggested readings for students and parents on the most recent and readily available information
- Websites

- **Use the suggested resources to create the packages for students or research and order up-to-date information that will benefit your students and the community.**
- **You may choose to develop the packages as a class to promote community awareness.**
- For more activities on the prevention of substance abuse at the grade 6 level, contact Sasklearning or visit <http://www.sasked.gov.sk.ca/branches/curr/evergreen/index.shtml> and obtain the *Middle Level Health Education – Grade 6 Curriculum Support Material for the Prevention of Substance Abuse* developed by the Regina and Area Drug Strategy Project (2006).

***Bulletin Board - Ongoing assignment – Acquire articles from several sources and have students bring in articles from the newspaper or other sources about gangs and gang related issues and post them on a bulletin board under the title 'Make the Right Choice – Stay Away From Gangs'. Add information about drugs/drug abuse and its impact on gangs and gang involvement as well as sources of help in and around your community.

Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will recognize the importance of a healthy attitude toward personal safety and explore the idea that gang activity will involve them in criminal activity that could result in their being arrested and going to jail

Students will recognize the importance of a healthy attitude toward personal safety by learning about what it is like to be in jail

Teaching Strategies/Methods:

Direct instruction, interactive instruction

Activity #10 – Do the Crime – You do the Time

Background: The job of the police is to protect the community by enforcing laws and arresting lawbreakers. When the police think that people, or a group of people, are involved in illegal activity, or that they are a danger to others, they become more suspicious of them, and tend to watch them more.

Youth gangs, because of their involvement in violence, vandalism and other crime, are the types of groups that attract the attention of the police. In areas where there are gangs there is usually a high crime rate, and gang activity is often responsible for it. Consequently, gang members, as well as youth that hang around with, or act like, gang members, or who dress in gang attire are pulled over, questioned, and when appropriate arrested more than youth who are not involved in gang activity.

- When the police detain, question, and/or arrest gang involved youth, or youth that associate with, or who look like gang members, they are doing so because of the problems that the gang involved youth cause in the community.

A lot of the gang activity of today is illegal or criminal activity. From vandalism to murder, gangs commit crime. When a person joins a gang they can expect to get arrested, go to court, and spend time in jail.

Many young people who become involved in illegal gang activity do not realize that having a criminal record could effect their future. Some have even been fooled by other gang members into believing that going to jail or prison is not a serious thing, and that it will not be a bad experience for them. When they finally realize the truth, it is too late for them. They are locked up, and they have an arrest, or a conviction record. In this lesson students will learn about what spending time in jail and prison is like. They will also learn how having a criminal record can effect their lives.

Teaching Notes:

- Invite a city police officer or a RCMP officer that has had experience with gangs to speak to the class about their job as a police officer, and about gang activity. To assist his/her presentation provide them with material that the students will know before they arrive in your classroom and a copy of the Police Officer Presentation outline found in the workbook section of this resource to ensure you have parallel goals.
- Before you invite an officer to the class be sure your students are aware of the following information as well as previously learned information:

1. **What is illegal or criminal activity?**

Illegal or criminal activity is doing something that is against the law (crime). Gangs do things that are against the law. Gangs do crime.

2. **What are some examples of illegal activity that gangs do?**

(Together with the class define what each of the crimes listed below is. Explain that kids who hang around with gang members could be pressured to do these crimes, for which they could be arrested and taken to jail.)

<i>vandalism</i>	<i>weapons violations</i>
<i>inhaling poisonous fumes</i>	<i>drunkenness</i>
<i>narcotics violations</i>	<i>shooting into an inhabited dwelling</i>
<i>kidnapping</i>	<i>sex crimes</i>
<i>robbery</i>	<i>attempted rape</i>
<i>receiving stolen property</i>	<i>intimidation</i>
<i>theft</i>	<i>arson</i>
<i>car theft</i>	<i>assault</i>
<i>joy riding</i>	<i>attempted murder/murder</i>

3. **How can being involved in gang crime effect your life, and your future?**

You can get arrested and go to jail or prison.

4. **When someone gets arrested, what can happen to them?**

When they go to court, if they are judged to be guilty, they can be given probation (visit <http://en.wikipedia.org/wiki/Probation> for information on probation or contact your local authorities), or they can be sent to various correctional institutions.

5. **What is it like in jail or prison?**

It is not fun. When you go to jail or prison your fingerprints and picture are taken and then you are/can be...

- **searched** for drugs and weapons by someone you don't know who works in the jail or prison.
- **made** to wear specific clothes, that have been worn by other people they don't know.
- **put** in a jail/prison cell.
- **deprived** of privacy when you have to use the toilet or want to be alone.
- **only** allowed a certain amount of time to shower.

- **eat** when you're told.
- **sleep** when you're told.
- **loose** your freedom to do things.
- **exposed** to jail or prison violence, and possible harm from other prisoners.
- **possibly** made to be another prisoner's boyfriend, girlfriend or slave.
- **stolen** from by other prisoners.
- **pressured** by other prisoners to get involved with prison gangs.

****Send a completed form to the person giving the presentation. Police Officer Presentation form can be found in the worksheet section of this resource.**

- Have each student write 3 questions on three separate pieces of paper that they would like to know more about, in regards to gangs, jail, police officer duties.... and put the questions into a box or hat for when the police officer comes to visit.
- You may want to think of a creative way to thank the police officer for coming to your school - create a rap, make a card or present them with an award of merit.
- Additional Resource: RU Down or RU Out video and discussion guide http://www.reginapolice.ca/gang_prevention.html. Video and discussion guide can be downloaded from website. Review video and guide and decide if it is appropriate for your students and community.

***Bulletin Board - Ongoing assignment – Acquire articles from several sources and have students bring in articles from the newspaper or other sources about gangs and gang related issues and post them on a bulletin board under the title 'Make the Right Choice – Stay Away From Gangs'. Add information about RCMP and/or City Police Services.

Decision Making Process:

Level A – Extend Knowledge Base

Learning Objectives:

Students will identify their interests, skills and abilities to help them realize that there are positive ways to spend their time instead of wasting it on gang activity

Teaching Strategies/Methods:

Experiential instruction, independent instruction, interactive instruction, direct instruction

Activity #11 – So, What *Can I Do*

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, they erroneously think that there is "nothing else" for them do, and that joining a gang is the only way for them to associate with their peers. Instead of wasting their time on gang activity, there are many other positive activities that kids can participate in, or many alternatives to gang involvement. These "alternatives" can provide youth with something constructive to do in their free time, as well as a beneficial opportunity to associate with other kids their age.

Some of the alternatives to gang involvement are:

- *attending school and getting a good education*
- *playing sports*
- *joining a student club at school*
- *becoming active in the youth group at a church, synagogue, or mosque*
- *participating in parks and recreation programs, or youth center activities*
- *developing a hobby or other interest*
- *doing volunteer work*
- *playing a musical instrument, singing, or dancing*
- *rollerblading, skateboarding, ice skating*
- *hanging around with non-gang friends*
- *promoting gang awareness in your community*
- *starting a project to clean up graffiti in your community*
- *becoming an entrepreneur, start mowing lawns or shoveling walkways*
- *start/join a peer group*

The most important alternative to gang activity is for children to make a decision to stay away from it.

Teaching Notes:

- Give each student a piece of chalk and in groups of three go to the chalkboard and write down something they like to do (sports, spending time with their grandma, playing checkers, collecting buttons). Once everyone has contributed

have the students write down the title *Alternative to Gangs* on a blank piece of paper. Have them copy down every idea on the board.

- Ask the class what the word *alternative* means. Ask what *alternatives to gang membership* means.
- Discuss any idea's they may have missed and add them to their list. As homework, have the students bring back a list of three places in the community that offer programming or other services.
- Create a working relationship with two or three other classrooms and have your class give the *Alternatives to Getting Involved with Gangs* survey worksheet to the other classrooms. Compile a master list of all the positive ideas and make a bulletin board or information centre in a main area of the school for everyone to see. Be sure to include phone numbers of agencies and groups that can help anyone looking to be involved and a list of school run programs. Students may want to go class to class to inform other students of all the opportunities available to them.
- If you live in a large centre you may want to have someone from a recreation department come in and speak to the class about the various free and low cost activities available to them or take them on a field trip.
- Hand out information to the class about kidSport <http://www.sasksport.sk.ca/kidsport/kidsport.html> to take home.

***Ongoing assignment – Print articles from the web and have students bring in articles from the newspaper about gangs and gang related issues and post them on a bulletin board/poster board under the title. “Make the Right Choice – Stay Away From Gangs”. Add information about alternatives and a list of community based phone numbers that will help youth get involved with positive leisure activities.