

❖ TABLE OF CONTENTS

| | |
|---|----|
| Table of Contents for Intermediate Low | 1 |
| Note to Teachers..... | 2 |
| Cover Sheet and Assessments..... | 3 |
| Sample Assessment Answers..... | 9 |
| Objectives from State..... | 10 |
| PowerPoint, B-I-N-G-O, and More..... | 12 |
| Lesson Plan 1: Alcoholism | 13 |
| Handout 1 Alcohol Vocabulary..... | 15 |
| Handout 2 More Vocabulary..... | 16 |
| Handout 3 Karen and Dan’s Problem..... | 17 |
| Handout 4 Karen and Dan’s Solution..... | 18 |
| Transparencies 1-2..... | 20 |
| Alcohol Facts for Teachers..... | 22 |
| Lesson Plan 2: Drug Abuse | 24 |
| Handout 5 Drug Vocabulary..... | 26 |
| Handout 6 Selma and Miguel’s Problem..... | 27 |
| Handout 7 Selma and Miguel’s Solution..... | 28 |
| Handout 8 Stacey’s Drug Problem..... | 30 |
| Transparencies 3-4..... | 31 |
| Drug Facts for Teachers..... | 33 |
| Lesson Plan 3: Spousal Abuse | 34 |
| Handout 9 Spousal Abuse Vocabulary..... | 36 |
| Handout 10 Vanessa’s Problem..... | 37 |
| Handout 11 Vanessa’s Solution..... | 38 |
| Handout 12 Letter to an Advice Column..... | 40 |
| Transparencies 5-6..... | 41 |
| Spousal Abuse Facts for Teachers..... | 43 |
| Lesson Plan 4: Gangs | 45 |
| Handout 13 Gang Vocabulary..... | 47 |
| Handout 14 Gang Chart: Group Activity..... | 48 |
| Handout 15 Dictation on Gangs and Crime..... | 49 |
| Transparencies 7-8..... | 50 |
| Gang Facts for Teachers..... | 52 |
| Internet Resources..... | 55 |
| Curriculum Survey..... | 56 |

❖ 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.

As of this writing, the dates for this unit are October 23 to November 16. 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. If this material is too easy or too difficult for your class, let me know. I'll make the needed adjustments and get a revised version to you within a day or two.

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

**Garden Grove Unified School District
Adult Education**

EL Civics Student Score Sheet

Family Resources – Alcohol, Drugs, Spousal Abuse, Gangs

Objective 17.2 – Intermediate 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 a. content b. language | 20 6 | |
| Task 3: Letter a. content b. language | 16 10 | |
| Task 4: Sample | 2 | |
| Task 5: Reflection | 2 | |
| Total Score 71 | | |

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.
Answer the questions. (1-3 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: a. craving alcohol b. gulping drinks c. hangovers

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

Task 3—Letter

July 11, 2006

Dear Abbey,

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

Sincerely,

Mrs. Daisy

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 things 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 laminated 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**

Posters are included in your EL Civics package. You can 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 1-4. Transparencies 1-2. Textbook: *Problem Solving*. Brochures on alcohol.
- Objectives** Students will be able to do the following:
1. Use and define words related to alcohol abuse.
 2. Describe the symptoms of alcoholism.
 3. Identify problems caused by alcoholism.
 4. Identify alcoholism treatment programs/agencies.
 5. Organize information for an alcohol agency on a chart.
- Warm-Up** Today's verb: treat – treated – treating – will treat
- Present: Doctors treat patients.
 - Past: The workers at the clinic treated her well.
 - Progressive: “We are treating his alcohol addiction,” said the nurse.
 - Future: His wife will treat him better when he stops drinking.
- Extension: *Treatment* is a noun related to the verb *treat*. Treatments are ways to solve problems, like alcoholism or drug abuse. A treatment is a method. There are many alcohol treatment centers in California.
- Introduction** Sharing: Let students know that today's subject is *alcohol abuse*. 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.
- *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, California. Her honesty about her problem led to an increased openness in how Americans talk about addictions.
- Presentation** 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?
- Practice** Textbook: *Problem Solving*—Somsack and Sy's Problem (Pages 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 give advice to Somsack. Pick several of the discussion

questions at the end of the unit and let groups discuss the issues.

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'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's Problem (Cont. Handout #3). Have students complete the writing exercise. Collect and shuffle the papers. Pass them out, so students can read each others' 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 their children will have alcohol problems? 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 people drink to feel good. Some people feel happy when they drink, others feel sad or angry, and some feel tired and fall asleep. Some get violent.



2. Alcoholics

People who drink too much alcohol are *alcoholics*. An *alcoholic* cannot stop drinking even when he or she tries.

3. Alcoholism

Alcoholism is a disease. Experts do not know what causes it, but *alcoholism* tends to run in families. People who suffer from *alcoholism* need help.

4. Addiction

An *addiction* is a strong desire for something that a person cannot control.

5. Treatment

A *treatment* is a set of actions. Alcohol *treatments* help alcoholics.

6. Symptoms

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 a symptom of drinking too little. | TRUE | FALSE |
| 4. A treatment is a set of actions. | 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 go to sleep.



2. Hangover

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

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: craving alcohol, needing more and more alcohol, gulping drinks, hiding drinks, hangovers, missing work, shaking.

5. Binge

A *binge* is when a person drinks a lot of alcohol in a short period of time.

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. Craving alcohol 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. Write a 5-7 sentence paragraph about what Karen should do.



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. He 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

List 7 problems of alcoholism

List 7 symptoms of alcoholism

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

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



**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.

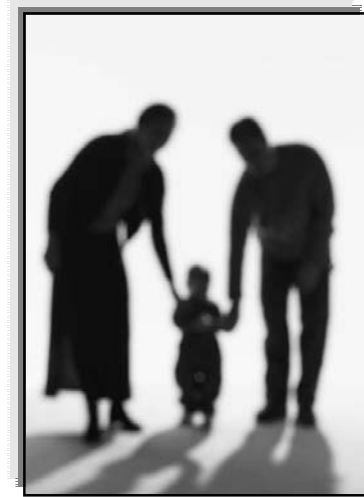
COST

\$ 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: Hang 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. 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, but w/o pairs.)

- 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 in Bertha Montoya’s position.
- 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 ¼ 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 or email to 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.
- OR-
- Night classes can email the agencies to get information.

A. DRUG VOCABULARY

1. Illegal Drugs

Illegal drugs are pills, liquids, and other substances that people swallow, drink, snort, or inject to feel good. They are not prescribed by a doctor.



2. Legal Drugs

Legal drugs are liquids, pills, or other substances 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 a strong desire for something that a person cannot control.

5. Drug Treatment Center

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

6. Symptoms of Drug Addiction

Symptoms are signs of a problem. *Symptoms of drug addiction*: using drugs every day, craving drugs, feeling ill without drugs, lying about drug use, changed appetite, spending a lot of money on drugs, and talking about 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. Drug addicts are addicted to drugs. | 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, California. 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 several young

children, so he doesn't spend a lot of time with Miguel.

Last night, Selma got a phone call from Police Officer Gonzalez. He said Miguel and two of his friends were caught buying marijuana from a drug dealer who lives near their house. Selma was surprised because Miguel has always been a good kid. He has never been in trouble before.

Officer Gonzalez recommended a teen drug program for Miguel, so he won't start using more serious drugs like methamphetamine, cocaine, or Ecstasy. Selma promised that she would call the 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 8 questions that Selma should ask.

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



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. She is thankful that Miguel has a safe place to go when she is at work.

F. HOW TO RAISE DRUG FREE CHILDREN

Directions: Give your opinion by putting check marks in front of the 6 most important tips for raising drug free kids. Compare your answers to your partner's and discuss your opinions with him or her.

- | | |
|---|--|
| <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 pal |
| <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. _____

Ways to monitor your child's whereabouts

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

- **loss of interest in family activities**
- **disrespect for family rules**
- **withdrawal from responsibilities**
- **verbally or physically abusive**
- **sudden increase or decrease in appetite**
- **disappearance of valuable items or money**
- **not coming home on time**
- **not telling you where they are going**
- **constant excuses for behavior**
- **spending a lot of time in their rooms**
- **lies about activities**
- **finding the following: cigarette rolling papers, pipes, roach clips, small glass vials, plastic baggies, remnants of drugs (seeds, etc.)**
- **overly tired or hyperactive**
- **drastic weight loss or gain**
- **unhappy and depressed**
- **cheats, steals**
- **always needs money, or has excessive amounts of money**
- **sloppiness in appearance**

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

◆ 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. Write 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: 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 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 major reasons victims remain in violent or abusive relationships. Financial considerations are another, 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 get into heavy subjects like date rape. You can always show pre-selected snippets.)
- OR-
- 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.
- Application** Handout 12: Letter to an Advice Column. Copy the example from page 9 on the board. Circle the topic sentence and the concluding sentence. Demonstrate proper letter and paragraph formatting.
- Task 3:** Correct the students practice letters and have them use the corrected samples to complete Task 3. (Review the scoring rubric for Task 3 and the Sample Answers.)
- Task 1:** Display Transparency 6 and have the students complete a Task 1 chart entry.

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 put-downs, name calling, yelling, swearing, laughing, threatening, and nagging.

4. Emotional Abuse

Emotional abuse includes following, spying, restricting friends, cheating, lying, demanding too much attention, and criticizing.

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. Spying is an example of verbal abuse. | TRUE | FALSE |
| 4. Emotional abuse includes lying. | TRUE | FALSE |
| 5. Pushing is an example of physical abuse. | TRUE | FALSE |
| 6. Excessive anger is a symptom of spousal abuse. | TRUE | FALSE |



D. VANESSA'S SOLUTION

After many years of abuse, Vanessa decided to divorce George. When she told him that 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 that they would put her in contact with a state agency that would help her and her children.

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

Does your partner:

- **Threaten you or your loved ones?**
- **Break your belongings?**
- **Use guilt trips on you to have his or her way?**
- **Humiliate you in public or private?**
- **Make you feel as if you should not go out with or contact friends and family?**
- **Push, hit, choke or slap you?**
- **Restrain you using force?**
- **Apologize after being violent and yet repeat the behavior?**
- **Blame you for his or her temper or behavior?**
- **Wrongly accuse you of doing something?**
- **Pressure or force you to do things you don't want to do?**
- **Ignore your feelings?**
- **Withhold approval, appreciation or affection as punishment?**
- **Continually criticize you, call you names and/or shout at you?**
- **Abandon you in dangerous places?**

If your answer is "Yes" to one or more of the above, you may be involved in an abusive relationship. (<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 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.

- Incidence of elder abuse was found to be 32 of 1,000 in persons over age 65.

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 13-15. Transparencies 7-8. Gang brochures, available in the Resource Room. |
| Objectives | <p>Students will be able to do the following:</p> <ol style="list-style-type: none"> 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 information for a local agency that helps gang victims. |
| Warm-Up | <p>Today's verb: join – joined – joining – will join</p> <ul style="list-style-type: none"> • Present: Some kids <u>join</u> gangs for prestige. • Past: Her nephew <u>joined</u> a gang for protection. • Progressive: Jessie <u>is joining</u> the Los Angeles Crips. • Future: If after school programs are cut, more teenagers <u>will join</u> gangs. <p>Extension: The word <i>gang</i> 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.'</p> |
| 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: Gang Chart. Put students in groups of 4's. Have them discuss and complete the chart on reasons kids join gangs, problems gangs cause, ways to keep kids out of gangs, and ways communities can prevent gangs. Instruct groups to write sample answers on the board. Compare and contrast answers. Add additional points as needed.

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. Read the target paragraph on page 49. Have students write the missing words and create three questions about the material found in the paragraph.

Application

Task 1: Transparency 8. Display Transparency 8 and explain the services provided by the agency. Have students call or email to get any missing information. Instruct the students to add a gang agency to their Task 1 chart.

A. GANG VOCABULARY

1. Gang

A *gang* is a group of teens and young adults that hangs out together and commits 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 that is sprayed on buildings, walls, bridges, and tunnels.

4. Initiation

An *initiation* is an act that must be performed before joining a gang in order to prove loyalty to the group. 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. Initiations prove loyalty to the gang. | 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. GANG CHART: GROUP ACTIVITY

Directions: Discuss the issues and fill-out the chart with short answers.

❖ REASONS KIDS JOIN GANGS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

❖ PROBLEMS GANGS CAUSE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

❖ WAYS TO KEEP KIDS OUT

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

❖ WAYS TO PREVENT GANGS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

D. DICTATION

Directions: Listen to your teacher and fill-in the missing words.

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 _____. Violent conflict 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>)

E. QUESTIONS ABOUT GANGS

Directions: Read the paragraph in Part D again. Write appropriate questions for the answers that are given.

1. Question: _____
Answer: About 14 percent.
2. Question: _____
Answer: About 89 percent.
3. Question: _____
Answer: About 60 times more likely.

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 combinations**

<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

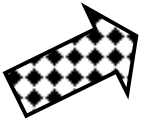
- **Crisis intervention**
- **Assistance to gang victims**
- **Homicide notification**
- **Witness support**
- **Support groups for parents of children murdered by gangs**
- **Support counseling for victims**
- **Referral assistance**
- **Community outreach & education**

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.¹⁴ 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.¹⁵

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/>

