

## RESISTING GANG AND GROUP VIOLENCE

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### Goals

- To help students understand the negative consequences resulting from gang and group violence
- To use the **D.A.R.E. Decision Making Model** to help students make safe, healthy decisions regarding gangs and violence.

### Objectives

- Students will gain an understanding of basic social needs, and the importance of positive group interaction
- Students will assess their knowledge of facts related to gangs
- Students will gain an understanding of the negative consequences of gang membership or involvement
- Students will use the **D.A.R.E. Decision Making Model** to respond appropriately to situations that might relate to gang involvement

### Preparation

- Review the lesson plan
- Print copies of "What I Know About Gangs" student handout or make overhead transparency
- Review the lesson with the classroom teacher and ask for assistance with chart paper, board space or overhead projector for student activities
- Review **D.A.R.E. Box** for questions

### Lesson Structure

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|--|--------------|------------------|
| • Activity 1 The <b>D.A.R.E. Box</b>       | ( 3 minutes) | Large Group      |
| • Activity 2 Review the Previous Lesson    | ( 2 minutes) | Large Group      |
| • Activity 3 Why Do We Join Groups?        | ( 7 minutes) | Large Group      |
| • Activity 4 What is a Gang?               | ( 5 minutes) | Large Group      |
| • Activity 5 Gangs and Violence            | (12 minutes) | Pair/Large Group |
| • Activity 6 Making Safe & Healthy Choices | (12 minutes) | Teams            |
| • Activity 7 Review and Close              | ( 2 minutes) | Large Group      |
| • Activity 8 Planner Entry/Reflection      | ( 3 minutes) | Large Group      |

### Materials

- **D.A.R.E. Box**
- "What I Know About Gangs" student handout
- Overhead of Friendship Foundation Circle
- Overheads for Gang and Violence Definitions
- Scenarios

**ACTIVITY 1 (3 minutes)**  
**THE D.A.R.E. BOX**

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**NOTES**  
**LARGE GROUP**

Review all questions and answer selected questions from the D.A.R.E. Box.

**ACTIVITY 2 (2 minutes)**  
**REVIEW THE PREVIOUS LESSON**

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**LARGE GROUP**

**Note to Officer:** If this lesson follows the supplemental Bullying Lessons refer back to the content regarding responding to disagreements and conflicts. The focus should be on using good decision making skills to make safe, healthy choices.

**ACTIVITY 3 (7 minutes)**  
**WHY DO WE JOIN GROUPS**

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**LARGE GROUP**

**Say:** *In our previous lessons we have discussed the importance of being good citizens and participation in groups and organizations that provide healthy ways to form friendships and be involved in our communities.*

**Ask:** *What are some positive groups or activities that we learned about or discussed in the Friendship Foundation Lesson? (Planner Page 21)*

Have students think back to groups in their school, neighborhood or community where they have friends.

**Write** responses on chart paper or board.

**Ask:** *Why do you think students want to join these groups?*

Using the Friendship Circle overhead, facilitate a discussion of the student responses.

Conclude the discussion with emphasis that includes the following:

- People need to be involved in groups to give them a sense of belonging, the feeling of being cared about and being recognized.

- Positive activities provide opportunities to fulfill our need to belong and feel cared about.
- These are called **social needs** and being involved with other people in a positive environment helps meet these social needs.

Have students identify groups in which they feel accepted and cared for. List responses making sure that family, friends, school, and neighborhood are included – another reminder of the Friendship Foundation lesson.

**Ask:** *What do you think might happen if these needs are not fulfilled in positive places? Get several student responses.*

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**ACTIVITY 4 (4 minutes)**

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**LARGE GROUP****WHAT IS A GANG?**

**Ask:** *Can you give me an example of a group that you might not want to join? Why?*

**Say:** *Sometimes people join gangs for the very same reasons people join other clubs and activities that are positive.*

**Ask:** *What do we mean by a gang?*

Take several student responses for their definition of a gang.

**Introduce** the definition of the word **GANG** by using an overhead or writing the definition on the board.

**GANG:** *Any group of people whose members take part in acts of violence and other activities which break the law.*

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**ACTIVITY 5 (12 minutes)**

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**PAIR/LARGE GROUP****WHAT I KNOW ABOUT GANGS AND VIOLENCE**

**Say:** *We are going to work with a partner on an activity that will help determine how much you already know, or think you know about gangs and gang activity.*

**Distribute** the handout: “What I Know About Gangs”

**Say:** *Work with your partner and read each statement. Decide if you think the answer is true or false.*

*Discuss with your partner **WHY** you think your response is correct.*

**Allow** time for students to complete the worksheet.

**Ask** for student responses and make sure that students give their reasoning.

**Facilitate** a discussion to make sure all students have the correct answers, as well as an understanding of the truth about gangs.

Answers: 1) T 2) F 3) F 4) F 5) F 6) T 7) F 8) F 9) T 10) T 11) F 12) F

**Remind** students that groups of people who scare, threaten, bully, act violently or break the law are considered gangs.

Gangs use fear and threats to draw some people into their group. Joining and getting out of a gang usually requires an act of violence.

**Ask:** *What does the word violence mean to you?*

Solicit several responses, having the students explain their thinking beyond the definition.

**Introduce** the definition of the word **Violence** by using an overhead or writing the definition on the board.

**VIOLENCE:** a destructive action directed toward people and things: living and non-living. *(Examples of non-living things are school lockers, walls (damaged with graffiti), cars (damaged by keying), etc.)*

Violence can be verbal or nonverbal and may involve a weapon that can cause bodily harm.

**Ask:** *Where are some places that you might see examples of violence?*

The officer will record 5 - 10 responses from the students on the board.

Answers might include: Home, School, Neighborhood, TV, Movies, Game and Music Videos, Internet, etc.

**Say:** *Now you will use the **D.A.R.E. Decision Making Model** and the information that you have learned today about gangs and violence in the following scenarios to help make safe and healthy choices.*

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**ACTIVITY 6 (12 minutes)**  
**MAKING SAFE AND HEALTHY CHOICES**

**TEAMS**

**Note to Officer:** **Use four out of the five scenarios that best meet the needs of your community for the following activity.**

- Officer will divide the class into groups and each will be given a scenario. Students will be asked to discuss the different responses and explain their decision.
- Each group will be given the opportunity to read their situation and discuss the group's decisions.

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**ACTIVITY 7 (2 minutes)**  
**REVIEW AND CLOSE**

**LARGE GROUP**

**Ask** two or three students to give responses to the following question:

*“What are some reasons that you would **NOT** want to join a gang?”*

**Name** a positive group you would want to join. Example, Boys and Girls Club of America, PAL, YMCA, Scouts etc.

**ACTIVITY 8 (3 minutes)**  
**PLANNER ENTRY / REFLECTION**

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**NOTES**  
**LARGE GROUP**

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**Note to Officer:** Have students use notebook paper for the reflection activity.

Write a response to the following question: *“What would you say to a friend who is interested in joining a group or gang to help them make a safe, healthy decision?”*

**Ask** a few students to share their responses.

**Thank** the class for their participation and encourage them to continue to use the **D.A.R.E. Decision Making Model** as they encounter new situations.

## Scenario # 1

Julia's older brother James is a member of a neighborhood gang. Julia looks up to James and would do anything for him. James told Julia there would be a gang fight later in the afternoon and he needed someone to be a lookout. Julia wants to help her brother. She is concerned about what to do.

Define the problem

Assess the choices

Respond

Evaluate

## **Scenario # 2**

Samantha likes a boy named Terrence, who is in her class. Terrence dresses like some of the local gang members in her town. Samantha thinks Terrence likes her because he is he cute and smiles at her. One morning Terrence asks her to hold a small handgun he has brought to school. Samantha knows guns are not allowed at school, but she wants Terrence to like her.

Define the problem

Assess the choices

Respond

Evaluate

### **Scenario # 3**

Marcus and Richard are friends. Marcus has been trying to get into a local gang. Marcus asks Richard to go to the mall to look at the newest style of tennis shoes. The shoes cost \$200.00, but Marcus doesn't have the money to buy them. Marcus asks Richard to go over and talk to the store owner while he takes the shoes. He says that he has to have the shoes to be accepted in the gang.

Define

Assess

Respond

Evaluate

#### **Scenario # 4**

Darryl is being pressured by his best friend Scott to join a neighborhood gang. Darryl remembers his cousin was injured during a drive-by shooting in the neighborhood, and is now confined to a wheelchair.

Define

Assess

Respond

Evaluate

## **Scenario # 5**

Michael is the best student in art class. Many classmates want him to draw pictures for them and help with their art projects. One day, Tony, a classmate who is a member of a local gang, asks Michael if he will join him in spray painting gang symbols on the outside wall of the restroom at the local community park. He tells Tony this is a way to show off his artwork to the entire school.

Define the problem

Assess the situation

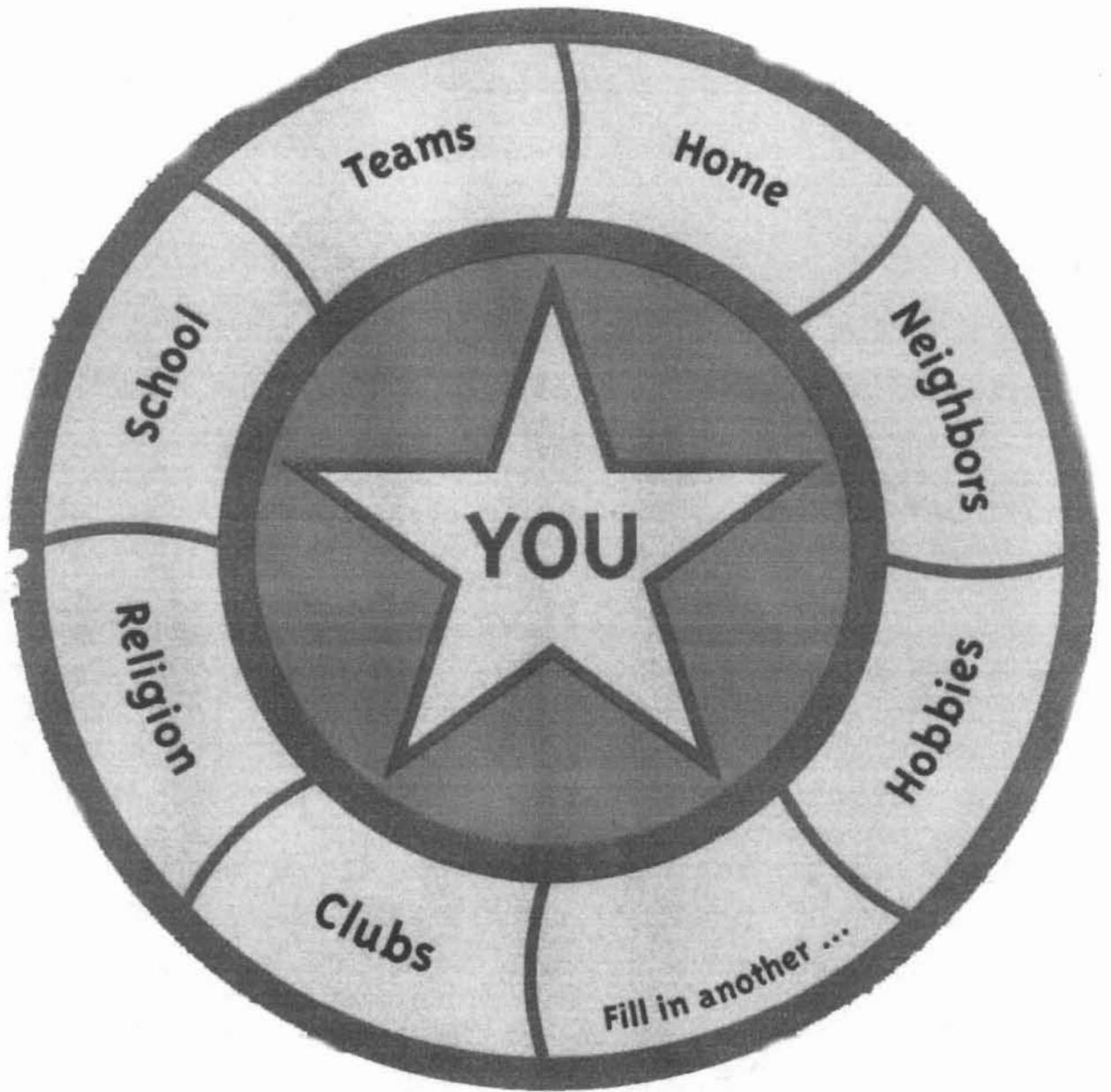
Respond

Evaluate

## WHAT I KNOW ABOUT GANGS

Directions: The following statements are about gangs and violence. Read each statement. In the spaces provided decide if the answer is (T) true or (F) for false.

- \_\_\_\_\_ 1. Violence is the second leading cause of death for young people between the ages of 15 – 24.
- \_\_\_\_\_ 2. Talking about a problem rather than fighting is a sign of weakness.
- \_\_\_\_\_ 3. Gang members are always easily identified by their tattoos, clothes, signs or actions.
- \_\_\_\_\_ 4. Gang activities are usually legal.
- \_\_\_\_\_ 5. Once you are a member of a gang, you can leave the gang any time you want without anything bad happening.
- \_\_\_\_\_ 6. People who join gangs usually have low self-esteem.
- \_\_\_\_\_ 7. It is impossible to prevent violence from happening in our community.
- \_\_\_\_\_ 8. To solve a problem, there is always a winner and a loser.
- \_\_\_\_\_ 9. Girls are allowed to join gangs.
- \_\_\_\_\_ 10. Gang members often get young people in serious trouble by making them do violent or illegal acts in order to become a member of the gang.
- \_\_\_\_\_ 11. The only way to stop gang problems is to arrest the members and put them in jail.
- \_\_\_\_\_ 12. Feelings of anger and fear have nothing to do with violence or gang activity.



# ***GANG***

Any group of people whose members take part in acts of violence and other activities which break the law.

# ***VIOLENCE***

A destructive action directed toward people and things: living and non-living.