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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. I hope you find this packet clear, concise, and easy to use. Exercises get progressively more difficult, making it easy to eliminate ones that are too low or too high for your class.

As of this writing, the dates for this unit are October 23 to November 16. I didn't have access to many 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 at the end of this packet.

Christina Niven
EL Civics Writer—Family Resources

Fall 2006

EL Civics Student Score Sheet

Family Resources – Alcohol, Drugs, Spousal Abuse, Gangs

Objective 17.2 – Beginning High

October 2006

Last Name _____ First Name _____

Student I.D. # _____ Teacher _____

Level _____ Room # _____ Location _____

	Possible Points	Earned Points
Task 1: Chart	15	
Task 2: Pictures a. content b. language	20 6	
Task 3: Letter	NA	NA
Task 4: Sample	2	
Task 5: Reflection	2	
Total Score 45		

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 'varies' or 'sliding scale.' '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 (26 pts.)**

Directions: Put the pictures in order by writing the numbers 1-5 on the lines.
(1-3 complete sentences for questions 1 and 3)



Three years later... ↓



1. What is the problem?

2. List 3 symptoms of the problem.

a. _____
b. _____
c. _____

3. What is a good solution?

❖ **TASK 4: SAMPLE OF WORK (2 pts.)**

Directions: Attach your favorite written activity to this packet. On the lines below, tell us why you like it. (1-2 sentences)

❖ **TASK 5: REFLECTION (2 pts.)**

Directions: Answer the questions. (1 sentence each)

1. Name one new thing you learned about alcoholism.

2. What are three types of spousal abuse?

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

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

Numbering: 3, 4, 2, 1, 5

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

Symptoms: craving alcohol, gulping drinks, hangovers

Solution: She should go to an A.A. meeting and get a sponsor.

Task 3—NA for Beginning High

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. Three types of spousal abuse are physical, verbal, and emotional.
3. I can call them, e-mail 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 phrases and sentences to say to kids to bolster their self-esteem. Examples: Great job! I love you! Go to <http://www.tinkerbellchime.com> to download a class set, or you can borrow the set that’s available in the Resource Room.

▶ **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 class 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**

Color posters are included in your EL Civics package.

▶ **CD for Listening Exercises**

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

▶ **Videos**

A few videos, mostly on domestic violence, are available in the Resource Room. I recommend previewing them and showing just snippets.

▶ **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. Textbook: <i>Problem Solving</i> . Brochures on alcohol.
Objectives	<p>Students will be able to do the following:</p> <ol style="list-style-type: none"> 1. Use and define words related to alcohol abuse. 2. Describe the symptoms of alcoholism. 3. Identify personal and community problems caused by alcoholism. 4. Identify alcoholism treatment programs/agencies. 5. Locate and contact alcohol treatment agencies to request information about their services. Organize the information by correctly completing a chart.
Warm-Up	<p>Today's verb: treat – treated – treating – will treat</p> <ul style="list-style-type: none"> • Present: Doctors <u>treat</u> patients. • Past: The workers at the clinic <u>treated</u> her well. • Progressive: “We <u>are treating</u> his alcohol addiction,” said the nurse. • Future: His wife <u>will treat</u> him better when he stops drinking. <p>Extension: <i>Treatment</i> is a noun related to the verb <i>treat</i>. Treatments are ways to solve problems, like alcoholism or drug abuse. A treatment is a method. There are many alcohol treatment centers in California.</p>
Introduction	<p>Sharing: Let students know that today's subject is <i>alcohol abuse</i>. Briefly tell them about First Lady Betty Ford's alcohol problem. Explain how she turned her problem into a positive experience for others. Let them know that anyone can have a drinking problem.</p> <p>*Notes: 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 in California. Her honesty about her problem led to an improvement in how Americans talk about addictions.</p>
Presentation	<p>Vocabulary: Handouts 1-2. Read the words and definitions aloud. Instruct the students to complete the true-false exercises. Correct verbally. Turn the statements into verbal questions and encourage the class to give the answers: What is alcohol?</p>
Practice	<p>Textbook: <i>Problem Solving</i>— Somsack and Sy's Problem (p. 77-82). Preview the picture by reviewing the questions in the box. Allow quiet time for students to read the story, copy the questions, and complete the exercises. Review the answers and discuss the story. Try to get them to</p>

give advice to Somsack.

Picture Stories: Four-Day Job (Pages 31-36). Follow the directions.

Alcohol Brochures: After students read the brochures, lead a brainstorming session on personal and community problems caused by alcoholism. Write suggestions on the board. (See Alcohol Facts for Teachers at the back of this section.)

- Presentation** Handout 3: Karen and Dan's Problem. Review the pictures by asking questions about what is happening, what happened before, and what might happen in the future. Focus on how the woman feels and what options she has to solve her problem.
- Practice** Writing: Karen and Dan's Problem (cont. handout #3). Have students complete the writing exercise. Collect and shuffle the papers. Pass them out, so students can read each other's papers. ~No correcting.~
- Evaluation** Handout 4: Karen and Dan's Solution. Preview the pictures. Assign the story and exercises. Review and correct. Ask prediction questions: Do you think Dan will stop drinking? Do you think Karen should divorce him if he doesn't? Do you think A.A. is a good program?
- Application** **Task 1 Assessment:** Display and review Transparencies 1-2 before assigning a Task 1 chart entry. Stress proper formatting and capitalization.
- Task 2 Assessment:** Sequence Pictures. Have the students number the story in the correct order. Story hint: 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.
- 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.

A. ALCOHOL VOCABULARY

1. Alcohol

Alcohol is a liquid that people drink to feel good. Some people feel happy when they drink, others feel sad or angry, and some feel tired and fall asleep.



2. Alcoholics

People who drink too much alcohol are *alcoholics*. An *alcoholic* cannot stop drinking.

3. Alcoholism

Alcoholism is a disease. Experts do not know what causes it. People who suffer from *alcoholism* need help.

4. Addiction

An *addiction* is a strong desire for something.

5. Drunk

When people drink too much, they get *drunk*.

6. Symptoms of Too Much Alcohol

Symptoms are signs of a problem. *Symptoms of too much alcohol*: blurry vision, unclear speech, dizziness, slow reactions, slow brain functions, memory loss, and vomiting.

B. VOCABULARY QUIZ

Directions: Circle the correct choice.

- | | | |
|---------------------------------------------------|------|-------|
| 1. Alcohol is a liquid people drink to feel good. | TRUE | FALSE |
| 2. Alcoholics are people who drink too much. | TRUE | FALSE |
| 3. Dizziness is symptom of drinking too little. | TRUE | FALSE |
| 4. When people drink too much, they get drunk. | TRUE | FALSE |
| 5. Alcoholism is a disease. | TRUE | FALSE |

C. MORE VOCABULARY

1. Pass Out

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

2. Hangover

When people drink too much alcohol, they get a *hangover*. They have a terrible headache, and sometimes they vomit.



3. Withdrawal

When alcoholics stop drinking, they go through *withdrawal* because their bodies need alcohol. They shake and sweat. Sometimes they see crazy things like spiders all over the room. They feel very sick.

4. Symptoms of Alcoholism

Symptoms of alcoholism include: thinking about alcohol all the time, needing more and more alcohol, gulping drinks, hiding drinks, hangovers, missing work, and shaking.

5. Problems of Alcoholism

Car accidents, violence, and missing work are *problems of alcoholism*.

6. Hope

Hope is the feeling that a problem can be solved. There is always *hope*!

D. VOCABULARY QUIZ

Directions: Circle the correct choice.

- | | | |
|------------------------------------------------------|------|-------|
| 1. When alcoholics stop drinking, they shake. | TRUE | FALSE |
| 2. Too much alcohol causes drinkers to pass out. | TRUE | FALSE |
| 3. A hangover feels good. | TRUE | FALSE |
| 4. Hiding drinks is a symptom of alcoholism. | TRUE | FALSE |
| 5. Hope is the feeling that a problem can be solved. | TRUE | FALSE |



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

- 8 months
- 3 years
- 5 years

City: Westminster
 Jobs: Dan is a grocery store manager for Best Buy Foods on Beach Blvd. Karen is a homemaker.

E. KAREN AND DAN'S PROBLEM

Directions: It's Friday evening, and Karen is at a bar with her husband Dan. Dan is drunk, and Karen doesn't know what to do. When she tries to take the car keys, he gets violent and threatens to hit her. The bar is going to close soon, and she is afraid to wake him up. Answer the questions.

1. Why does Karen want to take the car keys?

2. Why is Karen afraid to wake Dan up?

3. Is Dan passed out?

4. What can Karen do to solve her problem? (2-3 sentences)



F. KAREN AND DAN'S SOLUTION

Karen is married, and she has three children. Her youngest child is eight months old, the middle one is three years old, and her oldest is five years old. She lives in Westminster with her husband Dan. Karen and Dan have been married for eight years, and most of the time they are happy.

About three years ago, Dan started drinking a lot. At first Karen wasn't worried, but now she thinks he is an alcoholic.

A friend told Karen about Alcoholics Anonymous. It is a group that helps alcoholics stop drinking. It's free, and members don't have to fill out any forms. When Karen called Alcoholics Anonymous, she talked to a nice man named Blaine who said he could sponsor Dan. That means that he will tell Dan about A.A., encourage him to go to meetings, and talk to him about his problems. Blaine said he would come to their house that night to explain the program to them.

When Blaine arrived, he told Dan and Karen about A.A. He showed them some brochures and explained the steps Dan would need to follow.

Karen is happy, and she hopes Alcoholics Anonymous will help Dan stop drinking. She is going to participate by going to Al-Anon meetings. Al-Anon is a support group for relatives and friends of alcoholics.

G. READING COMPREHENSION

Directions: Write complete sentences to answer the questions.

1. How old is Karen and Dan’s youngest child?

2. What is Alcoholics Anonymous?

3. What will Blaine do when he becomes Dan’s sponsor?

4. How is Karen going to participate?

5. What is Al-Anon?

H. CHALLENGE EXERCISES

Directions: Complete the lists.

List 5 problems of alcoholism

List 5 symptoms of alcoholism

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____

**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



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 5-8. Transparencies 3-4. Anti-drug posters, drug brochures, and a set of 8 x 10 picture cards...all available for checkout in the Resource Room. Listening CD. Scratch paper.

Objectives Students will be able to do the following:

1. Use and define words related to drugs and drug abuse.
2. Describe signs and symptoms of drug abuse.
3. Describe personal and community problems caused by drugs.
4. Suggest solutions to drug abuse problems.
5. Ask questions to locate and obtain help with a drug problem.
6. Locate drug agencies and list contact information on a chart.

Warm-Up Today's verb: recover– recovered – recovering – will recover

- Present: Some drug addicts recover on the first try.
- Past: She recovered from an overdose of pain pills.
- Progressive: “He is recovering,” said the counselor.
- Future: Drug patients will recover faster if their family and friends support them.

Extension: To *recover* means to get over something, like an illness. Some experts say that people never *fully* recover from an addiction, but that they can learn to live with it. Others believe that it is possible to be completely cured.

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: Discuss the typical Hollywood portrayal of drug addicts. Where do they live? How do they look? What do they do? Ask students questions about what they've learned about drug abuse on news programs or talk shows like Oprah and Cristina.

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 the cards and hang them 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. Give the player two tries to find the correct card. 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. (Similar to Memory.)

Practice

Handout 5: Drug Abuse Vocabulary. Have students read the vocabulary words and complete Part B. When they finish, read the words and definitions aloud. Practice pronouncing the words. Explain the words, giving examples where needed.

Presentation

Textbook: *Problem Solving*—The Montoyas' Problem (p. 35-37). Preview the picture. Allow quiet time for students to read the story, copy the questions, and complete the exercises. Review the answers and discuss the story. Ask for a show of hands to determine who would call the police if they were Bertha Montoya.

Practice

Group Discussion: Put students in groups and have them discuss and list answers to these questions: Why do people use drugs? Why do people sell drugs? Name three bad things that can happen to people who use drugs. What are the signs that someone is using drugs?

Handouts 6-7: Selma and Miguel's Problem. Preview, complete, review, and discuss.

B-I-N-G-O: Things to say to Kids.

Evaluation

Handout 8: Stacey's Drug Problem. Explain that Phoenix House is a live-in rehabilitation center that helps drug addicts recover. Insist that each student read the story two times before answering the questions. Review, correct, and discuss. Have partners read the story to each other. Select a more advanced student to read the story aloud.

Drug Brochures: Browse and Share. Let students select several brochures to read. Pass out $\frac{1}{4}$ sheets of scratch paper and instruct them to copy 5 interesting facts on drug use or alcoholism. Share.

Application

Task 1 Assessment: Display Transparency 4 and have students complete a Task 1 chart entry. Have groups use cell phones to call and get any missing information.

Task 1 Assessment: Call an Agency. Have groups find a drug agency in their Student Handbooks and prepare questions to ask the agency. Select a student who has a cell phone with a speaker and have him or her call to request the missing information. Remind the class to be quiet during the call. Have the students use the information to complete another chart entry for Task 1.

A. DRUG VOCABULARY



1. Illegal Drugs

Illegal drugs can be pills, liquids, or powders. People swallow, drink, snort, or inject them to feel good. They are not prescribed by a doctor.

2. Legal Drugs

Legal drugs are liquids, pills, or powders prescribed by a doctor.

3. Drug Addict

A *drug addict* is a person who needs illegal drugs or abuses legal drugs.

4. Addiction

An *addiction* is an uncontrollable desire for something.

5. Drug Treatment Center

A *drug treatment center* is a place that tries to get drug addicts to stop using drugs. Most drug treatment centers have doctors, nurses, and counselors.

6. Symptoms of Drug Addiction

Symptoms of drug addiction: using drugs every day, needing drugs, feeling sick without drugs, lying about drugs, eating too much or too little, and spending a lot of money on drugs.

B. VOCABULARY QUIZ

Directions: Circle the correct choice.

- | | | |
|-----------------------------------------------------|------|-------|
| 1. Some illegal drugs are swallowed. | TRUE | FALSE |
| 2. Legal drugs are prescribed by a doctor. | TRUE | FALSE |
| 3. Legal drugs can be abused. | TRUE | FALSE |
| 4. Lying about drug use is a sign of addiction. | TRUE | FALSE |
| 5. Drug treatment centers sell illegal drugs. | TRUE | FALSE |
| 6. Using drugs every day is a symptom of addiction. | TRUE | FALSE |

C. SELMA AND MIGUEL'S PROBLEM

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



Selma and her 15 year-old son Miguel live in Los Angeles. Selma is a single mother, and she works as a waitress in the evening. Miguel goes to high school during the day, and he hangs out with his friends in the evening when Selma is at work. His father recently married a woman with three children, so he is very

busy with his new family. He doesn't see Miguel very often.

Last night, Selma got a phone call from Police Officer Gonzalez. He said Miguel and two of his friends brought marijuana from a drug dealer who lives near their house. Selma was surprised because Miguel is a good kid. He never causes problems.

Officer Gonzalez recommended a teen drug program for Miguel, so he won't start using other drugs. Selma promised to call the teen program the next day to get information about their services. She's worried because she doesn't have much money, and she can't afford to pay for an expensive program.

D. CALLING FOR HELP

Directions: Get in groups of four. Write 7 questions that Selma should ask.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



E. SELMA AND MIGUEL'S SOLUTION

Directions: Read the story and circle these words—counselor, participants, activities, graffiti, rafting, attend, and program. Look them up in your dictionary and write the words in your language.

When Selma called the teen drug **program**, she spoke to a **counselor** named Raul. He told her about a special afternoon and weekend program for kids like Miguel. The program is free, but **participants** must **attend** weekly counseling groups and take monthly drug tests. They also have to complete four hours of community service each week to earn points for camping trips and other fun **activities** like **rafting**.

Selma talked to Miguel, and he agreed to join the program. He also agreed to remove **graffiti** four hours every Monday afternoon after school. Last week, he attended his first counseling group, passed his first drug test, and earned enough points to go camping.

Selma is glad she called the teen drug program. Miguel has new friends, and he seems happier. Now Miguel has a safe place to go when Selma is at work.

F. HOW TO RAISE DRUG FREE CHILDREN

Directions: Put check marks in front of the 6 most important tips for raising children. Compare your answers to your partner's.

- | | |
|-----------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> teach 'no drugs' early and often | <input type="checkbox"/> set a good example |
| <input type="checkbox"/> talk about the danger of drugs | <input type="checkbox"/> plan family activities |
| <input type="checkbox"/> share hobbies with them | <input type="checkbox"/> be a parent not a friend |
| <input type="checkbox"/> talk to them | <input type="checkbox"/> know their friends |
| <input type="checkbox"/> check their grades | <input type="checkbox"/> know where your child is |
| <input type="checkbox"/> eat together | <input type="checkbox"/> monitor their entertainment |

G. HEALTHY ACTIVITIES

Directions: Work with a partner and write examples on the lines.

Problems caused by drug abuse

1. _____
2. _____
3. _____
4. _____

Good hobbies for kids

1. _____
2. _____
3. _____
4. _____

Fun family activities

1. _____
2. _____
3. _____
4. _____

Questions to ask kids before they go out with friends

1. _____
2. _____
3. _____

H. STACEY'S DRUG PROBLEM

Directions: Read this true story about Stacey. Answer the questions below.



Stacey Beck, 26, a former administrative assistant, is from Bayshore, Long Island in New York. She currently lives in Phoenix House, a drug treatment facility, and spends weekends with her family. This is her story. (<http://www.lifetimetv.com/>)

I'm the type of person who would try anything. I started drinking when I was 14, and by 16, I was doing pot, cocaine and Ecstasy. I always kept my feelings inside until I was ready to burst, and then I'd turn to drugs. If I was mad, I'd go get high. If I was depressed, I'd go get high. Somehow, I began to see drugs as a way to keep myself going. Eventually I got hooked on heroin. I seemed to have a normal life, though. I had a job doing office work [with] computers. What no one knew was that I'd have to do bags of dope just to force myself to get out of bed. And I thought, "My God, I've got to get off this." I really tried. But I was too afraid of withdrawal. It's like having the flu times 100. You've got pain in your back, in your legs, all over. I just wanted to stop feeling so bad. I ended up doing both crack and heroin. I was spending \$1,000 a week on drugs. My drug dealer would say, "Buy me a VCR and I'll give you something." So I'd take my dealer shopping.

I. READING COMPREHENSION

1. What kinds of drugs did Stacey use? _____
2. How old was she when she started smoking pot? _____
3. How much money did she spend a week on drugs? _____
4. What facility does Stacey live in now? _____
5. What kind of job did she have? _____
6. What is a *drug dealer*? _____
7. What are some symptoms of withdrawal? _____

► **Warning Signs of Teenage Drug Abuse**

Signs in the Home

- **doesn't like family activities**
- **never listens to parents**
- **yells at family members**
- **eats too much or too little**
- **steals money**
- **tells lies**
- **comes home late**
- **won't talk**
- **spends a lot of time in their rooms**
- **lies about where they are going**
- **cigarette papers, pipes, roach clips, small glass containers, plastic bags, empty spray cans, razor blades, rolled up money**
- **too tired or too active**
- **weight loss or gain**
- **unhappy and depressed**
- **always needs money, or has too much money**
- **does not act the same as before**
- **wears dirty clothes**

Modified for ESL from Denise Witmer—Your Guide to Parenting of Adolescents.

(http://parentingteens.about.com/cs/drugsofabuse/a/driug_abuse20_p.htm)

DRUG PROBLEM? Phoenix House



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

(714) 953-9373

Services provided

- **Live-in programs**
- **Customized treatment**
- **Vocational 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

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
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◆ **LESSON PLAN THREE: SPOUSAL ABUSE**

Supplies Copies of Handouts 9-12. Domestic violence brochures and picture cards (3)...available for checkout in the Resource Room. Domestic violence videos, available in the Resource Room.

Objectives Students will be able to do the following:

1. Use and define words associated with spousal abuse.
2. Describe the symptoms and problems of spousal abuse.
3. Identify warning signs of abusive relationships.
4. Complete a letter about a spousal abuse problem.
5. Search for and list protective agencies on a chart.

Warm-Up Today’s verb: abuse – abused – abusing – will abuse

- Present: A bully at my son’s school abuses other students.
- Past: He abused his wife by yelling at her in the mall.
- Progressive: Many drug addicts are abusing their children.
- Future: After treatment, many abusers will never abuse their spouses again.

Extension: An abusive relationship is one where a person gains unfair power and control over another. Abuse can be verbal, emotional, or physical. People who abuse others are called *abusers*.

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.

Presentation Listening: 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: Abuse Chart. Complete the chart with 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 9: Abuse Vocabulary. Copy the words on the board and conduct a pronunciation session before assigning the handout.

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 reasons victims remain in violent or abusive relationships. Financial considerations are another reason and so is love.

Transparency 5: Review the questions with the class.

Video: Abuse. If available...play about 20 minutes of a video on physical abuse. Stop the tape periodically and ask questions. (Please preview the tapes first. Some are very graphic and include subjects like date rape. You can always 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

Picture Cards: Sequencing and Writing. Display the 3 cards. Ask the class to help you put them in order. Instruct pairs to write a story about the pictures. Have pairs stand and share.

Evaluation

Handout 10: Vanessa's Problem. Allow quiet time for students to read the story and complete the exercise. Review and discuss.

Handout 11: Vanessa's Solution. Read the story to the class before passing out the papers and assigning Exercises D-F.

Handout 12: Dictation Letter.

My neighbor beats his ¹wife several times a month. He ²is always jealous and angry. His wife has bruises all over her body, and ³she often cries. My ⁴children won't go outside to play ⁵because they are afraid of him. I want to call the Domestic Abuse Hotline and ⁶get information and literature for her, but my ⁷husband says not to get involved. What ⁸should I do?

Application

Task 1: Display Transparency 6 and have the students complete a Task 1 chart entry by writing the information in the correct boxes. Be sure they are formatting the information correctly and using capital letters where needed.

A. SPOUSAL ABUSE VOCABULARY

1. Spousal Abuse

Spousal abuse is cruel treatment of one's husband or wife.

2. Physical Abuse

Physical abuse includes hitting, kicking, slapping, punching, biting, cutting, burning, and pushing.

3. Verbal Abuse

Verbal abuse includes name calling, yelling, swearing, laughing, and threatening.

4. Emotional Abuse

Emotional abuse includes following, preventing friendships, cheating, breaking things, listening to phone conversations, and controlling the money.

5. Abusers

Abusers are people who are cruel to others.

6. Symptoms of Spousal Abuse

Symptoms are signs of a problem. *Symptoms* of spousal abuse include jealousy, excessive anger, the need to control others, and resentment.



B. VOCABULARY QUIZ

Directions: Circle the correct choice.

- | | | |
|---------------------------------------------------|------|-------|
| 1. Abusers are cruel to other people. | TRUE | FALSE |
| 2. Jealousy is a symptom of spousal abuse. | TRUE | FALSE |
| 3. Following is an example of verbal abuse. | TRUE | FALSE |
| 4. Preventing friendships is physical abuse. | TRUE | FALSE |
| 5. Pushing is an example of physical abuse. | TRUE | FALSE |
| 6. Excessive anger is a symptom of spousal abuse. | TRUE | FALSE |



C. VANESSA’S PROBLEM

Directions: Vanessa has been married to George for 16 years. Most of the time he is a good husband, but when he is angry he hits her. She left him several times, but he always finds her and threatens to hurt her if she doesn’t return. The children are older now, and she wants to start a new life, but she is afraid to leave. She works part-time, but she doesn’t make enough money to pay for the rent, food, and utilities by herself. Look at the pictures and answer the questions.

1. How many years has Vanessa been married to George?

2. What does George do when he is angry?

3. Does Vanessa make enough money to pay the bills herself?

4. What can Vanessa do to solve her problem? (2-3 sentences)



D. VANESSA'S SOLUTION

After many years of abuse, Vanessa decided to divorce George. When she told him she wanted a divorce, he got violent and hit her. The next day she went to a pay phone and called the National Domestic Violence Hotline at 1-800-799-7233. She spoke to a nice woman who explained their services. The woman's name was Teresa. She told Vanessa about a state agency that could help her and her children.

The domestic violence worker at the state agency was also very nice. She told Vanessa they have lawyers who can help her get a divorce, relocation specialists who can help her find a new place to live, counselors who can help her recover from physical and emotional abuse, and employment workers to help her find a new job. They also have money for college and job training.

Vanessa entered the domestic violence program the very next day. She and her children moved to a special house for abused families. Security

G. DICTATION LETTER

Directions: Listen to you teacher. Write the missing words on the lines.

(Today's Date)

Dear Abbey,

My neighbor beats his ¹ _____ several times a month. He ² _____ always jealous and angry. His wife has bruises all over her body, and ³ _____ often cries. My ⁴ _____ won't go outside to play ⁵ _____ they are afraid of him. I want to call the Domestic Abuse Hotline and ⁶ _____ information and literature for her, but my ⁷ _____ says not to get involved. What ⁸ _____ I do?

Sincerely,

(Signature)

► **Does your partner:**

- **Threaten you or family members?**
- **Break your things?**
- **Yell at you in public or private?**
- **Keep you away from friends and family?**
- **Push, hit, choke or slap you?**
- **Apologize after being violent and yet repeat the behavior?**
- **Blame you for his or her temper or behavior?**
- **Ignore your feelings?**
- **Call you names and/or shout at you?**
- **Leave you in dangerous places?**

Modified for ESL from: (<http://www.abusedadultresourcecenter.com/selfassess.htm>)



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, both 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.

Source: Department of Health and Human Services (HHS)

Cut and pasted from: <http://www.athealth.com/consumer/Disorders/DomViolFacts.html#2>

◆ LESSON PLAN FOUR: GANGS

- Supplies** Copies of Handouts 13-15. Transparencies 7-8. Gang brochures, available in the Resource Room.
- Objectives** Students will be able to do the following:
1. Use and define words related to gangs.
 2. Identify types of gang symbols.
 3. Understand gang membership and cite several gang statistics.
 4. Name community problems caused by gangs.
 5. Discuss ways to keep kids out of gangs.
 6. List contact and service information for a gang agency.
- Warm-Up** Today's verb: join – joined – joining – will join
- Present: Some kids join gangs for prestige.
 - Past: Her nephew joined a gang for protection.
 - Progressive: Jessie is joining the Los Angeles Crips.
 - Future: If after school programs are cut, more teenagers will join gangs.
- Extension: The word *gang* doesn't always refer to juvenile delinquents. It can also mean a group of friends as in 'a gang of us went to the movies.'
- Introduction** Sharing: Write several LA gang statistics on the board: 50% of killings in LA are gang-related; gang homicides in LA doubled from 1980-2000; gang members are 60 times more likely to be killed than non-gang LA residents.
- 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.
- Practice** Handout 13: Gang Vocabulary. Pronounce the words for the class before you assign the reading and the quiz. Verbally correct and review the true-false quiz.
- 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.

Realia: Gang Brochures. Write 5 generic questions on the board about issues found in the brochures. Have the class copy and answer the questions. Ask the questions verbally and let students offer answers. (I don't have the brochures yet, so you'll need to develop your own questions, depending on the material your class receives.)

Practice

Handout 14: Be Verbs. Teach the three 'be verbs' (am, are, is) before assigning the handout.

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.

Evaluation

Handout 15: Dictation about Gangs.

Gang members ¹are responsible for much of the serious violence in the ²United ³States. Teens that are gang ⁴members are much more likely than other ⁵teens to commit serious and violent crimes. For example, a survey in Denver ⁶found that while only 14% of teens were ⁷gang members, they were responsible for committing 89% of the serious violent ⁸crimes. Joining a gang is ⁹dangerous. Violent conflict between gangs ¹⁰is common, and gang members are at least ¹¹60 times more likely to be ¹²killed than the rest of the population.

Application

Task 1: Transparency 8. Display Transparency 8 and explain the services provided by the agency. Have the students add information for a gang agency to their chart.

A. GANG VOCABULARY

1. Gang

A *gang* is a group of teens and young adults that hang out together and commit crimes. Some *gang* activities are violent. Although some *gangs* sell drugs, most of them don't.



2. Gang Member

A *gang member* is a person who belongs to a gang. *Gang members* can be male or female, but most are male.

3. Graffiti

Graffiti is writing sprayed on buildings, walls, bridges, and tunnels.

4. Initiation

An *initiation* is an act that must be performed before joining a gang. Examples: steal a car, get a tattoo, sell drugs, beat someone up, rob a liquor store, or get more people to join the gang.

5. Gang Symbols

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

6. Symptoms of Gang Membership

Symptoms of gang membership include: gang clothes, hand signals, friends in gangs, gang tattoos, selling drugs, nicknames, and dropping out of school.

B. VOCABULARY QUIZ

Directions: Circle the correct choice.

- | | | |
|---------------------------------------------------|------|-------|
| 1. Most gangs sell drugs. | TRUE | FALSE |
| 2. Gang symbols can be hand signals. | 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 |

C. BE VERBS

Directions: Look at the chart. Write the correct 'be verbs' on the lines.

Present tense 'be verbs'	
I am	he is
you are	she is
we are	it is
they are	everyone is

1. A gang _____ a group of individuals involved in illegal activities.
2. Some gang members _____ violent and dangerous.
3. Gang members in Los Angeles _____ sixty times more likely to be killed than non-gang members.
4. Gang violence _____ common in many cities and states.
5. "I _____ trying to keep my children safe from gangs," said Mr. Hansen.
6. Gang colors and gang tattoos _____ symptoms of gang membership.
7. Graffiti _____ sprayed on garage doors, brick walls, buildings, and trucks.
8. Everyone in our community _____ afraid of gangs.

D. CAPITALIZATION AND PERIODS

Directions: Copy the sentences correctly on the lines.

1. the police arrested daniel and maria in santa ana, california

2. gangs are responsible for fifty percent of the murders in los angeles

3. kids join gangs to feel important, for protection, and for money

E. 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	crime
members	found	dangerous
gang	United	is
sixty	States	killed

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)

F. MATCHING

60	14%	89%
----	-----	-----

1. Percent of teens in gangs. _____
2. Percent of violent crimes they committed. _____
3. Gang members are ___ times more likely to be killed. _____

► **SIGNS OF GANG MEMBERSHIP**

- **Red or blue or professional sports team baseball hats worn toward one side or backward**
- **Red or blue bandanas worn on the head, tied to a belt loop or sticking out of a pocket**
- **White T-shirts worn under plaid shirts, worn open or buttoned only at the collar**
- **Colored shoelaces**
- **One pant leg rolled up**
- **Baggy, oversized pants - boxers show**
- **Teardrop or spider web tattoos on neck or next to thumb**
- **Tattoos or words on knuckles**
- **Gang names tattooed on body**
- **Hand signs used as a form of communication**
- **Drawing gang-related graffiti (crowns, stars, hearts, pitchforks, gang's name)**
- **Friends belong to gangs**
- **Using a nickname or "pet" name**
- **Spending lots of time away from home**
- **Doing poorly in school, or dropping out**
- **Sudden increases in material possessions**
- **Continually wearing the same color combination**

<http://www.sixwise.com/newsletters>

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

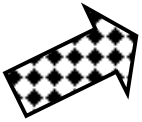
- **Crisis intervention**
- **Assistance to gang victims**
- **Homicide notification**
- **Witness support**
- **Support groups for parents of children murdered by gangs**
- **Referral assistance**
- **Community outreach & education**

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. (DICTATION PARAGRAPH: WORKSHEET # 18)

DICTATION

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. **(END DICTATION: WORKSHEET # 18))**

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/>

