

## Managing Violence in our Schools"

### Benefiting from a Common Approach

Using a common approach to deal with the problems of crime and violence throughout a school district can have a major preventative impact.

- Discipline policies should be published and provided to all students, staff and parents. Policies should be clear and consistently enforced.
- Students and others will have common knowledge of how incidents are dealt with, providing a preventative impact.
- A consistent approach to dealing with problems throughout the school district can help avoid civil liability.

School districts must develop a common, consistent approach for dealing with:

- Reporting incidents which occur on school property to central administration.
  - Lansing School District, Board Policy 2422.1 deals with the reporting of incidents on school property. (Attached)
- Responding to incidents of crime and violence on school property.
- Reporting of crimes on school property to the appropriate law enforcement agency.
- Releasing information to students, staff, parents and the media regarding incidents on school property.

A common approach to dealing with the problem of school crime and violence between school districts will have an even greater impact on reducing the problem. In addition to dealing with violent incidents, districts can help prevent future violence through:

- Sharing information on students expelled due to incidents of violence or weapons possession.
- Sharing of information on youth gangs which are active in the area.

Prepared By:  
Lansing School District  
Department of Public Safety

**ABSOLUTE SECURITY, INC.**  
4301 Kalamazoo S.E., Suite 30  
Grand Rapids, MI 49508

District-Wide Dress Code:

Students, in conjunction with their parents, have the responsibility to dress and groom themselves in a manner that does not detract from the educational process.

Apparel worn in school shall be neat and clean. To maintain a healthy, safe and orderly environment, footwear must be worn. Outerwear, coats, jackets, hats and nonprescription sunglasses shall not be worn in the building.

Revealing, vulgar attire and clothing supporting illegal activities or substances are prohibited.

Taken from the Lansing School District, Student Discipline Code.

## Youth Gang Graffiti

Graffiti is used by youth gangs to claim territory, to promote activities of the gang and to challenge other youth gangs. Graffiti is one of the first signs that a school, or a community, may have a gang problem.

### The Three "R's" of Graffiti

#### READ YOUR GRAFFITI

#### RECORD YOUR GRAFFITI

#### REMOVE YOUR GRAFFITI

##### READ

Once graffiti has been recorded and removed, read the graffiti. Gang graffiti will usually contain:

- The Name of the Gang
- Primary Symbols Used by the Gang
- Street Names or Monikers of Gang Members
- Indications of Gang Activity

Reading information from your graffiti will assist in developing your intelligence information on local youth gangs and the type of activities they may be involved in.

##### RECORD

Whenever graffiti appears on your buildings or other structures, it should be recorded. Every school administrator or school security officer should have a polaroid camera which may be used to record graffiti as it appears on your building.

##### REMOVE

Graffiti should be removed from a building or other structure as soon as possible. Since graffiti is used by youth gangs as a claim of territory or a challenge to another gang, the expedient removal of graffiti is essential. Adopt a one hour removal policy for graffiti located inside a building and a twenty four hour removal policy for graffiti located outside a building or on exterior structures.



## HISTORY

Gang Resistance Education And Training (G.R.E.A.T.) began in 1991 when representatives from Alcohol, Tobacco and Firearms (A.T.F.) contacted various agencies in the Phoenix area; the goal being to design and implement a gang resistance program. The Phoenix Police Department, in cooperation with surrounding valley agencies, developed the following curriculum; based upon a goal of reducing gang involvement. To date, over 400 officers from 200 agencies in 34 states have been trained to present the core curriculum in Junior High and Middle School classrooms.

## PHILOSOPHY

The program is designed to help 7th graders to become responsible members of their communities, by setting goals for themselves, resisting pressures, learning how to resolve conflicts, and understanding how gangs impact the quality of their life. G.R.E.A.T. is an eight week program, culminating with a certificate of graduation, a new philosophical outlook concerning gang activity and the tools needed to resist gang pressure.

## CURRICULUM OVERVIEW

Gang Resistance Education And Training or G.R.E.A.T., is a program designed to decrease gang violence across our nation. The curriculum is taught by trained, uniformed police officers and targets the 7th grade level.

G.R.E.A.T. students are provided an opportunity to discover for themselves the ramifications of gang violence through structured exercises and interactive approaches to learning.

Included within the G.R.E.A.T. curriculum are many optional and extended activities which reinforce classroom instruction. Both the police officer and teacher work together to reduce gang involvement in both the school and community.

Another integral part of the G.R.E.A.T. program is the follow-up summer project. The summer component is filled with classroom curriculum and extracurricular activities, not only reinforcing the eight week school program, but providing G.R.E.A.T. students with opportunities for cognitive, social, and self esteem building opportunities.

## 7TH GRADE CORE CURRICULUM

The eight lessons to be taught in one hour blocks for eight consecutive weeks are:

- Session 1: Introduction Lesson  
Purpose: Acquaint students with the G.R.E.A.T. program and their officer.
- Session 2: Crime/Victims and Your Rights  
Purpose: To familiarize students with concept of crimes, their victims, and their impact on the neighborhood.
- Session 3: Cultural Sensitivity/Prejudice  
Purpose: To familiarize students with cultural differences and their impact on the neighborhood.
- Session 4: Conflict Resolution  
Purpose: To create an atmosphere of understanding that would enable all parties to better address problems and work on solutions together.
- Session 5: Meeting Basic Needs  
Purpose: Students will be better equipped to meet their basic needs rather than joining a gang.
- Session 6: Drugs/Neighborhoods  
Purpose: Students will understand the correlation between drugs and their effects on the neighborhood.
- Session 7: Responsibility  
Purpose: To understand the diverse responsibilities of people within their community.
- Session 8: Goal Setting  
Purpose: Understanding the need for goal setting and how to establish long range goals.

## 3RD AND 4TH GRADE CURRICULUM

The four lessons to be taught in 40 minute blocks for four consecutive weeks are:

- Session #1: What is a Gang?  
Purpose: To provide students with information concerning the difference between a gang and a club.
- Session #2: Families And Why They Are Special  
Purpose: To help students understand that differences in families make families unique and special.
- Session #3: My Future  
Purpose: To help students understand the importance of setting goals.
- Session #4: Do You Know Me?  
Purpose: To help students develop a good self esteem and gain an appreciation for differences in their classmates.

## SUMMER COMPONENT

The Summer Recreation Program continues to build on the G.R.E.A.T. School Based Program. Goals for the summer component are:

- To provide opportunities for "youth at risk" so as to enhance life and social skills.
- To help make "youth at risk" aware of alternatives to gang involvement.
- To add structure during summer vacation.

In addition to a well rounded and structured curriculum, youth enjoy recreational games, outings and community service projects.

(HANDOUT)





Arizona  
Department of Education

C. DIANE BISHOP  
Superintendent

August 18, 1992

Dennis A. Garrett  
Police Chief  
620 W. Washington  
Phoenix, Arizona 85003

Dear Chief Garrett:

I recently had the opportunity to review the (G.R.E.A.T.) Gang Resistance Education and Training Curriculum package. Upon reviewing the program I found the curriculum to be sound and innovative in it's approach with it's goals appropriately directed toward the nation's gang problems.

I would also like to applaud your continued efforts to bring schools and the law enforcement community together. With the combined efforts of these public institutions the success potential of the G.R.E.A.T. program is limitless.

As the Director of the Comprehensive Health Unit for the Arizona Department of Education I review many programs on a daily basis. The G.R.E.A.T. program has received immediate interest, praise, and overwhelming public support.

I look forward to working with the G.R.E.A.T. program and its inevitable national expansion.

Sincerely,

A handwritten signature in cursive script, appearing to read "Brenda Henderson".

Brenda Henderson, Director  
Comprehensive Health Unit  
Special Programs Division

BH:mc



OFFICE OF THE MARICOPA COUNTY ATTORNEY

ADMINISTRATION BUILDING  
301 WEST JEFFERSON, 8TH FLOOR  
Phoenix, Arizona 85003  
(602) 506-3411 (FAX) 506-8102



RICHARD M. ROWLEY, COUNTY ATTORNEY

JAMES H. KEPPEL, CHIEF DEPUTY

RECEIVED

OCT 21 1992

POLICE CHIEF

October 19, 1992

Dennis Garrett, Chief  
Phoenix Police Department  
620 West Washington Street  
Phoenix, Arizona 85003

Re: Gang Resistance Education and Training (G.R.E.A.T.)

Dear Dennis:

This letter is written in support of the Gang Resistance Education and Training Program (G.R.E.A.T.). I have read the general description of the program with great interest, and I particularly like the step-by-step methodology that is geared to providing young people with the social skills and tools to successfully resist the pressures of becoming involved in gangs. Each segment of the five-part program rests solidly upon an ever expanding base that in the end represents a well-defined and comprehensive prevention program.

If I can assist you in any manner in furthering the objectives of G.R.E.A.T., please do not hesitate to contact me.

Sincerely,

Richard M. Rowley  
Maricopa County Attorney

RMR/pb





STATE OF ARIZONA  
EXECUTIVE OFFICE

PIFE SYMINGTON  
Governor

August 7, 1992

Sgt. Kim Humphrey  
Phoenix Police Department  
Community Relations Bureau  
620 W. Washington  
Phoenix, AZ 85003

Dear Sgt. Humphrey:

As a Programs and Project Specialist in Juvenile Justice Programs, Governor's Office for Children, I am pleased to offer my support for the Phoenix Police Department GREAT program. It has been very exciting for me personally to have spent time with the youth and staff involved in the summer program.

I commend your efforts, and that of your staff, in this innovative approach to the serious problems that confront our youth on a daily basis. The pilot program in Phoenix will serve as a model for other cities that are making efforts to prevent their youth from entering the juvenile justice system. Community involvement is a major component in solving these problems and your program has implemented that very successfully.

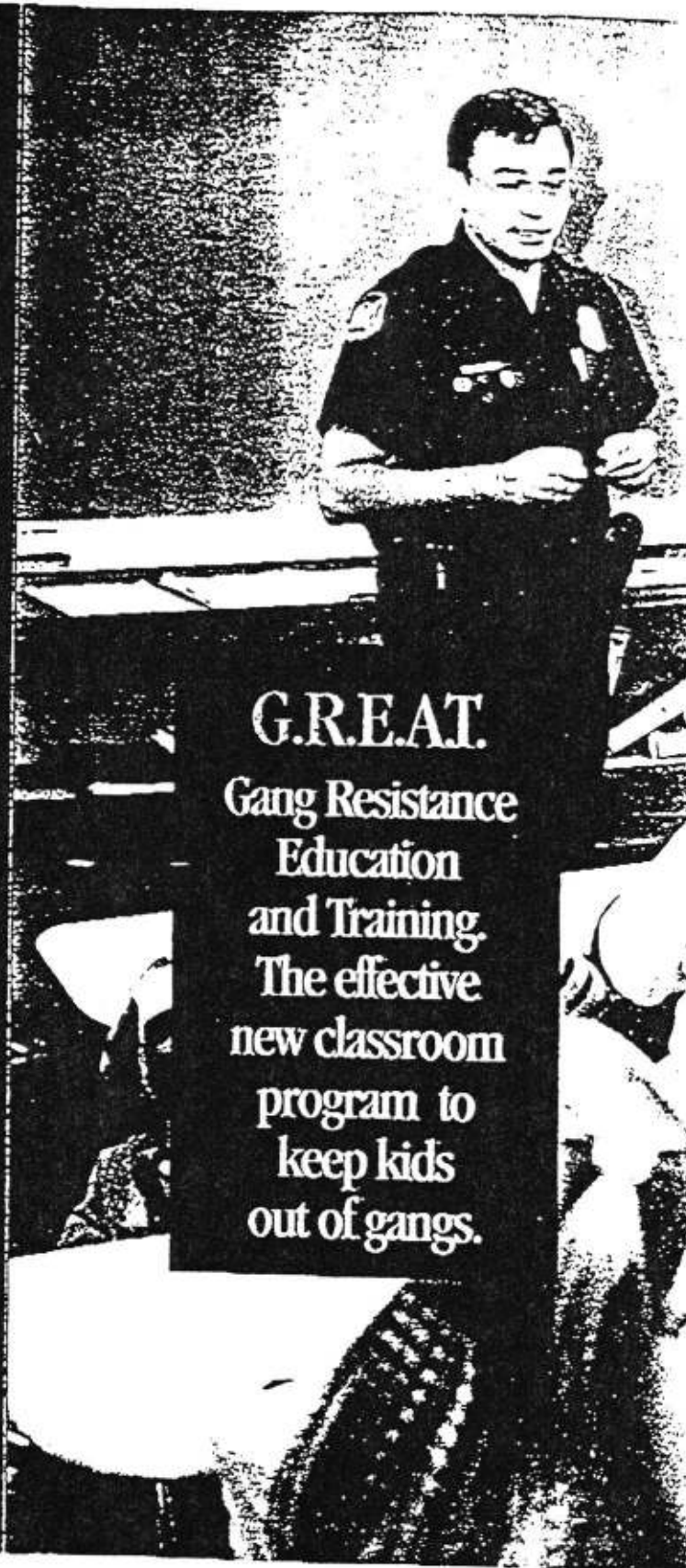
I look forward to continued involvement with your GREAT program!

Sincerely,

A handwritten signature in cursive script that reads "Deborah Reagan".

Deborah Reagan  
Programs & Project Specialist  
Juvenile Justice Programs

Ask how  
the fight  
against  
gangs and  
youth  
violence  
is going  
and we'll  
give you a  
one-word  
answer.



**G.R.E.A.T.**  
Gang Resistance  
Education  
and Training.  
The effective  
new classroom  
program to  
keep kids  
out of gangs.

When Phoenix law enforcement formed a partnership with local educators and community leaders to develop an innovative, comprehensive anti-gang program, the result was G.R.E.A.T.: Gang Resistance Education And Training.

Supported by the U.S. Bureau of Alcohol, Tobacco and Firearms and the Federal Law Enforcement Training Center, G.R.E.A.T. goes into the class-

room to prevent young students from getting into trouble, to stop them from joining gangs.

Specially trained uniformed police officers teach G.R.E.A.T. during the regular school

**"The long-term solution to the gang problem is in education, not enforcement. We can reduce problems down the road by putting more time and money into prevention."**

**Dennis A. Garrett  
Phoenix Police Chief**

year. During eight one-hour classroom sessions, students learn how to act in their own best interest when faced with peer pressure.

G.R.E.A.T. provides youth the necessary skills and information to say no to gangs and become responsible members of society.

## G.R.E.A.T. breaks new ground in

### G.R.E.A.T. Lessons.

**"He asked me if I wanted to join the gang. I said, 'No, man, I don't want to be dead.'"**

**7th Grade Student  
G.R.E.A.T. Program**

1. Introduction: Students become acquainted with the program and the officer.
2. Crimes/Victims and Your Rights: Officers demonstrate the impact crime can have on victims and neighborhoods.

3. Cultural Sensitivity/Prejudice: Students learn cultural differences and their impact on the community.
4. Conflict Resolution: Officers create an atmosphere of understanding to enable all parties to better address problems and work on solutions together.
5. Meeting Basic Needs: Students are taught how to become better equipped to meet their basic needs.
6. Drugs/Neighborhoods: Officers teach students the effects drugs can have on a neighborhood.
7. Responsibility: Students learn the diverse responsibilities of individuals in a community.
8. Goal Setting: Officers teach students how to establish long-range goals.

### G.R.E.A.T. doesn't end when school does.

G.R.E.A.T. was designed to strengthen the effectiveness of its in-classroom lessons after school is out. Your law enforcement agency can supplement the G.R.E.A.T. curriculum with a summer recreation and education program that reinforces positive attitudes toward authority and against gangs.

Parental involvement is paramount to the success of any gang-prevention program, so G.R.E.A.T. can also be expanded to allow officers to contact the parents of

## the battle against gangs and youth violence.

suspected gang members and refer them to existing social programs for families facing a problem with gangs.

**If you are already fighting gangs: G.R.E.A.T. If you don't have a problem with gangs: G.R.E.A.T.**

Members of youth gangs are holding neighborhoods hostage across the country. These gangs come in all shapes and sizes - structured and unstructured. They cross all ethnic, cultural and geographical boundaries.

History has shown that prosecution and incarceration can't begin to cope with our growing gang problem. The answer lies in prevention. The G.R.E.A.T. program points potential gang members in different directions so that gangs lose their allure and following.

If your community has not yet shown the typical signs of a gang problem, now is the time to put G.R.E.A.T. into action. Now is the time to act, rather than being forced to react, when the problem has already become dangerous and costly.

### G.R.E.A.T. Results.

"D.A.R.E. taught me to say no to drugs. G.R.E.A.T. taught me to stay out of gangs." *G.R.E.A.T. Graduate*

"With gang-related violence on the increase nationwide, it is extremely fortunate that a program of the quality of G.R.E.A.T. is available to law enforcement and educators nationwide." *Jerry Benning, Sheriff, Pacific County, Washington and Chair of the Washington D.A.R.E. program*

**"I continue to receive positive comments from Police Executives around the country who are seeing the value and success of the G.R.E.A.T. program in their communities."**

*Stephen E. Higgins,  
Director, Bureau of Alcohol,  
Tobacco and Firearms*

"G.R.E.A.T. is an excellent program that is getting youth involved in a serious topic and learning a valuable lesson."

*Scott Fluke, TM Group Executive,  
Missouri Adolescent Center*

"I found the curriculum to be sound and innovative in its approach with its goal appropriately directed towards the nation's gang problems." *Arnette Holliman,  
Indiana Department of Education*

"G.R.E.A.T. appears to be an excellent tool to deal with the emerging gang problem in Florida. We are looking forward to offering this program in our communities and encouraging local agencies to evaluate and become involved in G.R.E.A.T." *James J. Olson, Commissioner,  
Florida Department of Law Enforcement*







GREAT

## How to make your city or town a GREAT place to live.

Finding a solution to our nation's gang problem is a priority for each and every law enforcement community. Gang Resistance Education And Training is a great answer.

To receive detailed information regarding the length and cost of G.R.E.A.T. training, officer qualifications and the earliest available training session, contact us at any of these addresses or numbers:

National Center for State and Local Law  
Enforcement Training  
Building 67  
Federal Law Enforcement Training Center  
Glynco, Georgia 31524  
1-800-74-FLETC

Bureau of Alcohol, Tobacco and Firearms  
1-800-726-7070 or (202) 927-8329  
P.O. Box 50418  
Washington, D.C. 20091-0418

Phoenix Police Department  
(602) 262-7331  
Community Relations Bureau  
620 West Washington  
Phoenix, Arizona 85003

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# Taylor turns to GREAT program to fight gang violence

By Liz Seymour  
THE DETROIT NEWS

Growing concerns about drugs, graffiti and violence have prompted Taylor police and school officials to introduce a gang-education program to students in junior high school.

The Robert J. West Junior High School in Taylor is the only Michigan school that has adopted the eight-week curriculum, which is offered in 35 states.

The Gang Resistance Education and Training program, known as

GREAT, encourages students to ignore peer pressure, gain self-esteem and make the right choices in their lives, said Cpl. Bob Hropovitski, one of two police officers statewide who is trained to teach GREAT. The program is similar to DARE, the substance-abuse education program for elementary school students.

"We want to respond in a proactive way to this problem instead of in a reactive way," Hropovitski said.

Even though there are no organized gangs in Taylor, there are groups of city teen-agers who regularly commit crimes, he said.

"We may not have drive-by shootings, but we have graffiti," he said. "We do have our problems here."

GREAT was developed in 1991 by Phoenix police, with funding from the Federal Bureau of Alcohol, Tobacco and Firearms. More than 400 police officers around the country are trained to teach the program.

The hour-long sessions include lectures, discussions and role-playing exercises that examine a different issue each week, such as crime and victim rights, conflict resolution without violence, setting goals, and

battling prejudice. Police officers come to the school and teach in the classroom.

The program is geared for seventh-graders.

"This is the year that the peer group really becomes important," said Kenneth Nelson, principal at West Junior High School. "They are also reaching out to establish their independence so they aren't communicating as much with mom and dad."

Money for the program comes from the Taylor city budget to pay

salaries for Hropovitski and Rob Robinson, another police officer who is trained to teach GREAT.

A pilot program last year involved 54 students from West Junior High. This year, Hropovitski and Robinson plan to teach all 1,100 seventh-graders enrolled in the Taylor school district.

There are no statistics to measure GREAT's effectiveness, but Hropovitski thinks it is working.

"Students in my pilot program are still boasting about it when I see them in the hallways," he said. "We get a lot of positive feedback."



**New anti-gang grads**

Over 250 seventh-graders from Taylor's Hoover Junior High School will graduate from the Taylor Police Department's Gang Resistance Education and Training (GREAT) program Monday. During this eight-week program, students got lessons on how to avoid gangs by resolving conflicts without using violence; setting goals for themselves; and being responsible. The graduation ceremony will be at 9:15 a.m. at the gymnasium in Hoover Junior High.

### 17 STEPS OF THE D.A.R.E. CURRICULUM

The following outlines the D.A.R.E. core curriculum. One lesson is presented each week throughout a grade school semester.

- 1 Introducing D.A.R.E. - Acquaint students with the D.A.R.E. officer assigned to their school and inform them of their roles and responsibilities as D.A.R.E. students.
- 2 Understanding the Effects of Mind-Altering Drugs - Help students understand the basic facts about mind altering drugs.
- 3 Considering Consequences - Teach students to identify the consequences of using and choosing not to use tobacco, alcohol, and marijuana.
- 4 Changing Beliefs About Drug Use - To make students aware of the actual extent of drug use among adolescents and of the kinds of peer pressure they may face to take drugs.
- 5 Learning Resistance Techniques - Ways to Say No - Teaches students effective ways to say no in response to different kinds of peer pressure to use drugs.
- 6 Building Self-Esteem - Teaches students that self-esteem results from positive and negative feelings and experiences.
- 7 Learning Assertiveness: A Response Style - Teaches assertiveness as a technique for refusing offers to use drugs.
- 8 Managing Stress Without Taking Drugs - Helps students recognize stress and suggests ways to deal with it other than taking drugs.
- 9 Reducing Violence - Educates students to identify nonviolent ways to deal with anger and disagreements.
- 10 Combating Media Influence on Drug Use and Violence - Provides students with the understanding and skills needed to analyze how the media can influence the way people think, feel, and act about drug use and violence.
- 11 Making Decisions About Risky Behaviors - Teaches decision-making skills in evaluating the risks in situations involving using drugs, tagging, and using weapons.
- 12 Saying Yes to Positive Alternatives - Students discover and participate in positive alternative activities which they may find interesting and in which they can achieve success.
- 13 Having Positive Role Models - Provides successful high school students who have avoided the use of drugs by participating in a variety of positive activities.
- 14 Resisting Gang and Group Violence - Helps students identify the negative consequences of gang and group violence and will suggest ways to avoid becoming involved.
- 15 Summarizing D.A.R.E. Lessons - Students will respond as a team to questions involving drug use and violence.
- 16 Taking a Stand - Students will take a positive stand to be drug-free and to avoid violence by putting their commitment in writing and reading it aloud.
- 17 D.A.R.E. Culmination - Students participate in an activity which recognizes individual achievement and their personal commitment to stay drug free and violence free. This is done in the presence of their family members, teachers, and peers

# DESCRIPTION OF PROGRAM GRADES 5-6

## **Purpose**

D.A.R.E. (Drug Abuse Resistance Education) is a collaborative effort by DARE certified law enforcement officers, educators, students, parents, and community to offer an educational program in the classroom to prevent or reduce drug abuse and violence among children and youth. The emphasis of the *Officer's Guide to D.A.R.E. to Resist Drugs and Violence, Student Workbook, Grades 5-6*, is to help students recognize and resist the many direct and subtle pressures that influence them to experiment with alcohol, tobacco, marijuana, inhalants, or other drugs or to engage in violence.

The DARE program offers preventive strategies to enhance those protective factors—especially bonding to the family, school, and community—which appear to foster the development of resiliency in young people who may be at risk for substance abuse or other problem behaviors. Researchers have identified certain protective and social bonding factors in the family, school, and community which may foster resiliency in young people, in other words, the capacity of young people for healthy, independent growth in spite of adverse conditions. These strategies focus on the development of social competence, communication skills, self-esteem, empathy, decision making, conflict resolution, sense of purpose and independence, and positive alternative activities to drug abuse and other destructive behaviors.

## **Organization**

The program content for DARE is organized into seventeen 45- to 60-minute lessons to be taught by a law enforcement officer with suggested extended activities to be integrated into other instruction by the classroom teacher. A specially trained officer is assigned to the school one day a week for one semester to conduct weekly lessons in grades 5 or 6. Suggested extended interdisciplinary activities to be integrated with other subjects as time permits are listed in the publication titled *D.A.R.E. Instructional Activity Guide for Teachers, Grades 5-6*. Student participation in the DARE program may be incorporated as an integral part of the school's curricular offering in health, science, social studies, language arts, or other subject(s) as appropriate. The classroom teacher should maintain a supportive role in classroom management while the officer is teaching and should incorporate DARE program participation by students as an integral part of the student's final evaluation.

## **Peer Leadership (Interactive Group Participation)**

DARE offers a variety of interactive, group-participation, cooperative-learning activities which are designed to encourage students to solve problems of major importance in their lives. An important element of DARE is the use of student leaders who do not use drugs as positive role models in influencing younger students.

KEY ○ - Awareness x - Emphasis	INTRODUCTION	DRUGS	CONSEQUENCES	BELIEFS	RESISTANCE	SELF-ESTEEM	ASSERTIVENESS	STRESS	VIOLENCE	MEDIA	DECISIONS	ALTERNATIVES	ROLE MODELS	GANG VIOLENCE	SUMMARY	TAKING A STAND	CULMINATION
<b>STRATEGIES/ SKILLS</b>																	
<b>INTRODUCTION</b> • How to use information to think critically about consequences.	x	x	x	x	○	○	○	x	○	x	x	○	x	x	x	x	○
<b>RESISTANCE SKILLS</b> • How to deal with sources and kinds of pressure. • How to say no effectively.	○	○	x	x	x	○	x	○	x	x	x	○	○	x	○	○	○
<b>SELF-EFFICACY/SELF-ESTEEM</b> • How to recognize positive qualities about yourself. • How to increase confidence in your ability to resist pressures.	x	○	x	x	x	x	x	○	x	○	x	x	x	x	○	x	x
<b>DECISION MAKING</b> • How to make reasoned choices. • How to assess risks.	○	x	x	x	○	x	○	x	x	x	x	x	x	x	○	x	○
<b>INTERPERSONAL COMMUNICATION</b> • How to respond assertively. • How to work cooperatively. • How to ask for or offer help.	x	x	x	x	x	x	x	x	x	x	x	x	○	○	x	x	○
<b>NORMATIVE BELIEFS</b> • How to compare personal beliefs about behaviors with group norms.	○	x	x	x	x	○	x	x	x	x	○	x	x	x	○	x	○
<b>STRESS MANAGEMENT</b> • How to identify stressors and to reduce stress levels.	○	○	○	○	○	x	○	x	○	○	x	x	○	○	○	○	○
<b>CONFLICT MANAGEMENT/ VIOLENCE PREVENTION</b> • How to identify nonviolent ways to deal with anger and disagreement. • How to resolve conflicts. • How to avoid gang and group violence	○	○	x	x	x	○	x	x	x	○	x	x	x	x	○	○	○
<b>ALTERNATIVES</b> • How to become involved in positive activities that can serve as alternatives to drug use and violence.	○	○	x	○	x	x	x	x	x	○	x	x	x	x	○	○	○
<b>COMMITMENT</b> • How to make personal pledges publicly to stay drug-free and violence-free.	○	○	○	x	x	x	○	○	x	○	x	x	x	x	○	x	x

# REDUCING VIOLENCE

- Concept:** Reducing violence involves finding mutually acceptable ways to resolve disagreements without resorting to destructive acts.
- Purpose:** To help students recognize that destructive acts of violence are inappropriate ways to deal with anger and to resolve disagreements.
- Objective:** Students will be able to identify nonviolent ways to deal with anger and disagreement.
- Materials:**
- DARE Box
  - DARE student workbook
    - "The Blame Game"
  - DARE chart: "Violence"
  - Transparencies:
    - "Violence"
    - "Appropriate Steps"
  - Homework: "Resolving a Disagreement"
- Procedures:**
1. Answer selected questions from the DARE Box.
  2. Review with students that in the previous lesson on stress, they learned about the body's fight-or-flight response. This emergency system prepares the body to fight or run away and triggers feelings of anger, fear, and tenseness when a person is faced with a stressful situation. (The heart and breathing rate speed up with accompanying strong feelings of being tense, jittery, angry, confused, and fearful.) In stressful situations involving disagreements, we must first learn to deal with these feelings of anger, fear, disappointment, and boredom before we can resolve situations which might lead to violent behavior.
  3. Point out that a disagreement is a difference of opinion between two or more persons or groups with different points of view. Each views the problem differently and thinks his or her way is best. Each wants his or her choice or way. Each group has strong feelings about the problem. A disagreement is a natural and normal part of life. Learning to deal with and settle disagreements in a nondestructive and assertive manner is necessary for reducing acts of violence.
  4. Instruct students to stand in the back of the room. Tell students that not all people think exactly alike and they have a right to their own opinion. Now



class members will have the opportunity to express their opinion. Students are to move to either the left- or right-hand side of the room to indicate their choice. If they have no opinion, they may stand in the middle. Pose the following question:

**"Are you a pizza fan or a hamburger fan?"**

Students who are pizza fans will go the left side of the room. Students who are hamburger fans will go to the right. Students who do not know or do not fit into either of the two groups should remain in the middle.

Conduct the class in the same manner for the following topics:

Are you:

- |                     |    |                      |
|---------------------|----|----------------------|
| • A football fan    | or | a basketball fan?    |
| • A kickball player | or | a handball player?   |
| • A talker          | or | a listener?          |
| • A rap fan         | or | a rock-and-roll fan? |
| • Good in math      | or | good in art?         |
| • An ocean person   | or | a mountain person?   |

Summarize the activity by having the students return to their seats, and explain that not everyone has the same opinion. When people feel strongly about their opinion, disagreements can occur. It is okay to disagree, but we can't always have our own way. We must learn to settle disagreements and resolve differences in assertive ways that show respect for the rights of others and their respect for ours.

5. Introduce the word **VIOLENCE** by writing it on the chalkboard or using the DARE chart or transparency master, and ask for one or two volunteers to tell what they think the word means. Then define **VIOLENCE** as *destructive action that is directed toward people and things, both living and nonliving*. Ask students to add the word to their DARE word list.

Point out that violence can involve verbal actions (name-calling, teasing, taunts, threats of physical harm) as well as nonverbal actions ranging from body actions (gestures, signs, stares, stance) to physical force (hitting, pushing, fist-fighting, or use of a weapon to inflict bodily harm). Violence, or destructive acts, may involve all things in our environment, including plants, trees, and animals as well as buildings, signs, furniture, cars, and other articles of property.



6. Ask students, "Where are places that you are most likely to see destructive acts of violence against people or things?" Call on students and record their responses on the chalkboard. For example:

**Acts of violence are most often seen:**

- On television.
- In videos and movies.
- On the way home from school.
- In the neighborhood.
- At school.

Summarize the discussion by saying there are many types of violence happening everywhere (wars, gang activity, sporting events, criminal acts of robbery, thefts, etc.), but the kind we are going to discuss is between people we know and who know us (classmates, neighbors, family members, and friends).

7. Pose the question, "Why would somebody want to hurt another person?" Have several students volunteer responses. Some answers might be anger, revenge, don't like someone, or like to bully others. Explain to students that sometimes we say harsh or insulting words without thinking or do things we don't normally do when we are angry or pressured. Remind students of the technique of taking one deep breath and exhaling slowly while counting backwards from ten. Because alcohol and other drugs also affect judgment and the ability to think clearly, people are more likely to react violently while under the influence of these substances. Disagreements or disputes rise out of misunderstandings or rumors and then are allowed to build up into an argument or fight sometimes even involving a weapon.
8. Ask the class, "What are appropriate and inappropriate ways to deal with a disagreement?" Write student responses on the chalkboard under the appropriate heading.

For example:

Appropriate

- Cool down.
- Apologize.
- Talk it over.
- Listen.
- Find a solution everyone can live with.

Inappropriate

- Call names.
- Fight or threaten someone with a weapon.
- Don't listen to other person's point of view.
- Ignore or refuse to speak to them.
- Spread rumors.

## Here's How To Tell

Not every teen clothing "fad" signifies gang membership, but certain patterns, such as a mix of some of the behaviors sketched below, merit taking a hard look at the gang hypothesis.

COLORS: Look for a particular color or colors displayed prominently on jackets, hats, shoelaces, beads, pocket linings, gloves, bandannas, etc., while some other colors may be shunned.

STYLE: A distinctive "uniform" or "look" may be noticed, such as baggy khakis; a bandanna hanging from a pocket or tied to a belt; a fur hat; a pattern shaved onto the head; name-brand accessories with a double meaning (i.e.: "British Knight" shoes are for Blood Killers in one city); wearing a single glove or earring; or lacing a shoe on the left or the right.

### CONSPICUOUS CONSUMPTION:

Look for anything expensive, including gold jewelry (even clip-on gold teeth), \$200 T-shirts, fur jackets, designer outfits, beepers, luxury cars or special models of Jeeps, or lots of cash.

GRAFFITI Symbols such as stars, pitchforks, numbers, words, slang, initials spray-painted or penned on textbooks, desks, walls, over-passes or bridges could be clues to gang membership.

### SWAGGERING

There may be references to weekend drug and booze, parties, mimeographed sheets announcing such parties, signing (special handshakes) in the halls. Note that swaggering stops when adults ask about gangs, at which point demeanor turns defensive.

### NEW FRIENDS

Gang members tend to associate with other gang members both locally and out-of-state.

### RECRUITING

Outsiders always find it hard to understand why a kid would join and take the change of being maimed or murdered. Gangs provide things that school structures do not - power, loyalty, camaraderie. Also, intimidation - "Join us or we'll get you" is often crucial as well.

Gangs also offer poor kids status - at least in their own eyes, and money - hundreds of dollars in cash for just delivering drugs. Gangs typically cater to a single ethnic or racial groups, including new immigrant groups, such as the Jamaican Organized Crime gang (Posse) located in Trenton and Asbury Park, N.J.

White gangs, police say, are newly into sadism and satanism. Whatever

their background, gang members are always a minority of their own ethnic group.

They're young kids who are already weak in self-esteem, and they live in a society that has taught them to expect instant gratification. Affluence used to come from hard work. Now kids get rich by spreading a cancer among their peers. The rot spreads into schools, where teachers and students who might report gang activity are intimidated, even attacked.



**ABSOLUTE SECURITY, INC.**  
4301 Kalamazoo S.E., Suite 30  
Grand Rapids, MI 49508

Six Stages of Gang Dependency

**Stage 1 Gotta Be: Feeling Pressure for Gang Involvement:**

The youth, responding to peer pressure, lack of love and support at home, problems in school, street culture, etc., begins to believe that joining a gang--either a violence street gang or a social gang--will provide him or her with acceptance, protection, love, etc.

**Stage 2 Wanna Be: Desiring and Experimenting with Gang Involvement:**

The gang looks attractive to a youngster. Gangs seem glamorous, give you lots of friends, have money, act cool, and so on. A wanna be is beginning to think about the possibility of gang membership.

**Stage 3 Gonna Be: Seeking Contact with Gang Members:**

The youth makes a decision to explore the possibility of joining a gang. He or she seeks out contact with gang members, begins to dress like a gang member, uses gang slang, etc.

**Stage 4 Associate: Dependency on Gang Involvement:**

The youth is now a gang member and begins to depend on the gang to meet such needs as friendship, self-esteem, comfort, excitement, etc. At this point the young person openly identifies as a gang member and drops all of his or her non-gang friends.

**Stage 5 Member: Full Indoctrination:**

The gang member is now expected to actively participate in and support all gang related activities, even when he or she doesn't want to. The member is fully dependent on the gang and is preoccupied with paying or giving back to the gang what he or she has received.

**Stage 6 Hard Core: Loss of Identity**

The gang member takes his or her identity entirely from the gang. Its values become his or her values. Usually leads to more and more involvement with court system, prison system, hospital and often death.

**D.A.R.E.**

**TO KEEP KIDS  
OFF DRUGS!**

## **MICHIGAN PROGRAM**

### **D.A.R.E. PROGRAM:**

Founded September 1983 by Los Angeles Police Department.

### **D.A.R.E. MICHIGAN:**

Pilot program began in January 1988 in Eaton, Ingham, Livingston, and Cheboygan counties, and has currently grown to 74 counties in Michigan.

### **FIRST D.A.R.E. OFFICERS' TRAINING SCHOOL:**

Since July 1988 there have been 20 D.A.R.E. Officer Training Schools conducted in Michigan.

### **STATEWIDE EXPANSION OF D.A.R.E. MICHIGAN:**

September 1988

### **NUMBER OF D.A.R.E. OFFICERS IN MICHIGAN:**

As of August 1993 there are 517 police officers certified to teach the D.A.R.E. program.

### **NUMBER OF STUDENTS RECEIVING D.A.R.E. IN 1992-93:**

Approximately 99,000 5th and 6th grade students.

### ADVISORY BOARD OF MICHIGAN

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## PROJECT DARE--JUNIOR HIGH SCHOOL

### DESCRIPTION OF PROGRAM

#### PURPOSE

Project DARE is a project jointly developed by the Los Angeles Police Department and the Los Angeles Unified School District to prevent drug abuse in children and youth. The program emphasis of Project DARE--Junior High School is to help students acquire the information and skills needed to enable them to act in their own best interest when facing high-risk/low-risk choices and to resist peer pressure and other influences in making their personal choices. In addition, the emphasis is on helping students decide not to use drugs and on taking a stand on their decision before their peers.

The instructional guide for Project DARE has been developed to assist police officers, school administrators, and teachers in the planning and implementation of a program of drug abuse resistance education for students in junior high school.

#### ORGANIZATION

The DARE program at the junior high was developed with two important components:

##### Prevention Education

A series of ten lessons based on social skills strategies to be taught by a trained LAPD officer/instructor. The lessons were designed to be implemented in the seventh grade course in Health Education.

The DARE program lessons are designed to extend and reinforce the instructional content in health being taught by the regular classroom teacher. The classroom teacher should maintain a supportive role in classroom management. The classroom teacher should incorporate DARE program participation by students as an integral part of the students' final evaluation for the health course.

##### Intervention

A school based prevention/intervention component that is designed to provide procedures and strategies for the identification, early intervention, and after-care support of students whose school performance and behavior may be indicative of a substance abuse problem or other crises.

The prevention/intervention components include a number of educational and other programs to heighten awareness and knowledge about alcohol and other drug dependencies. These activities include:

- . Planning and implementation of a school behavior code that includes guidelines concerning the possession and use of tobacco, alcohol, and other drugs.
- . Faculty in-service meeting.
- . DARE education evening for parents.
- . Instruction by DARE officer in target classrooms.
- . Talkshops, interest groups, and other alternative activities during noon and/or after school.
- . School-based mandatory support groups for identified and referred high risk students.

## OFFICER TAUGHT LESSONS

- SESSION ONE: DRUGS AND THE LAW - Informs students about laws and school behavior codes relative to the possession, use, distribution, and sale of controlled substances (narcotics and dangerous drugs), alcoholic beverages or other intoxicants, and tobacco.
- SESSION TWO: DRUG USE AND ABUSE - Helps students understand how certain mind-altering substances can change the way the mind and body function.
- SESSION THREE: CONSEQUENCES - Helps students identify the immediate and future consequences that may result from the occasional and regular use of tobacco, alcohol, and marijuana.
- SESSION FOUR: DRUGS AND PRESSURES - Enables students to recognize the different kinds of pressures that influence people to use drugs.
- SESSION FIVE: ASSERTIVE RESISTANCE - Teaches assertiveness as a way for resisting pressures to use drugs.
- SESSION SIX: DECISIONS AND RISKS - Helps students apply the decision making process in evaluating the results of various kinds of risks and in judging drug related behaviors as high or low risk.
- SESSION SEVEN: ROLE MODELING - Older student leaders that do not use drugs serve as positive role models and help to correct the mistaken idea that drug users are in the majority.
- SESSION EIGHT: FORMING A SUPPORT SYSTEM - Students will be able to develop positive relationships with many different people in order to form a support system.
- SESSION NINE: RESISTING GANG PRESSURES - Students will be able to identify situations in which they may be pressured by gangs and to evaluate the consequences of the choices available to them.
- SESSION TEN: DARE SUMMARY - Provides an opportunity for students to review and strengthen what they learned from participating in Project DARE.
- SESSION ELEVEN: TAKING A STAND - Students develop and read aloud a personal plan for resisting pressures to use drugs.

## D.A.R.E. SENIOR HIGH

- \* **Introduction to D.A.R.E.**  
Officer introduction and program overview. Pretest administered by the officer or classroom teacher.
- \* **Reducing the Demand: A Shared Responsibility**  
Officer presentation designed to help students associate the use of alcohol and other drugs with the increased risk of problem behaviors that result in negative consequences.
- \* **Follow-up Lesson on Consequences**  
Teacher conducted discussion and follow-up activities which focus on critical thinking and decision making skills to help students ascertain how alcohol and other drug abuse affects everyone in a community.
- \* **Communicating Choices Assertively**  
Officer conducted discussion and participatory activities to help students develop the skills to respond assertively in communicating their choices in various situations involving possible substance abuse.
- \* **Drug Related Behavior and the Law**  
Officer presentation to acquaint students with laws concerning alcohol and other drug-related behaviors and to help clarify student understandings concerning circumstances under which an officer may have reasonable cause to detain a juvenile.
- \* **Follow-up Lesson on Drug-Related Behaviors and the Law**  
Teacher conducted discussion and follow-up to reinforce student understandings of the possible legal consequences which may result from alcohol and other drug-related behavior by juveniles. Classroom demonstration and student participatory activities presented by the teacher help clarify the meaning of blood alcohol levels and the risks involved in operating under the influence or riding with a driver who has been drinking even a small amount of alcohol.
- \* **Drugs, Media and Violence**  
Officer presentation to help students explore how alcohol and drugs act as contributing factors in increasing the amount to violent behavior among young people; how the media increases violent behavior by reporting about it in a particular manner; and how to avoid victim-attacker violence.
- \* **Managing Anger and Resolving Conflicts Without Drugs**  
Officer conducted demonstration and student participatory activities to help students to explore anger management techniques and ways to resolve feelings of anger without resorting to violence or the use of alcohol or other drugs.
- \* **Follow-up for Managing Anger**  
Teacher conducted discussion and student participatory activities to provide opportunities for students to identify positive ways of expressing and managing feelings of anger.
- \* **Evaluation and Post-Test**  
Student post-test and completion of evaluation forms administered by the classroom teacher to provide data relative to program effectiveness.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Instruction

D.A.R.E. SENIOR HIGH

D.A.R.E. is a cooperative program in which law enforcement and the public schools join together to educate students about the personal and social consequences of substance abuse. The D.A.R.E. lessons and follow-up activities also focus on strategies for anger management and violence prevention. The concepts and skills emphasized in the D.A.R.E. program are sequentially developed to extend from kindergarten through junior and senior high school.

Description

The Senior High School D.A.R.E. program emerged as the "next step" from a successful six-year partnership between the Los Angeles Police Department and the Los Angeles Unified School District. The aim of the senior high school D.A.R.E. project is to extend the information and reinforce the skills students need to enable them (1) to act in their own best interest when facing high-risk, low-gain choices and (2) to resist peer pressure and other influences in making their personal choices. Equal emphasis is placed on helping students to recognize and cope with feelings of anger without causing harm to themselves or others and without resorting to violence or the use of alcohol and drugs.

The D.A.R.E. program at the senior high school level consists of a series of five lessons on social skills and violence prevention strategies taught by a trained D.A.R.E. officer and three sessions to be implemented by the classroom teacher on the day following each officer-led lesson. All the lessons are designed to be taught over a period of eleven days during the required course in health or in some other appropriate subject, such as, science, social studies, or driver education. A brief description of each of the lessons follows:

- Introduction to D.A.R.E. Officer introduction and program overview. A pretest may be administered to the students by the officer or classroom teacher.
- Reducing the Demand: A Shared Responsibility. Officer presentation designed to help students associate the use of alcohol and other drugs with the increased risk of problem behaviors that result in negative consequences.
- Follow-Up Lesson on Consequences. Teacher conducted discussion and follow-up activities which focus on critical thinking and decision making skills to help students ascertain how alcohol and other drug abuse affect everyone in a community.



- . Communicating Choices Assertively. Officer conducted discussion and participatory activities to help students develop the skills to respond assertively in communicating their choices in various situations involving possible substance abuse.
- . Drug Related Behavior and the Law. Officer presentation to acquaint students with laws concerning alcohol and other drug-related behaviors and to help clarify student understandings concerning circumstances under which an officer may have reasonable cause to detain a juvenile.
- . Follow-Up Lesson on Drug-Related Behaviors and the Law. Teacher conducted discussion and follow-up to reinforce student understandings of the possible legal consequences which may result from alcohol and other drug-related behavior by juveniles. Classroom demonstration and student participatory activities presented by the teacher help clarify the meaning of blood-alcohol levels and the risks involved in driving under the influence or riding with a driver who has been drinking even a small amount of alcohol.
- . Drugs, Media, and Violence. Officer presentation to help students explore how alcohol and drugs act as contributing factors in increasing the amount of violent behavior among young people, how the media increases violent behavior by reporting about it in a particular manner, and how to avoid victim-attacker violence.
- . Managing Anger and Resolving Conflicts Without Drugs. (Requires two class sessions.) Officer conducted demonstration and student participatory activities to help students to explore anger management techniques and ways to resolve feelings of anger without resorting to violence or the use of alcohol or other drugs.
- . Follow-Up for Managing Anger. Teacher conducted discussion and student participatory activities to provide opportunities for students to identify positive ways of expressing and managing feelings of anger.
- . Evaluation and Post-Test. Student post-test and completion of evaluation forms may be administered by the teacher to provide data relative to program effectiveness.

### Evidence Effectiveness

Evaluation by an independent outside evaluator in the fall semester of 1989-90 included teacher and student appraisals of the program as well as student pre-post testing on the D.A.R.E. senior high lessons. Using a sample of experimental and control classes in 10 randomly selected LAUSD high schools, the conclusions were:

1. Teachers rated the components of all lessons very positive.
2. Teachers rated student participation as outstanding.

3. Teachers' overall rating of the D.A.R.E. High School lessons was the highest possible, i. e., "very good."
4. Student opinion of D.A.R.E. was very positive, including unsolicited comments.
5. Nearly half (43%) of the students reported that they had already used some of the resistance behaviors that they had learned in the program.
6. Student knowledge increased significantly between pre and post testing on the D.A.R.E. cognitive test at all matched schools and for the total group.
7. The Youth Risk Behavior Survey has established baseline data at all schools for longitudinal analysis.

#### Implementation and Financial Requirements

An officer and teacher team must attend the 40 hours of training required for the D.A.R.E. Senior High Program. The officer must be a certified D.A.R.E. officer with at least two semesters of experience teaching D.A.R.E. at the elementary and/or junior high school levels. There is no cost for the training but there is a curriculum and materials fee totaling \$75.00 per team. An additional amount of approximately \$2.00 per student should be allocated for student workbooks, classroom materials, and parent information materials.

Contact: Dr. Ruth Rich  
Los Angeles Unified School District  
450 North Grand Avenue, Room A-319  
Los Angeles, CA 90012  
(213) 625-6411

Talk to someone about dealing with heavy pressure from a gang:

- Parents
- Teachers
- Counselors
- Coaches
- Clergymen
- DARE Officer

10. Refer students to the stories in "Dealing With Problems" in their DARE workbooks, and announce that they will work in their groups for this activity.

Assign a different work sheet to each group. Allow groups time to read and discuss the story assigned. Then conduct a class discussion to examine the choices, consequences, and appropriate ways for dealing with each situation. Groups may wish to role-play each situation before the discussion.

11. Close the lesson by explaining that although gangs and other groups are a part of every community, you don't have to join one or approve of what they do.
12. Tell students, "In the next lesson we are going to play a game to find out how much you learned from the DARE lessons."

# DEALING WITH PROBLEMS

## ROGER

Roger's older brother James is in the neighborhood gang. Roger looks up to James and would do anything for him. James told Roger that there was going to be a gang fight and that he could be the lookout. Roger wants to help his brother; yet he knows what might happen and that being a lookout could be dangerous.

1. What is the problem?
2. What choices does Roger have?
3. What are the possible consequences of each choice?
4. Which choice has better consequences?
5. Which resistance technique (way to say no) would work best?



### GENERAL FACTS

- This year more than 25 million school children across the country will learn the skills they need to resist pressure to take drugs or join gangs thanks to D.A.R.E. (Drug Abuse Resistance Education).
- In 1992-1993, 100,000 Michigan school children received the D.A.R.E. program.
- D.A.R.E. is a police officer led, semester long series of classroom lessons that teach 5th and 6th grade children how to resist pressure to experiment with drugs and alcohol.
- The D.A.R.E. program has proven so successful — it is now in all 50 states, 11 foreign countries and Department of Defense Schools world wide.
- D.A.R.E. goes far beyond traditional drug abuse programs. Typically these programs warn children not to use drugs, but doesn't teach them to resist the pressure to try them. D.A.R.E. gives children skills to recognize and resist the subtle and overt pressures that cause them to experiment with drugs and alcohol.
- Rather than just offer slogans or organize rallies, D.A.R.E. teaches children how to deal with peer pressure. It gives them substantial information and techniques to use when they are confronted with drugs.
- The D.A.R.E. program includes 80 hours of police and teacher training, a semester-long curriculum, accompanying classroom materials, and pre-program and post-program testing.
- While D.A.R.E. is targeted at 5th and 6th grade students, components have also been developed for K-4, junior high, and high school students and their parents.
- Veteran police officers present D.A.R.E. after undergoing 80 hours of special training in areas such as child development, classroom management, teaching techniques, and communication skills.
- It has been found that most 5th and 6th graders are more sophisticated about substance abuse than classroom teachers.
- D.A.R.E. officers, because of their direct experience with ruined lives and street crime caused by substance abuse gives them a credibility unmatched by teachers, movie or TV celebrities, or professional athletes.
- D.A.R.E. targets students when they are most vulnerable to tremendous peer pressure. The 17 lessons help children build their self-esteem, manage stress, resist pro-drug media messages, and identify alternatives to drug use.
- D.A.R.E. doesn't just TELL them to say no — it teaches them HOW TO say no.
- Studies show that D.A.R.E. has far exceeded its goal of helping students combat peer pressure to use drugs and alcohol. D.A.R.E. has contributed to improved study habits and grades, decreased vandalism and gang activity, and has generated greater respect for law enforcement.
- D.A.R.E. Michigan operates with no legislative general fund appropriation.



# RESISTING GANG AND GROUP VIOLENCE

**Concept:**

The negative consequences resulting from gang and group violence affect all members of the community.

**Purpose:**

To help students recognize the negative consequences of gang and group violence and to help them resist becoming involved.

**Objective:**

Students will be able to identify the negative consequences of gang and group violence and will suggest ways to avoid becoming involved.

**Materials:**

- DARE Box
- DARE chart: "Youth Gang" and "Intimidate"
- Transparency master: "Not a Wanna-Be"
- DARE student workbook
  - Dealing with problems: Stories titled "Roger," "Claudia," "Pete," "Mike," "Sally," "Marcos," and "Jana."

**Procedures:**

1. Answer selected questions from the DARE Box.
2. Recall with students that in previous lessons class members learned that participating in positive alternative activities provides opportunities for young people to join together in special ways that they find challenging and rewarding and that help fulfill their self-esteem needs for:

**Being cared about and caring about others**—the need to have people care about you and for you to care about others.

**Belonging**—the need to be accepted and treated with respect and dignity.

**Being recognized**—the need to be noticed for the things you do.

Write the above terms on the chalkboard to review each one briefly. Then point out that positive alternative activities can also serve as alternatives to drug abuse and destructive behaviors.

3. Ask students to contribute ideas as to what a typical neighborhood gang member might look like.

Possible characteristics to cover might include:

- a. Head gear.
- b. Hair style.
- c. Jewelry—earrings, crosses.
- d. Clothing—color, style, size, accessories, team affiliation.
- e. Shoes and laces.
- f. Makeup and tattoos.
- g. Stance, body language, attitude.

Show the "Not a Wanna-Be" transparency and refer students to the one in their workbooks. Ask them to give suggestions showing what appropriate dress should be. As they come up with suggestions, have them draw them on the human outline.

Point out that even if a student is not involved in gang activity but dresses in gang clothes he/she will or could be identified with that gang. If you look like a duck, talk like a duck, walk like a duck, and act like one, you will be considered a duck.

4. Write the terms **GANG** and **GROUP VIOLENCE** on the chalkboard and explain to students that in today's lesson we are going to discuss how violent acts being committed by some groups of young people are affecting everyone and why some young people are being pressured to join in.

Underline the word **VIOLENCE**, and refer students to their DARE word list to review the definition: *destructive action that is directed toward people and things, both living and nonliving*. Recall that violence can involve verbal actions (name-calling, taunts, threats of physical harm) as well as physical force, including use of a weapon to commit bodily harm. Violence or destructive acts may involve all things in our environment, including plants, trees, and animals as well as destroying or marking up buildings, signs, furniture, cars, and other articles of property.

5. Underline the word **GANG** listed on the chalkboard and ask students how a youth gang or tagger crew differs from a school club, 4-H club, scouts, or other positive alternative groups. (Activities of gangs are violent. Joining and quitting gangs usually requires an act of violence—being jumped in or out of a gang.)

Elicit responses from several students, and then define the term **YOUTH GANG** as *any group of young people whose members take part in acts of violence and other activities that break the law*. Such illegal acts usually include committing burglaries and robberies, getting involved in fights and

shootings, selling and using drugs, intimidating (threatening) others, and destroying or marking up public or private property.

Define the word **INTIMIDATE** as *to scare or to make fearful by threats*. Write these definitions on the chalkboard or use the DARE chart, and instruct students to add them to their DARE word list. Clarify that although some communities may not have neighborhood youth gangs as defined, there are nevertheless small groups, or cliques, of young people who band or "hang out" together and who are often involved in destructive acts, such as tagging and intimidating, or bullying, others. People who destroy property and threaten others are breaking the law.

6. Pose the question, "How many people think that there are gangs and other groups who commit destructive acts in their community?" Then ask, "What are some activities that gang members do that change the neighborhood in a negative way?" Tell students, "Think of some ways that your neighborhood has changed as a result of gangs or taggers or other groups." Record students' responses on the chalkboard. For example:
  - There are more burglaries, robberies, and muggings.
  - Innocent bystanders are hit by gunfire.
  - People don't feel safe walking the streets or riding the bus.
  - Fights occur.
  - Gangs defend their turf against other gangs.
  - Markings or graffiti appear on walls.
  - More guns and weapons are in use.
  - Drugs are used and sold.
  - Drive-by shootings are common.
  - Shootings of students at school occur.
  - People sleep on floors to avoid being hit by gunfire.
7. Tell students that today greater numbers of young people in the fourth, fifth, and sixth grades are being pressured to join gangs. Ask students, "What are some reasons why some young people join gangs even though they may be aware of the kinds of things gangs do?" Elicit reasons from students, and list their responses on the chalkboard. Point out some of the reasons why most young people usually join school or church clubs, such as belonging, being cared about, and being recognized. Similarly gangs give recognition and a sense of belonging. For example, gang members have their own style of dress, posture, hand signs, symbols, and tattoos. Another reason given by young people for joining gangs is that they believe gangs offer them protection. They may also idolize an older person who is a gang member and who seems to lead a successful, exciting lifestyle.

8. Ask students to recall the definition of *CONSEQUENCES as the results of what you do or choose not to do*. Point out that unlike joining other groups, choosing to join a gang or becoming involved in gang activity has serious consequences for that person and his or her family. Discuss briefly what gang members risk:
- Getting into trouble with the law.
  - Getting out of a gang once you have joined can be very difficult.
  - Getting involved with alcohol and other drug abuse.
  - Getting involved in fights and the use of guns and other weapons.
  - Getting injured or killed or have a family member hurt or threatened by rival groups.
  - Having to harm other people and their families.
  - Having to do destructive acts that change the neighborhood.
  - Being tattooed with a gang logo could keep a person from future job opportunities—some people would not want to be friends with or hire a gang member.
  - Having parents pay for damages resulting from graffiti and other vandalism.
9. Ask students what kinds of pressure gangs use to get people to do what they want. Is it friendly, teasing, or heavy pressure? Point out that gang members use heavy pressure; they threaten, bully, or intimidate others. What are some ways to deal with this kind of pressure? Elicit responses from students. Some ways to deal with heavy pressure from gangs are as follows:

Avoid the risks:

- Do not go places where gang members hang out.
- Do not dress like gang members.
- Do not write like gang members.
- Do not carry guns or other weapons for protection. Guns can injure and kill. If another student is carrying a gun or other weapon, find a trusted adult and report it.

Safety in numbers:

- Choose to do things with friends who are not gang members.
- Use a buddy system. Try not to go places alone.
- Be involved in positive activities that satisfy your needs for belonging, being cared about, and being recognized.

# APPROPRIATE STEPS

- Cool down.
- State the problem.
- Talk it over.
- Listen to other person's point of view.
- Find a solution that all parties are comfortable with.
- Ask for help from someone you trust.



Violence: destructive  
action that is directed  
toward people and  
things, both living  
and nonliving.

# MAKING DECISIONS ABOUT RISKY BEHAVIORS

**Concept:**

Decision-making skills help people evaluate the risks involved in a situation, the choices available to them, and the consequences of these choices.

**Purpose:**

To help students apply the decision-making process in evaluating the consequences of various kinds of risk-taking behavior, including that of using drugs, tagging, and using weapons.

**Objective:**

Students will be able to apply decision-making skills in evaluating the risks in situations involving using drugs, tagging, and using weapons.

**Materials:**

- DARE Box
- DARE student workbook
  - Stories: "Subira," "Frank," and "Jimmy"
- DARE charts
  - "Risk"
  - "Making a Decision"

**Procedures:**

1. Answer selected questions from the DARE Box.
2. Say, "In the previous lesson you learned how media influences the choices you make. In today's lesson you will learn how to decide whether your choice has good or bad consequences."
3. Tell students that good decisions are important especially for situations that involve risks or taking risks. Write **RISK** on the board or use the DARE chart. Define **RISK** as *taking a chance*. Ask students to add it to their DARE word list.
4. Point out to students that when the Masked DJ made the decision to stop making commercials for beer, he took some risks. He risked losing money and a job. He risked losing friends.
5. Explain to students that in decision making we examine the consequences of taking a risk and decide whether or not to take the risk. Since life is so full of uncertainties, it is important for us to exert control wherever we can. One way of having some control is to think through ahead of time the possible choices we have and consequences of those choices.

Most of the time it is easier *to stay out of* trouble than *to get out of* it later.

List on the chalkboard or use the DARE chart to introduce the following steps in decision making, and explain to students that they can ask themselves these questions to think through the possible results of a risk before making a decision.

#### Making a Decision

- a. What is the risk situation?
- b. What are the possible choices?
- c. What are the possible consequences?
  - Could it lead to something positive (good) happening or good feelings?
  - Could it lead to something negative (bad) happening or bad feelings?
- d. Which choice may have the best results?
- e. Do I need to talk to someone before I decide?

6. Take students through an example of the decision-making process.

#### Example

Several boys asked Stan to steal beer and cigarettes from the corner liquor store in order to join their group. Stan wants to join, but he knows that stealing is wrong. Besides, he could get in trouble with the police for stealing or drinking. What should Stan do?

- a. What are the risks in the situation?

Stealing.  
Drinking.

- b. List the possible choices he can make.

He could do it.  
He could refuse.  
He could suggest another test of loyalty.

- c. What are some possible consequences?

He could get caught.  
 He could get away with it but feel bad.  
 He could get away with it but lose his reputation with others.  
 He could get away with it this time.  
 He could get sick or drunk.

- d. What are some possible consequences if he decides not to do it?

He won't be able to join the group.  
 He might have to find new friends.  
 He might feel better about himself.  
 He won't get sick or drunk.

- e. Which choice may have better results?

Refusing to take the risk. Taking the risk may lead to getting in trouble with the law, getting sick or drunk, feeling bad, or losing his reputation.

- f. Does Stan need to talk to someone before he decides? Who?

Answers may include parent or other trusted adult, teacher or other school person, coach, or DARE officer.

7. Explain to students that for the remainder of the period they are to work in groups to read and discuss the stories titled "Subira," "Frank," and "Jimmy." Assign two groups to each story. Tell students the three stories are in their DARE workbooks.
8. Allow students enough time to finish the assignment. Then ask for a representative from each group to report the answers to the story his or her group worked on.
9. Conduct a class discussion to summarize the lesson by asking:
  - What is a risk? (Taking a chance.)
  - Why do we need to think about the consequences of a risky situation before deciding whether or not to do it? (Refer to Procedure 4 above.)
10. Close the discussion by stating: "Most of the time it is easier to *stay out of* trouble than to *get out of it* later."
11. Tell students, "In the next lesson, you will learn about positive, enjoyable activities that can help you stay drug-free."

# FRANK

**DIRECTIONS:** After reading the story, answer the questions that follow.  
Write your answers on the back of this paper.



**F**rank was walking home from school when he saw his friend Pat tagging. "Hey, come join me!" Pat yelled out.

## Making a Decision

1. What is the risk?
2. What are the possible choices?
3. What are the possible consequences?
  - What good things could happen?
  - What bad things could happen?
4. Which choice may have better results?
5. Does Frank need to talk to someone before he decides? Who?

