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❖ NOTE TO TEACHERS

Greetings!

The subject of this EL Civics unit is serious—alcoholism, drug abuse, spousal abuse, and gangs, but I did my best to make it positive by stressing that problems have solutions. As of this writing, the dates for this unit are October 23 to November 16.

I hope you find this packet clear, concise, and easy to use. Exercises build upon themselves and are designed to get progressively more difficult, making it easy to eliminate ones that are too high. I didn't have access to all of our new textbooks, so you probably have some great material that could be added to these lessons.

I welcome questions, and I'd love to hear from you. You can call me seven days a week, 6:30 a.m.-11:00 p.m., at (714) 893-3324. Or you can e-mail me at protectivemom@msn.com. Feel free to request additional worksheets. I enjoy making them, and I love a challenge.

Please join me in trying to make this unit as useful and enjoyable as possible for our students. And don't forget to complete the survey on the last page of this packet.

Christina Niven
EL Civics Writer—Family Resources

Fall 2006

Garden Grove Unified School District
Adult Education

EL Civics Student Score Sheet
Family Resources – Alcohol, Drugs, Spousal Abuse, Gangs

Objective 17.2 – Beginning Low

October 2006

Last Name _____ First Name _____

Student I.D. # _____ Teacher _____

Level _____ Room # _____ Location _____

	Possible Points	Earned Points
Task 1: Chart	15	
Task 2: Pictures	12	
Task 3: Letter	NA	NA
Task 4: Sample	2	
Task 5: Reflection	2	
Total Score		
31		

Pass Fail Incomplete

Level	Points to Pass
Beginning Low *	15
Beginning High	22
Intermediate Low	49
Intermediate High	56
Advanced	63

Assessor's Signature / Date: _____

Name: _____

ID: _____

❖ **TASK 1: FAMILY RESOURCES CHART (15 pts.)**

Agency 1 *	
Name of Agency	Cost
Telephone or E-Mail	Hours
Are translators available?	
Location	Two services provided 1. 2.
Agency 2	
Name of Agency	Cost
Telephone or E-Mail	Hours
Are translators available?	
Location	Two services provided 1. 2.
Agency 3	
Name of Agency	Cost
Telephone or E-Mail	Hours
Are translators available?	
Location	Two services provided 1. 2.

Name: _____

ID: _____

Agency 4	
Name of Agency	Cost
Telephone or E-Mail	Hours
Are translators available?	
Location	Two services provided 1. 2.
Agency 5	
Name of Agency	Cost
Telephone or E-Mail	Hours
Are translators available?	
Location	Two services provided 1. 2.

** Note: If an exact address is unavailable, write the city and state. If costs are income contingent, write 'sliding scale' or 'varies.' 'N/A' is an acceptable answer, especially for cost since few places will quote a price over the phone. All spaces for an agency must be filled to earn any points for the agency.*

❖ **TASK 2: SEQUENCE PICTURES (12 pts.)**

Directions: Put the pictures in the correct order by writing 1-5 on the lines.
Answer the questions.



1. What is the problem?



2. What is a good solution?



Three years later... ↓



Name: _____

ID: _____

❖ **TASK 4: SAMPLE OF WORK (2 pts.)**

Directions: Attach your favorite written activity to this packet. On the line below, tell us why you like it.

❖ **TASK 5: REFLECTION (2 pts.)**

Directions: Answer the questions.

1. Name one new thing you learned about alcoholism.

2. What are the three types of spousal abuse?

a. _____ b. _____ c. _____

3. What are three ways you can contact a community agency?

** Note: BL students do not have to use complete sentences when answering questions.*

SAMPLE ANSWERS

Task 1—Chart

Agency 1	
Name of Agency <i>Al-Anon</i>	Cost <i>Free</i>
Telephone or E-Mail <i>(714) 748-1113</i>	Hours <i>M-F 9:30 AM-4:30 PM</i> <i>Sat. 9:30 AM-1:00 PM</i>
Are translators available? <i>Yes</i>	
Location <i>12391 Lewis St., Ste. 102</i> <i>Garden Grove, CA 92840</i>	Two services provided <i>1. Referrals to meetings</i> <i>2. Books and pamphlets</i>

Task 2—Picture Story (Note: BL students do not have to use sentences.)

Numbering: 3, 4, 2, 1, 5

Problem: The woman is an alcoholic. She drinks a lot of beer. She can't stop drinking alcohol.

Solution: She should join A.A. and go to three meetings a week.

Task 3—N/A for Beginning Low

Task 4—Sample of Work

I like this worksheet because it has nice pictures and the questions are easy.

Task 5—Reflection

1. I learned alcoholism is a disease.
2. a. physical b. verbal c. emotional
3. I can call them, email them, or go to their office.

FAMILY PROBLEMS AND SOLUTIONS (17.2) STATE OBJECTIVES AND SCORING RUBRIC

Task: 1	
Points Possible: 15	Level: Beginning Low - Advanced
Scoring Rubric	Points
90% of the chart fields are completed with 90% accuracy.	15
80% of the chart fields are completed with 90% accuracy.	12
70% of the chart fields are completed with 80% accuracy.	9
60% of the chart fields are completed with 80% accuracy.	6
50% of the chart fields are completed with 80% accuracy.	3
No chart or less than 50% of chart is completed.	0
Task: 2	
Points Possible: 26	Level: Beginning Low - Advanced
Scoring Rubric	Points
Content	
Pictures are correctly sequenced; problem is fully described in writing; 3 appropriate symptoms are listed and an appropriate solution is suggested.	20
Pictures are correctly sequenced, problem is described in writing, 2 appropriate symptoms are listed and an appropriate solution is suggested.	18
Pictures are correctly sequenced, problem is described in writing. One appropriate symptom is listed and an appropriate solution is suggested.	16
Pictures are correctly sequenced. Written description of problem may be unclear. There are either no appropriate symptoms listed or no appropriate solution suggested.	14
Pictures are correctly sequenced. Problem is appropriately described orally (BL) and a solution suggested using words or phrases.	12
Pictures are correctly sequenced. Problem is appropriately described orally (BL) using words or phrases. No solution is suggested.	10
Sequence is inaccurate or there are inaccurate descriptions, symptoms or solutions.	0
Language	
Written sentences contain no more than 2 language errors.	6
Written sentences contain no more than 4 language errors.	4
Written sentences contain no more than 6 language errors.	2
No sentences, sentences are inappropriate or contain more than 6 language errors.	0

Task: 3		
Points Possible:	26	Level: Intermediate Low - Advanced
Scoring Rubric		Points
Content		
Clearly and accurately describes the situation, an appropriate agency and how the agency can help.		16
Clearly and accurately describes the problem, and an appropriate agency but how the agency can help is not clear.		14
Description of problem is accurate but lacking in clarity and/or agency chosen to help is not appropriate.		12
Description is inaccurate or no description.		0
Language		
Uses paragraph form, includes a topic sentence and a concluding sentence with no more than 2 language errors.		10
Uses paragraph form, includes either a topic sentence or a concluding sentence with no more than 4 language errors.		8
Uses paragraph form with no more than 6 language errors.		6
No paragraph or paragraph contains more than 6 errors.		0
Task: 4		
Points Possible:	2	Level: Beginning Low - Advanced
Scoring Rubric		Points
Activity is included and explained		2
Activity is not included and/or not explained		0
Task: 5		
Points Possible:	2	Level: Beginning Low - Advanced
Scoring Rubric		Points
Reflection is clear and complete and may contain errors that do not interfere with the meaning of the response.		2
Reflection is not entirely clear because of errors. Inference is required to understand the meaning and/or may not be complete.		1
Missing information or completely unclear		0

B-I-N-G-O, POWERPOINT, AND ...

The following additional material is available to be used with your students:

▶ **B-I-N-G-O**

“Things to Say to Kids” teaches 35 positive things to say to kids to bolster their self-esteem. Examples: Great job! I love you! You can borrow the set that’s available in the Resource Room or go to <http://www.tinkerbellchime.com> to download your own class set.

▶ **Picture Cards**

Eleven pictures of drugs and three pictures of spousal abuse, all in color and on cardstock with a Fact Chart, are available in the Resource Room.

▶ **Brochures**

A set of brochures on alcohol, drugs, spousal abuse, or gangs will be provided to each classroom. Please share supplies with other teachers. The brochures can be given to the students at the end of the unit.

▶ **Posters**

Posters are included in your EL Civics package. You may keep them.

▶ **CD for Listening Exercises**

A CD with several listening exercises is included in your EL Civics package. Be sure to return it for the next EL Civics unit.

▶ **Videos**

A few videos, mostly on domestic violence, are available in the Resource Room. Please return them after viewing, so other teachers can use them.

▶ **PowerPoint Presentation**

A companion PowerPoint presentation is available at <http://www.tinkerbellchime.com>. It takes a few minutes to download.

▶ **Website**

Go to <http://www.tinkerbellchime.com> to learn more about family problems and solutions.

◆ LESSON PLAN ONE: ALCOHOLISM

Supplies Copies of Handouts 1-5. Transparencies 1-2. Alcohol picture cards.

Objectives Students will be able to do the following:

1. Read simple stories about alcohol abuse.
2. Use words related to alcohol abuse.
3. Identify problems caused by alcoholism.
4. Identify an alcohol treatment program/agency.
5. Organize contact and other information by completing a chart.

Warm-Up Today's verb: drink. Write the sentences on the board and review.

- Present: Do you drink alcohol?
- Past: He drank too many beers.
- Future: I will drink a glass of wine with dinner tonight.

Extension: When Americans ask if you want a drink, they mean alcohol. Men ask women on a date by saying, "Do you want to go for a drink?" Common replies: No, thank you. ~or~ Yes, I'd love to.

Introduction Sharing: Let students know that today's subject is *alcohol abuse*. Tell them that many people have a drinking problem and that most of us are related to someone who is or was an alcoholic.

*Teachers' Note: In 1978, Betty Ford's family staged an intervention and forced her to confront her alcoholism and to seek treatment. In 1982, she started the Betty Ford Center in Rancho Mirage, California. Her honesty about her problem led to an openness in how Americans talk about addictions.

Presentation Picture Cards: Alcohol. Display the cards and ask the class to identify the pictures. Build on their responses, if any, by identifying the pictures and adding additional information. (A set of alcohol picture cards will be provided to each BL classroom. Please share with your partners.)

Practice Handout 1: Alcohol Information. Preview the story by asking questions about the pictures. Read the sentences 2x: first time students listen, second time they repeat. Pair students and have them read to each other. Ask for a volunteer to stand in front of the room and read to the class. Ask comprehension questions: How old must you be to drink alcohol?

Presentation Lecture: Sentences. Prepare students for Handout 2 by giving a short lesson on starting sentences with capital letters and ending with

questions marks or periods.

Practice

Handout 2: Say No to Alcohol. Review B verbally before pairing students. Teach proper intonation for questions and polite replies. Remind students to copy the sentences exactly as they are in C.

Handout 3: Alcohol Vocabulary. Assign D and E. Review and correct verbally.

Evaluation

Handout 4: Karen and Dan's Problem. Allow quiet time for students to read the story and complete the exercise. Pass markers around the room and have students write the answers on the board. Correct together.

Handout 5: Karen and Dan's Solution. Ask questions about the pictures. Read the story several times. Ask simple yes/no questions.

Textbook: Picture Stories—*Four-Day Job* (Pages 31-36).

Application

Prepare for Task 1: Use Transparency 1 to teach students how to format, punctuate, and write basic information such as addresses.

Task 1 Assessment: Display Transparency 2 and help students organize and write the information on their Task 1 charts.

Task 2 Assessment: Sequence Pictures. Have the students listen to the story and number the pictures in the correct order: 1) The woman is unhappy. 2) She goes to the liquor store and buys beer. 3) She drinks a lot of beer. 4) She is drunk. 5) Three years later she is homeless. After discussing the story, have them complete the other two tasks. Problems of alcoholism can be found on various pages of these handouts. Since this is a low ESL level, A.A. would be a good solution. ~Treatment centers, etc. are covered later.~

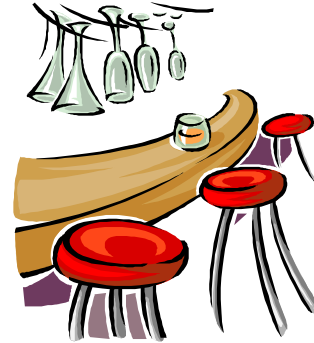
***Symptoms of Alcoholism:** Personality changes, cravings, blackouts, drinking more and more for the same high, sneaking drinks, gulping alcohol, lying about drinking alcohol, drinking in the morning, inability to stop drinking, constantly thinking about alcohol, suffering withdrawal symptoms like trembling, delusions, and sweating when alcohol is not available, hurting others when drunk, feeling guilty after drinking, and missing work or school due to drinking or hangovers.

***Solutions:** A.A. meetings, group therapy programs, outpatient rehab, inpatient rehab, doctor consultations, partial hospitalization, faith healing programs, psychiatric counseling, recovery or sober houses, boot camps, interventions, biofeedback, medical detoxification centers.

**Extra information for teachers.*

A. ALCOHOL INFORMATION

Directions: Listen to your teacher read the sentences.



1. There are many kinds of **alcohol** drinks.

2. You must be **21 years old** to drink alcohol.

3. This is a **bar**. Bars sell alcohol to customers.



4. **Bartenders** work in bars.

5. This **customer** is at a bar.

6. This man is **drunk**. He drank too many beers.



7. Don't drink and drive. Call a **taxi cab**.

* Alcohol Problems

car accidents	no home=homeless
traffic tickets	health problems
divorce	violence
work problems	death

B. SAY NO TO ALCOHOL

Directions: Practice speaking with a partner.



Bartender: Do you want a beer?

Customer: No, thank you. I don't drink.

Bartender: Do you want a glass of wine?

Customer: No, thank you. I'm driving.

Bartender: Do you want a margarita?

Customer: No, thank you. I had one.

C. WRITE ABOUT ALCOHOL PROBLEMS

Directions: Copy the sentences on the lines.

1. You must be 21 years old to drink alcohol.

2. Drinking too much alcohol causes car accidents.

3. Drinking too much alcohol causes health problems.

4. Drinking too much alcohol causes problems at work.

D. ALCOHOL VOCABULARY

1. Alcohol

Alcohol is a liquid people drink to feel good. Beer, wine, and whiskey are alcohol drinks.

2. Alcoholic

An *alcoholic* is a person who drinks too much. *Alcoholics* can't stop drinking alcohol.

3. Alcoholism

Alcoholism is a disease. It is an illness.

4. Drunk

When people drink too much alcohol, they get *drunk*. They can't walk straight, and sometimes they vomit. The opposite of *drunk* is sober.

5. Pass Out

When people drink too much alcohol, they *pass out*. This means they are unconscious—like when they sleep.

6. Hangover

If you drink too much alcohol, you get a *hangover* the next day. Your head hurts, and you feel sick.



Wine is made from grapes.

E. VOCABULARY QUIZ

Directions: Circle the correct choice.

- | | | |
|---|--------|-------|
| 1. Wine is alcohol. It is made from grapes. | TRUE | FALSE |
| 2. Alcoholics drink too little. | TRUE | FALSE |
| 3. Alcoholism is an illness. | TRUE | FALSE |
| 4. <i>Sober</i> is the opposite of <i>drunk</i> . | TRUE | FALSE |
| 5. Do you get a hangover before or after you drink? | BEFORE | AFTER |







Dan: 32 years old
 Karen: 28 years old
 Married: 8 years
 Children: Three

- 8 months
- 3 years
- 5 years

City: Westminster
 Jobs: Dan works at a grocery store. Karen is a wife and mother.

F. KARENS AND DAN'S PROBLEM

Directions: Circle the best answer.

1. Karen and Dan are at a bar. Dan is drunk. Karen does not want Dan to drive the car. Why?
 - a. He will have a car accident.
 - b. He will go home.
2. Is Dan passed out?
 - a. No, he isn't.
 - b. Yes, he is.
3. What will Karen do?
 - a. She will order another drink for Dan.
 - b. She will take the car keys.
4. How will Dan feel tomorrow?
 - a. He will feel good.
 - b. He will feel sick.
5.  +  =  or 
 - a. If you drink and drive, you can get a ticket or have an accident.
 - b. If you drink and drive, you get home fast.



G. KAREN AND DAN'S SOLUTION

Directions: Talk about the pictures. Listen to your teacher read the story.

Dan is an **alcoholic**. He goes to the liquor store every day. He buys a lot of alcohol. He drinks the **alcohol** and gets **drunk**. Every morning he feels sick. Every morning he has a **hangover**. Sometimes, he **passes out**.

Karen wants Dan to stop drinking **alcohol**. She called Alcoholics Anonymous. Alcoholics Anonymous is a program that helps **alcoholics** stop drinking. It is free.

Karen talked to a man named Blaine. Blaine came to their house. He showed them some brochures. He told them about Alcoholics Anonymous. Dan will go to Alcoholics Anonymous three times a week.

Karen will go to Al-Anon. Al-Anon is a special program for friends and families of **alcoholics**.

► What do you think? Will Dan stop drinking? _____



**HOW TO WRITE
INFORMATION**

NAME AND ADDRESS

**Hope Alcohol Clinic
123 Main St., Suite A-1
Garden Grove, CA 92843**

TELEPHONE NUMBER

(714) 555-1234 -or- 1-800-555-1234

E-MAIL

revcovery123@msn.com

TIME

8:00-4:30

8:00 am -or- 8 a.m.

8:00 AM -or- 8:00 A.M.

COST

\$ 45

\$ 45.00

\$ 45.⁵⁰

AL-ANON INFORMATION OFFICE



AL-ANON is for families and friends of alcoholics.

Hours and other information

- **Mon. – Fri. 9:30 AM – 4:30 PM**
- **Sat. 9:30 AM – 1:00 PM**
- **(714) 748-1113**
- **Website (<http://orangecountyalanon.org>)**
- **Free**

Address

- **12391 Lewis Street, Suite 102**
Garden Grove, CA 92840

Services provided

- **Referrals to meetings**
- **Books and pamphlets**

**Members
speak many
languages.**

July 2005



Fact Sheet:



Facts and Figures On Alcohol and Other Drugs

- Alcohol is a drug.
- Alcohol and other drug abuse is a major factor in chronic disease, the spread of infectious diseases, hospital emergency room visits, newborn health problems, violence, and auto fatalities.
- Fetal alcohol syndrome, caused by drinking during pregnancy, is the NUMBER ONE cause of preventable mental retardation and birth defects in the United States.

Substance Use Prevalence

- Alcohol is the most commonly used drug. An estimated 14.6 million Californians aged 12 years old and over use alcohol and 6.2 million are binge drinkers (drinking five or more drinks on one occasion during the past month).
- An estimated 2.6 million Californians, 12 years of age and over, are currently using illicit drugs.

Source: Substance Abuse and Mental Health Services Administration, Office of Applied Studies, *State Estimates of Substance Use From The 2002 National Survey On Drug Use And Health*

Economic Impact

- In California, the estimated cost of alcohol and other drug abuse to society is \$35.0 billion annually. This

estimate takes into consideration loss of productivity, health care costs, prevention and treatment costs, criminal justice costs, and losses due to crime.

- Drug Abuse - \$14.0 billion per year
- Alcohol Abuse - \$21.0 billion per year

Sources: National Institute on Drug Abuse and National Institute on Alcohol Abuse and Alcoholism, *The Economic Cost of Alcohol and Drug Abuse in the U.S., 1992*. State of California, Department of Finance, *California Population Estimates for Cities, Counties, and State, 2001-2004*

Deaths

- Alcohol and other drug use killed approximately 5,549 Californians in 2002.
 - Alcohol related - 3, 526 deaths
 - Drug related - 2,023 deaths

Source: California Department of Health Services, 2002

Traffic Accidents

- In 2002, there were 20,633 traffic collisions that involved alcohol.
 - 1,411 people died
 - 32,073 people were injured

Source: Department of California Highway Patrol, *2002 Annual Report of Fatal and Injury Motor Vehicle Traffic Collisions*

Arrests

- Approximately 40 percent of all arrests in California are alcohol or drug related. Nearly 562,000 Californians were arrested on alcohol/drug related charges in 2002.
 - Alcohol related - 308,160 arrests
 - Drug related - 257,801 arrests

Source: California Department Justice, 2002

Treatment Demographics

- There are about 241,000 admissions per year to state treatment programs with a primary alcohol/drug problem. State treatment programs refer to those programs receiving federal or state funds, or are licensed by the Department to operate a narcotic replacement treatment program.

Treatment Population Demographics

	<u>Treatment Population</u>	<u>CA Population</u>
<u>Gender</u>		
Male	64.6%	49.8%
Female	35.4%	50.2%
<u>Race</u>		
White	51.7%	59.5%
African American	17.0%	6.7%
Am Ind and Alaskan Nat	3.4%	1.0%
Asian/PI	2.7%	11.3%
Other	25.1%	21.5%
<u>Ethnicity</u>		
Hispanic	29.9%	32.4%
Not Hispanic	70.1%	67.6%

Source: CA Department of Alcohol and Drug Programs, CY 2002 CADDs data. CA Department of Finance, *Census 2000 California Profile*

Primary Substance Used

Heroin.....	23.9%
Methamphetamine.....	27.0%
Alcohol.....	22.2%
Marijuana/Hashish.....	12.3%
Cocaine/Crack.....	11.1%
Other.....	3.5%

Heroin is over-represented as the primary drug used due to California Alcohol and Drug Data System (CADDs) reporting requirements. Both private and publicly-funded providers that dispense methadone must report to CADDs. However, only publicly funded providers must report treatment for other drug types.

Source: CA Department of Alcohol and Drug Programs, CY 2002 CADDs data

◆ LESSON PLAN TWO: DRUG ABUSE

- Supplies** Copies of Handouts 6-10. Transparencies 3-4. Anti-drug posters, drug brochures, and a set of 8 x 10 picture cards, B-I-N-G-O, all available for checkout in the Resource Room. Listening CD.
- Objectives** Students will be able to do the following:
1. Use words related to drugs and drug abuse.
 2. Describe problems caused by drugs.
 3. Suggest solutions to drug abuse problems.
 4. Ask questions to locate and obtain help with a drug problem.
 5. Locate drug agencies and list contact information on a chart.
- Warm-Up** Today's verb: use. Write the sentences on the board and review.
- Present: Some people use illegal drugs.
 - Past: He used drugs every day.
 - Future: I will not use drugs.
- Extension: Using drugs can mean swallowing, sniffing, smoking, or injecting. Drug *users* are people who use drugs.
- Introduction** Sharing: Let students know that today's subject is *drug abuse* by hanging drug posters on the board and talking about them. Describe what they can expect to learn from this lesson, and how it might help them, a family member, or a friend.
- Presentation** Discussion: Ask students questions about what they know about drug users. Discuss the typical Hollywood portrayal: *Where do they live? How do they look? What do they do?* Point out that many drug users have good jobs and families. Most aren't homeless or crazy.
- Picture Cards: Display the picture cards of drugs and drug paraphernalia. Identify the drugs and elaborate on them by using the Fact Chart, which is included in the set.
- Picture Card Game: Shuffle and hang the cards backwards on the ledge of the whiteboard. Select 2 players. Call out a card name and have the oldest player select a card to turn over. If the card is not correct, the player replaces it; if it is correct, he or she keeps it and takes another turn. Player w/ most cards wins.

- Practice** Handout 6: Drug Information. Read the sentences to the class. Have students listen and repeat as necessary. Discuss the chart that lists problems caused by drugs.
- Presentation** Lecture: Calling 411. Explain how to call 411 for information. Tell the class that they will usually get a recording, but that it's good practice to also know how to talk to a real operator. Use a cell phone, preferably one w/ a speaker to demonstrate a call.
- Practice** Handout 7: Call 411. Verbally teach and practice B and C.
- Handout 8: Drug Vocabulary. Read the drug vocabulary before assigning the quiz. Correct verbally by eliciting answers from the class.
- Handout 9: Selma and Miguel's Problem. Have students read the story and answer the questions. Write answers on the board yourself, unless you have higher skilled students who can do it.
- Evaluation** Handout 10: Selma and Miguel's Solution. Instruct the students to read the story and circle the words in the list before reading it aloud. Define the words they circled and encourage them to look them up in their translator dictionaries. Ask prediction questions: Do you think Miguel will stay out of trouble? Should he have been punished?
- Transparency 3: Signs of Teenage Drug Use. Stress the importance of early detection.
- Application** **Task 1 Assessment:** Display Transparency 4 and have students complete a Task 1 chart entry. Have groups use cell phones or the internet to request any missing information.
- Task 1 Assessment:** Have groups find a drug agency in their Student Handbooks and practice questions to ask. Let them use cells phone to call and request the missing information. Remind the class to be quiet during the call. Night classes: Have students use the list of questions and make the call during the day. Instruct students to use the information to complete another Task 1 entry.
- Drug Brochures: Browse. Let students select several brochures. ~Unfortunately, the brochures are difficult for this level, but they will recognize some of the pictures and words.~
- B-I-N-G-O: Things to Say to Kids. Write the sentences on the board.

A. DRUG INFORMATION

Directions: Listen to your teacher read the sentences. Repeat.



1. There are many kinds of **drugs**.



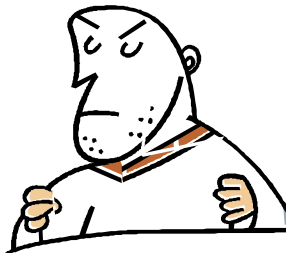
2. A **doctor** prescribes legal drugs.



3. A **drug store** sells legal drugs.



4. Do not take **too many** legal drugs.



5. **Drug dealers** sell illegal drugs.



6. Drug dealers want your **money**.



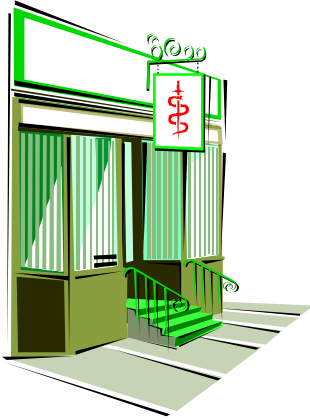
7. Many people in **jail** used illegal drugs.

* Drug Problems

jail	no home=homeless
sick	money problems
car accidents	violence
absent from work	death

B. CALL 411 FOR INFORMATION

Directions: Practice speaking with a partner.



Operator: May I help you?
Caller: Yes. I need the phone number of Phoenix House.


Operator: What city is it in?
Caller: It's in Santa Ana.

Operator: The number is (714) 953-9373.
Caller: (714) 953-9373?

Operator: Yes.
Caller: Thank you.

C. CALL A TREATMENT CENTER

Directions: Mia's son has a drug problem. She is calling a drug treatment center to get information. Listen to your teacher and repeat the questions.



My son has a drug problem. What services do you provide?

How much does the program cost?

Are translators available?

What is your address?

What are your cross streets?

Do you accept credit cards?

What hours are you open?

D. DRUG VOCABULARY

1. Illegal Drugs

Illegal drugs are not prescribed by a doctor. You can go to jail if you use illegal drugs.

2. Drug Dealers

Drug dealers sell illegal drugs.

3. Legal Drugs

Legal drugs are prescribed by a doctor.

4. Drug Addict

A *drug addict* is a person who needs illegal drugs or uses too many legal drugs. Drug addicts use drugs every day. They spend a lot of money on drugs.

5. Drug Treatment Center

A *drug treatment center* helps drug addicts stop using drugs. Most centers have doctors, nurses, and counselors.

6. High

When people use drugs they are *high*.



This is crack cocaine. It is an illegal drug.

E. VOCABULARY QUIZ

Directions: Circle the correct choice.

- | | | |
|--|------|-------|
| 1. You can go to jail for using illegal drugs. | TRUE | FALSE |
| 2. Legal drugs are prescribed by a doctor. | TRUE | FALSE |
| 3. Do <u>not</u> take illegal drugs! | TRUE | FALSE |
| 4. Drug addicts get <i>high</i> on drugs. | TRUE | FALSE |
| 5. Drug treatment centers sell illegal drugs. | TRUE | FALSE |
| 6. Drug addicts spend a lot of money on drugs. | TRUE | FALSE |

F. SELMA AND MIGUEL'S PROBLEM

Directions: Read the story about Selma and her son Miguel.



Miguel is 15 years old. He lives in Los Angeles with his mother. Her name is Selma. She works at night and on the weekend. She is a waitress at Denny's Restaurant. **Selma is divorced.**

Miguel goes to high school during the day, and he goes to his friend's house in the evening.

Last night, Officer Gonzalez called Selma. **He said Miguel and his friend bought marijuana from a drug dealer.**

Officer Gonzalez told Selma to call a drug program and get help for Miguel. **She is worried.** She doesn't have much money, and she can't afford an expensive program.

G. READING COMPREHENSION

Directions: Copy the correct sentences to answer the questions.

1. Is Selma married or divorce?

2. How old is Miguel?

3. What did Officer Gonzalez say?

4. How does Selma feel?



H. SELMA AND MIGUEL’S SOLUTION

Directions: Read the story and circle these words—teenagers, free, activities, graffiti, and camping.

Selma looked in the phone book. She found the telephone number of a drug treatment center. She called the drug treatment center and asked questions. A woman told her about a special program for teenagers. It’s free, and there are many fun activities for kids. They also have jobs for teenagers.

Selma is glad she called the drug treatment center. Miguel likes the program, and he has new friends. He got a job removing graffiti after school, and he goes camping with his new friends on the weekend. Now he has a safe place to go when Selma is at work.

I. WORD SEARCH (ACROSS ONLY →)

Circle: teenager, drug, treatment, free, her, asked, camping, operator.

o p e r a t o r d r u g
 f r e e t e e n a g e r
 t r e a t m e n t h e r
 c a m p i n g a s k e d

► Signs of Teenage Drug Use

- Comes home late or does not come home
- Steals money
- Stays in bedroom
- Lies
- Does not talk to family members
- Has new friends
- Calls people at night
- Is tired all the time *or* too active
- Yells and will not listen
- Does not go to school
- Does not sleep at night
- Sleeps too much

DRUG PROBLEM?

Phoenix House



**1207 East Fruit Street
Santa Ana, CA 92701**

(714) 953-9373

Services provided

- **Live-in programs**
- **Customized treatment**
- **Job training**
- **GED**
- **Job search**

**Translators
Available**

Cost

- **Sliding scale to free**



ADEPT

Alcohol and Drug Education and Prevention Team
County of Orange Health Care Agency

<http://www.ochealthinfo.com/docs/public/adept/alcoydg.pdf>

YOUTH AND DRUG USE

In the past year, one-fourth of middle school teachers and one-third of high school teachers have reported a student for using **illegal drugs**. CASA, National Survey of Teens, their Parents, Teachers, & Principals, 1997.

First use of **alcohol** typically begins around the age of 13; **marijuana** around 14. NIDA, Drug Use Among Racial/Ethnic Minorities, 1995, p.31.

In 1998, 17% of the nation's eighth graders; 31% of tenth graders; and 38% of twelfth graders had used **marijuana** that year. Johnston, et al. National survey Results on Drug Use from the Monitoring the Future Study. NIDA, 1999.

More than 1 in 20 twelfth graders in 1998 were current daily marijuana users, far below the 1 in 10 rate in 1978. Ibid.

In addition, almost 14% of the nation's 8th graders, 24% of 10th graders, and 31% of 12th graders have had 5 or more **alcoholic drinks** in the last 2 weeks. Ibid.

Young people (under 21) illegally consume almost 3.6 billion **alcoholic drinks** annually, or 10 million drinks a day. US Public Health Service. *Healthy People 2000: National Health Promotion and Disease prevention Objectives*, US Department of Health and Human Services, Washington, DC.

Nineteen percent of 8th graders, approximately 28% of 10th graders, and 35% of 12th graders have used **cigarettes** in the last month. More than 1 in 10 twelfth graders smoke a half a pack of cigarettes or more a day. Johnston, et al. National survey Results on Drug Use from the Monitoring the Future Study. NIDA, 1999.

In the last 30 days, 12% of the nation's 8th graders, 21.5% of 10th graders, and 25.6% of 12th graders have used an **illicit drug**. Ibid.

Nearly 21% of 8th graders, 18% of 10th graders, and 15% of 12th graders have tried **inhalants**. This is the only drug which the younger students have a higher lifetime rate of use than the older students. Ibid.

Nineteen percent of gang members reported **cocaine** use compared to 2 percent among youth who were not in gangs. Office of Drug Control and Policy, 1999.

Between 1990 and 1996, **heroin** use among high school seniors had doubled. *Journal of Pediatrics*, December 1997.

In 1994, **methamphetamine** use among youth rose sharply in rural areas; 15 percent of rural sophomores have tried stimulants such as methamphetamine - a rate 50 percent higher than their urban peers (9.9 percent) and 30 percent higher than their counterparts in small cities (11.5 percent). NIDA National Household Survey on Drug Abuse, 1997.

405 W. Fifth Street•Suite 211•Santa Ana•CA•92701

Video Lending•Library•Pamphlets•Resource •Library•Training•Technical Assistance

◆ LESSON PLAN THREE: SPOUSAL ABUSE

Supplies Copies of Handouts 11-15. Domestic violence picture cards and videos, available for checkout in the Resource Room.

Objectives Students will be able to do the following:

1. Read simple stories about spousal abuse.
2. Use words associated with spousal abuse.
3. Describe problems caused by spousal abuse.
4. Identify key tips for escaping an abusive relationship.
5. Identify / contact a protective agency.
6. Write contact and other information on a chart.

Warm-Up Today's verb: *leave*. Write the sentences on the board and review.

- Present: I leave my house at 7:30 every morning.
- Past: I left my husband because he hit me.
- Future: I will leave if George gets violent.

Extension: You can *leave* a place such as a store or school. You can also leave a person. *She left him means* they divorced or broke up.

Introduction Sharing: Let students know that today's subject is *spousal abuse*. If willing...describe a time when you witnessed spousal abuse. Share how you felt and explain how you responded. Give several fictitious examples of spousal abuse. Teach: Abuse can be verbal, emotional, or physical. People who abuse others are called *abusers*

Presentation Lecture: Symptoms of Abuse. Identify and discuss symptoms of abuse, including anger, possessiveness, excessive jealousy, spying, following, limiting contact w/ others, enforcing curfews, restricting travel, bullying, physical attacks, threats, verbal put downs, yelling, demanding secrecy. Domestic abuse is not just a single incident.

Practice Board Activity: Chart. Fill-in the chart with help from the class.

PHYSICAL	EMOTIONAL	VERBAL
<i>slapping</i> <i>pulling hair...</i>	<i>spying</i> <i>cheating...</i>	<i>yelling</i> <i>threats...</i>

Handout 11: Spousal Abuse Information. Read and teach the information. Have students practice reading aloud w/ a partner. Select a pair to read the sentences to the class.

Presentation Lecture: Explain that there are many programs to help victims of abuse. Physical abuse shouldn't be ignored because it can escalate

over time and lead to serious injuries or even death. Witnesses of physical abuse should call 911. Abusers often threaten to harm the victim or the victim's children if they leave or seek help. This is one of the major reasons victims remain in violent or abusive relationships. Financial considerations are another, and so is love. Although some women stay because it's best for the children, studies show that children suffer from depression, low self-esteem, anxiety, lack of cognitive skills, and are generally very conflicted due to being exposed to domestic violence. They can also become targets of violence themselves.

Handout 12: Report Spousal Abuse. Teach the dialogue about calling 911 to report spousal abuse. Have pairs practice.

Video: Abuse. If available...play about 10 minutes of a video on physical abuse. Stop the tape periodically and ask questions. Preview first; they are graphic. Show pre-selected snippets.

Website: Abuse Shelter Tour. If an interactive white board is available, go to <http://www.safehorizon.org>. Browse the site and let students listen to what the women and their children have to say. Take the virtual tour of the safe houses for women and children.

Practice

Handout 13: Spousal Abuse Vocabulary. Pronounce the words for the class and read the definitions before assigning the quiz.

Picture Cards: Spousal Abuse. Display the cards. Ask the class to help you put them in order. Elicit help from the students and make up a story about the pictures. Write it on the board as you go along.

Evaluation

Handout 14: Vanessa's Problem. Allow quiet time for students to read the story and complete the exercise. Review and discuss.

Handout 15: Vanessa's Solution. Read the story to the class before passing out hardcopies and assigning G. Correct together.

Transparency 5: Make a Plan. Explain the points. Give examples.

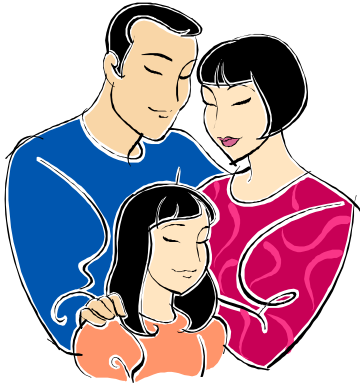
Application

Task 1: Display Transparency 6. Starting at the top of the flyer, ask comprehension questions about the information. Assign a Task 1 chart entry. Check for correctness, formatting, and neatness.

Domestic Violence Hotline: Let students listen as you call 1-800-799-7233. Ask the worker a few questions about their services.

A. SPOUSAL ABUSE INFORMATION

Directions: Listen to your teacher read the sentences. Repeat.



1. Most husbands are **nice**.



2. Some husbands have a **problem**.



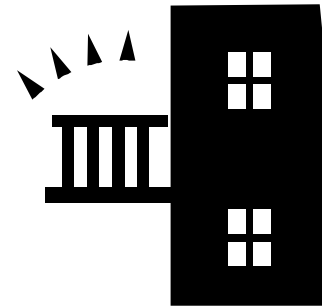
3. They are **violent**.



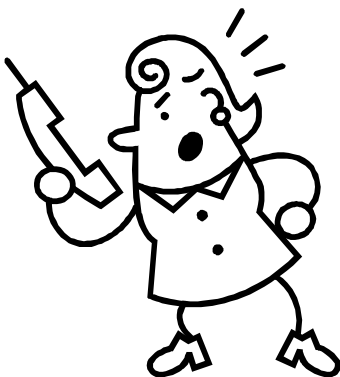
4. They **hit** and **kick** their wives. They hurt them.



5. Problems in life make them **more violent**.



6. Neighbors **hear** spousal abuse.



7. Call **911** to report spousal abuse.

* Spousal Abuse Problems

injuries	children removed
divorce	death
jail	absent from work

B. CALL 911

Directions: Practice speaking with a partner.



911 Operator: What is your emergency?
Caller: My neighbor is hitting his wife.

911 Operator: What is your phone number?
Caller: (714) 555-3296.

911 Operator: What is your address?
Caller: 398 Brookhurst Ave. in Garden Grove.

911 Operator: What is your name?
Caller: Samantha Fuller.

911 Operator: What is your neighbor's address?
Caller: I don't know. They live next to me.

C. WRITE ABOUT SPOUSAL ABUSE

Directions: Copy the sentences on the lines.

1. Spousal abuse causes injuries or death.

2. Many women go to hospital emergency rooms because of spousal abuse.

D. SPOUSAL ABUSE VOCABULARY

1. Spouse

A *spouse* is a husband or wife.

2. Physical Abuse

Hitting, kicking, slapping, punching, and pushing are *physical abuse*.

3. Verbal Abuse

Yelling and saying mean things are *verbal abuse*.



4. Emotional Abuse

Breaking things, not allowing phone calls, and not allowing visits with friends and family members are *emotional abuse*.

5. Spousal Abuse Problems

Spousal abuse causes injuries. Some women go to the hospital because of spousal abuse. Children who see spousal abuse have problems in school. Some men go to jail.

6. Spousal Abuse Solutions

Call 911 to report spousal abuse to the police. Call the Domestic Abuse Hotline at 1-800-799-7233 and ask for help.

E. VOCABULARY QUIZ


Directions: Circle the correct choice.

- | | | |
|--|------|-------|
| 1. Pushing is physical abuse. | TRUE | FALSE |
| 2. There are three kinds of abuse. | TRUE | FALSE |
| 3. Call 911 to report spousal abuse to the police. | TRUE | FALSE |
| 4. Spousal abuse causes problems for children. | TRUE | FALSE |
| 5. Men can go to jail for spousal abuse. | TRUE | FALSE |
| 6. Call 411 to report spousal abuse to the police. | TRUE | FALSE |



F. VANESSA'S PROBLEM

Directions: Vanessa is married to George. When he is angry he hits her. Last weekend he broke all of the furniture in the living room, and he pushed her down the stairs. She and the children are afraid of him. She needs to call an agency for help. Complete the chart below with information for Vanessa.

<p>Doves of Peace</p>  <p>Spousal Abuse Program (714) 555-9803 8435 So. Oak St. #7 Westminster, CA 92683</p> <p>legal assistance counseling job training housing</p> <p>FREE Spanish, Korean Vietnamese</p>	Agency Name:
	Telephone Number:
	Address:
	Cost:
	Two Services Provided:
	Hours: <i>I don't know.</i>
	Are Translators Available?

There is always hope. Call us today at 1-800-799-7233.



Vanessa asked George for a divorce. He got angry and hit her. She went to a pay phone and called the National Domestic Violence Hotline at 1-800-799-7233. The worker told her about their program. Vanessa is glad she called for help. She and her children moved to a new apartment. It is in a different city. Now they feel safe. Now Vanessa is happy.

G. VANESSA'S SOLUTION

Directions: Read the story and circle the correct answers.

1. What telephone number did Vanessa call?
 - a. 1-800-799-7233
 - b. 1-800-799-7323
2. Did she call the National Domestic Violence Hotline from her house?
 - a. Yes, she did.
 - b. No, she didn't.
3. Who does the National Domestic Violence Hotline help?
 - a. Homeless animals.
 - b. Abused spouses and children.
4. Why did George get angry at Vanessa?
 - a. She asked for a divorce.
 - b. She asked for money.
5. Do Vanessa and her children feel safe now?
 - a. Yes, they do.
 - b. No, they don't.

▶ MAKE A PLAN

GET A JOB

SAVE MONEY

TELL FRIENDS

REMOVE WEAPONS

CALL 911

**CALL THE DOMESTIC ABUSE
HOTLINE 1-800-799-7233**

ASK FOR HELP!



If you are in a violent relationship, call the National Domestic Violence Hotline at 1-800-799-7233.

DOMESTIC VIOLENCE HOTLINE

The National Domestic Violence Hotline helps victims of domestic violence. It has received over 1,500,000 calls in 10 years.

Hours and other information

- **Available 24 hours a day**
- **Available 365 days a year**
- **Interpreters for over 140 languages**
- **All 50 states**
- **Website (<http://www.ndvh.org>)**
- **Free**

Services provided

- **Crisis intervention**
- **Safety planning**
- **Referrals to agencies**
- **Information and literature**

QUICK DOMESTIC VIOLENCE FACTS

- The United States Public Health Service treats violence as a health issue and consequently, uses injuries, fatal and non-fatal, physical and psychological, to quantify the impact of violence.
- Children who witness violence at home display emotional and behavioral disturbances as diverse as withdrawal, low self-esteem, nightmares, self-blame and aggression against peers, family members and property.
- Over 3 million children are at risk to exposure to parental violence each year.
- From 1983 to 1991, the number of domestic violence reports received increased by almost 117% (NYS Division of Criminal Justice Services, 1983 and 1991).
- 53% of battered women still involved with the perpetrator experienced self-blame for causing the violence.
- Women are more often victims of domestic violence than of burglary, muggings, or other physical crimes combined.
- The most rapid growth in domestic relations case loads is occurring in domestic violence filings. Between 1991-1993, of 24 states with three year filing figures, 18 reported an increase of 20 percent or more.

Pregnancy and Violence

Of every 1,000 pregnant women, 154 are assaulted by their partner during the first four months of pregnancy.

During the 5th through the 9th month, 170 out of 1,000 pregnant women are assaulted.

Physical abuse during pregnancy may result in a number of problems:

1. -- fetal fractures
2. -- rupture of the uterus, liver or spleen or
3. -- miscarriage.

Identified Root Causes of Violence

Root Causes of Domestic Violence

- Power and control
- Growing up in a cycle of violence and abuse
- Distorted concept of manhood

Root Causes of Violence

- Poverty and unemployment
- Underemployment and economic disequilibrium
- Lack of housing and displacement
- Circumstances of racism and injustice
- Alcohol and substance abuse
- Hopelessness and despair

Summary

While current data on the incidence and prevalence of domestic violence are not comprehensive in scope, they provide compelling evidence that our nation is experiencing the growth of a major public health problem. As a result of significant preliminary studies, domestic violence is growing at a rapid rate among all U.S.A. classes, cultures, age cohorts, economic and religious groups.

The United States Public Health Service treats violence as a health issue and consequently, uses injuries, both fatal and nonfatal, physical and psychological, to quantify the impact of violence. Populations requiring additional study include: Migrant and Seasonal Farmworker women, Homeless women, African American women, Asian/Pacific Islander women, American Indian and Alaska Native women, and Hispanic women.

The nation is launching comprehensive efforts to reduce violence in general and domestic violence as a special initiative.

◆ LESSON PLAN FOUR: GANGS

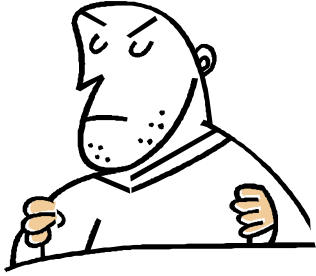
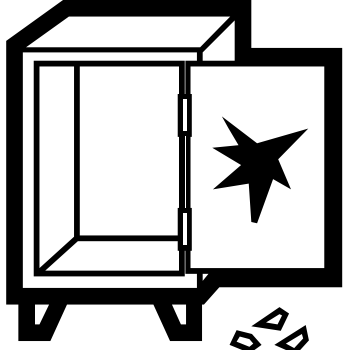

- Supplies** Copies of Handouts 16-19. Transparencies 7-8.
- Objectives** Students will be able to do the following:
1. Use and define words related to gangs.
 2. Identify types of gang symbols.
 3. Read simple stories about gangs.
 4. Name problems caused by gangs.
 5. Identify ways to keep kids out of gangs.
 6. List information for a local agency that helps gang victims.
- Warm-Up** Today's verb: join. Write the sentences on the board and review.
- Present: Some teenagers join gangs.
 - Past: My nephew joined a gang.
 - Future: If the Boys and Girls Club is closed, more teenagers will join gangs.
- Extension: You can also *join* a church or a club.
- Introduction** Sharing: Tell a story about an incident in which you saw a group of gang members. Where were you? How did you feel? What was happening? Ask students to share similar incidents...if they're willing. Ex: Gang members were outside 7-11, so I left.
- Presentation** Lecture: Youth Gang Facts. A gang is a group of individuals involved in illegal activities. Although some members are as young as 12, the average age is 17-18. Half of youth gang members are 18 or older. One-fourth are 15-17. Older members are more likely to be involved in serious and violent crimes than younger members. Fortunately, gang membership is often a brief phase; one-half to two-thirds of teen members leave the gang within a year. Non-gang members who enter prison often end up having to join a gang for protection.
- Numbers: Gang Statistics. Write several LA gang statistics on the board: 50% of murders in LA are gang-related; gang murders in LA doubled from 1980-2000; gang members are 60 times more likely to be murdered than non-gang LA residents.




- Practice** Handout 16: Gang Information. Conduct a listen-repeat exercise. Discuss the chart information. Have pairs read aloud to each other. Select a student to read to the class. Select another student to answer verbal yes-no questions: Do gangs sell gum? Do gangs sell drugs?
- Presentation** Lecture: Family and Community Bonds. Explain that there are many ways parents can keep kids out of gangs, but they need to start early. The best solution is to have a strong family bond with your children: Do things together, visit family members, have friends over, include your children in family decisions, encourage them to find a hobby, show interest in their school work, play sports with them, celebrate holidays, honor cultural traditions, and have a weekend routine like going to church, brunch, or visiting relatives. Feeling connected to the community is also important: Go to community events, participate in local cultural events, keep up with local politics, volunteer together, teach the importance of community pride, and visit local museums.
- Practice** Handout 17: Why Kids Join Gangs. Explain the information in B. Verbally practice the sentences in C. Add a few more on the board.
- Handout 18: Gang Vocabulary. Teach, assign, correct and review as desired.
- Transparency 7: Signs of Gang Membership. Review the material, adding additional information as needed. Ask students about gang activities in their neighborhoods. Find out if they think the police respond properly to problems caused by gangs. Ask if there is a lot of graffiti in their city. Most cities quickly remove graffiti.
- Evaluation** Handout 19: Dictation about Gangs. Teach the students how to pronounce the words in the word box. Tell them that they won't understand all the words, but that's okay. Read the target paragraph and have students write the missing words.
- Application** **Task 1:** Transparency 8. Display Transparency 8. Explain the services provided by the agency. Have the students add a gang agency to their Task 1 chart.

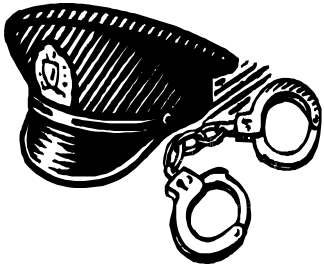
Dictation: Gang members ¹ are responsible for much of the serious violence in the ² United ³ States. Teens that are gang ⁴ members are much more likely than other ⁵ teens to commit serious and violent crimes. For example, a survey in Denver ⁶ found that while only 14% of teens were ⁷ gang members, they were responsible for committing 89% of the serious violent ⁸ crimes. Joining a gang is ⁹ dangerous. Violence between gangs ¹⁰ is common, and gang members are at least ¹¹ sixty times more likely to be ¹² murdered than the rest of the population. (Modified from: <http://www.safeyouth.org>)

A. GANG INFORMATION

Directions: Listen to your teacher read the sentences. Read to a partner.

		
<p>1. He is a gang member.</p>	<p>2. Gangs members commit many crimes.</p>	<p>3. They break windows and rob houses.</p>

		
<p>4. They use guns to rob gas stations and stores.</p>	<p>5. They sell drugs.</p>	<p>6. Some gang members murder people.</p>


<p>7. Call the police if you see a gang member commit a crime.</p>

* Gang Problems

Directions: Number these problems caused by gangs in alphabetical order. (1-6)

- | | |
|--------------|------------|
| ___ crime | ___ drugs |
| ___ violence | ___ fear |
| ___ graffiti | ___ murder |

B. WHY KIDS JOIN GANGS

Directions: Discuss this information with your teacher.

REASONS KIDS JOIN GANGS

1. to be 'cool'
2. to have friends
3. to have fun
4. to get drugs
5. for protection
6. to make money

WAYS TO KEEP KIDS OUT

1. tell them gangs are bad
2. talk to them
3. eat dinner together
4. talk to their friends
5. go places with them
6. play sports with them

C. THINGS TO SAY TO KIDS

I love you!
You're wonderful.

I'm proud of you!

Drugs are bad.
Gangs are bad.

How was school today?

Where are you going?
Who are you going with?
When will you be back?

Please.
Thank you.

What is your friend's name?

Let's go to lunch.
Let's call grandma.
Let's go shopping.

D. GANG VOCABULARY

1. Gang

A *gang* is a group of young people that hangs out together and commits crimes. Some *gangs* are violent. Some *gangs* sell drugs.



2. Gang Member

A *gang member* belongs to a gang. Most gang members are male.

3. Graffiti

Graffiti is writing that is sprayed on walls and bridges.

4. Gang Crimes

Gang crimes: steal a car, sell drugs, beat someone, rob a liquor store, or murder someone.

5. Gang Symbols

Gang symbols include the gang's name, colors, special clothes, hand signals, and logos. Gang members often have tattoos of gang logos.

6. Problems Caused by Gangs

Graffiti, drugs, crime, violence, and murder are *problems caused by gangs*.

E. VOCABULARY QUIZ

Directions: Circle the correct choice.

- | | | |
|---|------|-------|
| 1. Some gangs sell drugs. | TRUE | FALSE |
| 2. Gang members wear special clothes or colors. | TRUE | FALSE |
| 3. Graffiti is usually sprayed on paper. | TRUE | FALSE |
| 4. Most gang members are females. | TRUE | FALSE |
| 5. Gang members often have tattoos of gang logos. | TRUE | FALSE |

F. DICTATION

Directions: Practice saying the words with your teacher. Then listen as your teacher reads the paragraph. Write the correct words on the lines.

are	teens	crimes
members	found	dangerous
gang	United	is
sixty	States	murdered

Gang members ¹ _____ responsible for much of the serious violence in the ² _____ ³ _____. Teens that are gang ⁴ _____ are much more likely than other ⁵ _____ to commit serious and violent crimes. For example, a survey in Denver ⁶ _____ that while only 14% of teens were ⁷ _____ members, they were responsible for committing 89% of the serious violent ⁸ _____. Joining a gang is ⁹ _____. Violence between gangs ¹⁰ _____ common, and gang members are at least ¹¹ _____ times more likely to be ¹² _____ than the rest of the population. *(Copied from:*

http://www.safeyouth.org)

G. MISSING LETTERS

Directions: Write the missing letters on the lines.

ar ____	t ____ ens	cr ____ mes
memb ____ rs	fo ____ nd	da ____ gerous
gan ____	____ nited	i ____
si ____ ty	St ____ tes	mu ____ dered

SIGNS OF GANG MEMBERSHIP

- **Red or blue bandanas**
- **White T-shirts under plaid shirts**
- **Colored shoelaces**
- **One pant leg rolled up**
- **Baggy pants**
- **Teardrop or spider web tattoos on neck or next to thumb**
- **Tattoos or words on knuckles**
- **Gang names tattooed on body**
- **Drawing gang graffiti**
- **Friends in gangs**
- **Lots of time away from home**
- **Lots of money**

Gang Victim Services



**Lamoreaux Justice Center
341 The City Dr. S.
Orange, CA 92868**

(714) 935-7492

Email: victimassistance@CSPinc.org

**Responds 24-hours a day
Translators available**

- **Crisis intervention**
- **Help for gang victims**
- **Homicide notification**
- **Witness support**
- **Support groups for parents of children murdered by gangs**
- **Referrals & Community Education**

QUICK GANG FACTS

Although once thought to be an inner-city problem, gang violence has spread to communities throughout the United States. At last count, there were more than 24,500 different youth gangs around the country, and more than 772,500 teens and young adults were members of gangs. Youth gangs are responsible for much of the serious violence in the United States. In schools and neighborhoods where they are active, they create a climate of fear and increase the amount of violence and criminal behavior.

What is a gang?

A gang is a group of teens and young adults that hang out together and are involved in joint violent, illegal, or criminal activity. They generally give themselves a common name or symbol, and they often choose to wear a certain type of clothing or to display some other identifying item.

Gang members are responsible for much of the serious violence in the United States.

Teens that are gang members are much more likely than other teens to commit serious and violent crimes. For example, a survey in Denver found that while only 14% of teens were gang members, they were responsible for committing 89% of the serious violent crimes.

Joining a gang is dangerous. Violent conflict between gangs is common, and gang members are at least 60 times more likely to be killed than the rest of the population.

Gang violence has become increasingly deadly over the last few decades.

Some people have blamed this change on gangs' growing participation in the drug trade and "drug wars". That does not appear to be the primary reason for the dramatic increase in gang violence and homicides, however. Instead, researchers believe that gang violence has become more dangerous because of the increasing availability of more lethal weapons and the growing use of cars in drive-by attacks on other gangs.

Is gang membership on the rise?

There has been a dramatic increase in gang activity in the United States since the 1970's. In the 1970's, gangs were active in less than half the states, but now every state reports youth gang activity. And, while many people think of gangs as just an inner-city problem, that is clearly no longer the case. In the past few decades we have seen a dramatic increase in the growth of gang problems in smaller cities, towns, and rural areas.

How old are most gang members?

Although some gang members are as young as 12, the average age is about 17 to 18 years. Not many people realize that around half of youth gang members are 18 or older. These older members are much more likely to be involved in serious and violent crimes than younger members. Only about 1 in 4 gang members are ages 15 to 17.

For most teens, gang membership is a brief phase. One-half to two-thirds of teen gang members leave the gang by the end of their first year.

Do many girls join gangs?

Male teens are much more likely to join gangs than female teens. Police reports indicate that only about 6% of gang members are female and that 39% of gangs have some female members. These estimates are probably low, however. One 11-city survey of eighth-graders found that 38% of gang members were female.

Female gang members are less likely to be involved in criminal behavior than males, but they are still an important concern. In one survey, 78% of female gang members reported being involved in gang fights, 65% reported carrying a weapon for protection, and 39% reported attacking someone with a weapon.

Why do teens join gangs?

Teens join gangs for a variety of reasons. Some are seeking excitement; others are looking for prestige, protection, a chance to make money, or a sense of belonging. Few teens are forced to join gangs; in most cases, teens can refuse to join without fear of retaliation.

What You Can Do

Find positive ways to spend your time and energy.

Many teens join gangs because they are bored, lacking in purpose, or looking for a way to belong. But there are other options. Sports, recreational, and after-school programs give you a great chance to meet new people, explore new interests, develop new talents and skills, and to connect with people that really care about you and your well-being. See the [After-School Programs fact sheet](#) to learn how to find after-school programs in your community or to discover how to get programs started if few exist.

Stay away from gangs and gang members.

Be aware of clothing, colors, and symbols used by gangs in your area, and avoid them. If you *look* like a gang member or are *seen* with a gang member, other gangs may mistake you for a *real* gang member. You have a very good chance of being the innocent target of violent gang behavior.

Find out about gang activity in your community.

Find out about gangs, gang recruitment, activities, signs, and colors. Then share the information, publishing an article in a school or local newspaper, or talking to community groups, parents, or groups of students.

Join an existing group that is working to get rid of gangs in your school or community, or launch your own effort.

Develop positive activities for teens, report suspicious activity to the police, set up a Neighborhood Watch or a community patrol; let the police know about gang graffiti; or start or join a program to remove gang graffiti.

*Cut and pasted from: <http://www.safeyouth.org/scripts/teens/gangs.asp>
(Note: I deleted one paragraph to make this shorter.)*

INTERNET RESOURCES

► Lesson 1: Alcoholism

California Department of Alcohol and Drug Programs
http://www.adp.cahwnet.gov/adp_prog.asp

AL-Anon and ALATEEN of Orange County
<http://orangecountyalanon.org/>

Alcoholics Anonymous of Orange County
<http://www.oc-aa.org/>

► Lesson 2: Drug Abuse

Drug Abuse Resistance Education (D.A.R.E.)
<http://www.dare.com/home/default.asp>

U.S. Dept. of Health and Human Services
<http://www.health.org/>

► Lesson 3: Spousal Abuse

National Coalition Against Domestic Violence
<http://www.ncadv.org/>

Violence Prevention Coalition of Greater Los Angeles
<http://www.vpcla.org/factViolence.htm>

► Lesson 4: Gangs

Orange County Teen Challenge
<http://www.teenchallenge.com/santaana/index.cfm>

Community Service Program (Orange County)
<http://www.cspinc.org/>

