



Grade 9 Sample Lesson Plan: Unit 6 – Gang Prevention

SOLs

- 9.1 k) Examine how the consequences associated with gang involvement could affect self, family, and community.
- 10.1 r) Identify characteristics of healthy peer, family, and dating relationships.

Objectives/Goals

- Students will be able to describe healthy relationship characteristics
- Students will reflect on 10 things they value in their life.
- Students will create a vision board that includes short and long-term goals for themselves.
- Students will analyze influences in pop culture that glamorizes violence and gang affiliation
- Students will examine the consequences associated with gang involvement that could affect self, family and community.

Materials

- Projector and Computer
- *What Do I Value? Heart Puzzle* (Handout)
- *Vision Board Checklist-Handout*
 - Materials:
 - Magazines
 - Colored paper
 - Scissors
 - Glue Sticks
- *Understanding Gangs Slides*

- *Analyzing Influences Skill Steps-Slides*
- *Analyzing Influences in Our Culture Worksheet.*

Procedure

Step 1 Class Discussion or Pair Share (10 mins)

Prompt: *What Makes Up A Healthy Relationship?*

1. Students will respond to the prompt, *What Makes Up A Healthy Relationship?*
2. Students will be given time to brainstorm and write their responses, then share with a partner
3. Show YouTube Video: What Makes up a Healthy Relationship? (2:03 min)
 - a. <https://www.youtube.com/watch?v=kwzzfN2gKtY>
 - b. **Healthy Relationship Characteristic Examples:** Support, sense of own identity, safety, communication, mutual respect, trust
4. *Additional Resources:*
 - a. *Love Shouldn't Hurt-Slides*

Step 2 Activity 1-What Do I Value? (15 mins)

1. Ask students what they value the most in their lives, share examples of values with them. Students will make a list of as many values as they can come up with, aiming for a minimum of 10, max of 20. Examples: Laughter, Healthy Relationships, Love, Respect, Family, Friends, School, Being Healthy, Honesty, Safety, Freedom, T.V., Video Games, Sports, Church
2. Hand out *What Do I Value?* heart puzzle.
3. Students will prioritize and choose their top 10 values from their list.
4. Students will fill in 10 Values in their heart puzzle

Step 3 Activity 2-Create a Vision Board (30-60 mins)

Vision boards help people visualize their dreams and capabilities. They can help you stay focused when distracted by external influences. See *Vision Board Checklist*.

Vision Board Materials Needed:

- Paper for vision boards

- Magazines
- Craft items optional
- Scissors and glue
- Vision Board Rubric (below)
 1. Discuss the importance of goal-setting.
 2. Pass out the *Vision Board Checklist* so the students know what to include in their vision boards.

Optional: Have students share and discuss their vision board with a mentor/trusted adult in their life. Have the mentor/trusted adult sign their vision board.

Technology Option For Vision Boards

Materials Needed:

- Computer
- Internet Access
- Google Drawing
 - How to get started with Google Drawing:
<https://www.youtube.com/watch?v=DS6Hi1Gk0FA>

Step 4 Lecture: Analyzing Influences Slides (10-15 mins)

1. Go over, *Analyzing Influences Skill Steps-Slides*
2. Show PowToon Analyzing Influences Video (1:46 min)
 - a. <https://www.powtoon.com/c/fdpxES9I7zY/1/m>
3. Discuss importance of analyzing influences and its impact on our overall health

Step 5 Lecture Understanding Gangs (40 mins)

Class Lecture

Understanding Gangs Slides

1. Slide #2 Essential Question: Why do some young people join gangs? What is the appeal? What are the consequences of gang affiliation?
2. Slide #3 Class Reading: *10 Things You Didn't Know About Gangs*
 - a. <https://pullias.usc.edu/blog/10-things-didnt-know-gangs/>
3. Slide #4 Defines Virginia State Law “Criminal Street Gang” Code 18.2-46.1
4. Slide #5 Video that discusses *Why some people join gangs?*
5. Slide #6-8 Why Do Some People Join Gangs?

- a. Identity or Recognition
 - b. Protection
 - c. Fellowship and Brotherhood
 - d. Intimidation
 - e. Criminal Activity
6. Slide #9 Consequences: Many youth who join gangs don't understand the full dangers of gang involvement. Many parents/guardians are now aware of their child's gang activity until it's too late.
 7. Slide #10 Consequences (Individual)
 8. Slide #11 Consequences (Family)
 9. Slide #12 Impact on Communities and Schools
 10. Slide #13 Resisting Gangs
 - a. Avoid areas/place where gangs hang out
 - b. Focus on your education
 - c. Ask for help
 - d. Find and seek advice from a mentor
 - e. Get involved in activities
 - f. Be "too busy"
 - g. Talk out your problems
 - h. Change your environment: Change your route home from school, move classes, schools and the neighborhood in which you live if possible
 11. Slide #14 YouTube Video: A Homeboy Guide To Healing Former L.A. Gang Members (2:08 mins)
 - a. <https://www.youtube.com/watch?v=Losnunng2og>

Step 6 Kahoot.it (10 mins)

Formative Assessment Kahoot.it Game on Understanding Gangs

- <https://create.kahoot.it/share/understanding-gangs/6ce2acb7-be28-4b21-917b-ea2fb7131710>

Step 7 Activity -Analyzing Influences in Our Culture Worksheet (20 mins)

1. Pass out, *Analyzing Influences in Our Culture Worksheet*.
2. Students will describe a song, movie and/or t.v. show that glamorizes violence and gang involvement.

Analyzing Influences in Our Culture Worksheet-

Questions:

1. What messages did you receive from this influence?
2. Does this message influence you internally?
Yes or No and Why?
(Feelings, Wants and Needs, Values, Beliefs, Likes/Dislikes, Perception of Social Norms)
3. What external messages did you receive about this influence?
4. Do you think others are influenced by these messages from our media?
5. What are some of the consequences of violence?
6. What are personal consequences of violence?
7. What consequences does gang membership have on a family?
8. What consequences do gangs and violence have on a community?

Step 8 Class Discussion on Analyzing Influences in Our Culture (10 mins)

1. Students will share their reflection on the consequences of gang membership for oneself, family and their community.

Optional Technology:

Flipgrid

Students can record their reflection in flipgrid.com

Getting Started: Educators

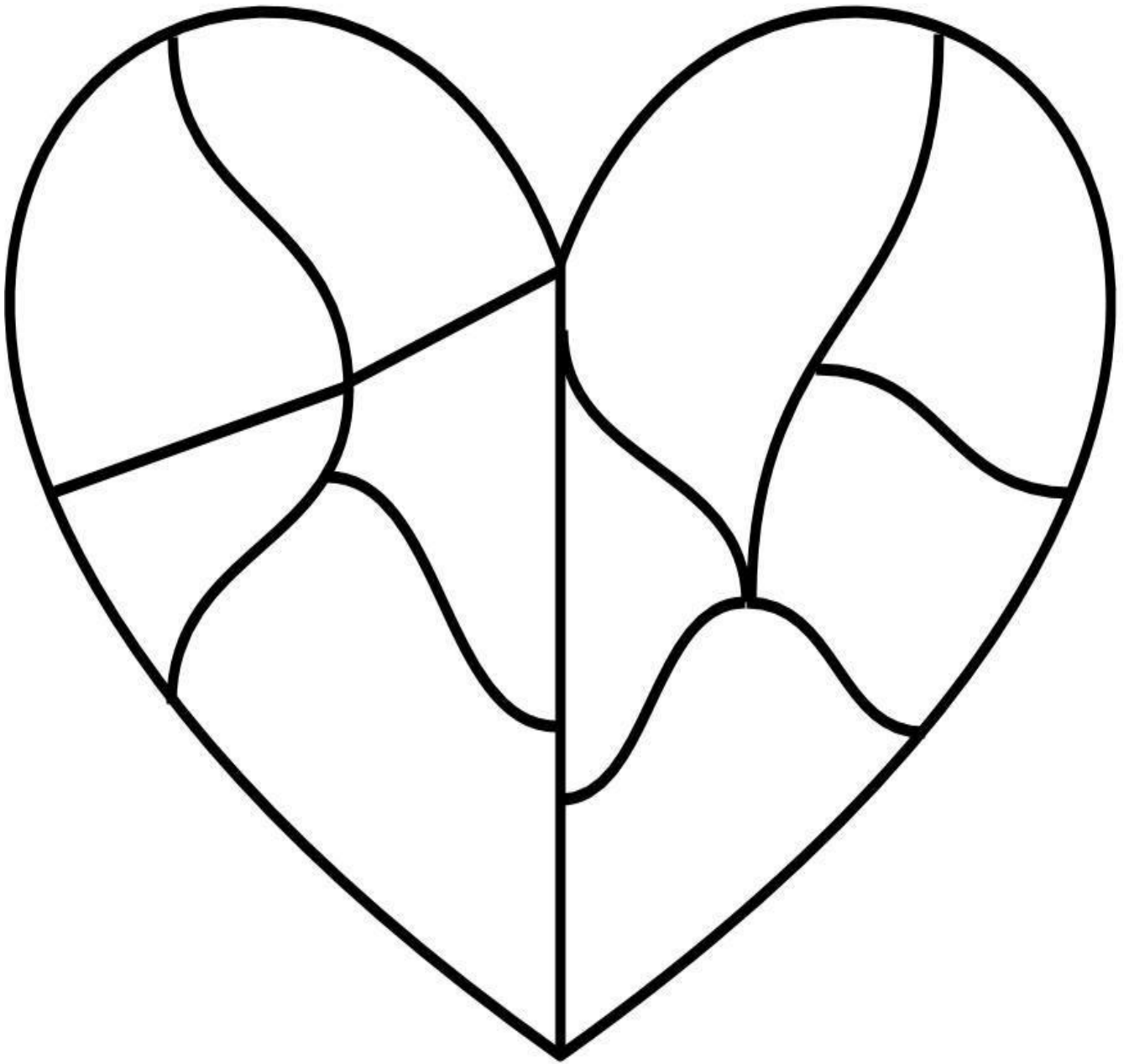
<https://help.flipgrid.com/hc/en-us/articles/360007460474-Getting-Started-Educators>

Handout

Assignment Directions:

Students will make a list of things they value in their life. From their list they will identify 10 of their top things they value in their life. In the puzzle piece they will write in their 10 things they value the most.

What Do I Value?



Assessment Idea
Vision Board Checklist

Criteria	Meet Criteria	Did Not Meet Criteria
<p>My passion(s)</p> <p>Includes a picture of your passion(s) What do you love doing on your free time?</p>		
<p>A quote that inspires you to reach your goals and dreams!</p> <p>Give credit to the author who wrote it.</p>		
<p>Intellectual</p> <p>What have you always wanted to learn? Picture or video of learning something that interests you.</p>		
<p>Long-Term Goal</p> <p>Picture yourself at the end of the school year. What does it look like? What did you accomplish? [Text or pictures]</p>		
<p>Short-Term Goal (Something to work on)</p> <p>What's something you struggle with that you would like to overcome? [Picture or text]</p>		
<p>Family/Friends</p> <p>People that are important to me in my life. [Pictures or video].</p>		

References

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- Benes, S., & Alperin, H. (2016). The essentials of teaching health education: Curriculum, instruction, and assessment.
- Health Education Skills Models. Retrieved from <http://rmc.org/health-education-skills-models/>
- <https://www.loveisrespect.org/>

Pullias Center *for* Higher Education

(https://pullias.usc.edu)



10 things you didn't know about gangs

[pulliasadmin](https://pullias.usc.edu/blog/author/pulliasadmin/) (https://pullias.usc.edu/blog/author/pulliasadmin/)
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A new paper takes a holistic view to illuminate why vulnerable, high-risk youth may find refuge in gangs.

What is a gang member? The question sounds simple enough, yet comes with no easy answer. In fact, the difficulty of answering this question is one reason why our understanding of gangs and the youth who join them is still limited, according to a new study published in *The Wiley Handbook on Violence in Education*.

Privacy - Terms

Titled “Socio-Ecological Risk and Protective Factors for Youth Gang Involvement,” this study examines gang involvement by looking not just at the individual gang members but the communities that surround them, from the schools they attend to the communities they live in.

“We need to demystify perceptions of gangs and gang members, taking a more complex view,” explained **Adrian Huerta** (<https://pullias.usc.edu/people/adrian-huerta/>), Pullias Center Provost Postdoctoral Scholar and a co-author of the study, along with Joey Nuñez Estrada, Jr. (Associate Professor, Department of Counseling and School Psychology at San Diego State University), Edwin Hernandez (Ph.D. candidate, University of California, Los Angeles), Robert A. Hernandez (Adjunct Assistant Professor, School of Social Work at USC), and Steve W. Kim (co-founder, Project Kinship).

Here are 10 lesser-known facts about gangs, gang members, and gang-related research revealed in the study.

- 1. There is no universally accepted definition of a gang or gang member.** There are, however, widely-used definitions that focus almost exclusively on illegal and criminal gang activity that have been used “to target, over-police, and prosecute communities of color,” according to the researchers.
- 2. At-risk youth may seek out gangs to find basic support and security.** “Through the process of gang involvement, the influence of peers is powerful as they fulfill the sense of belonging youth may not receive from their family, community, and school.”
- 3. Challenging home environments can make youth more vulnerable to gangs.** The researchers explain that “some studies have found youth who are at greater risk of gang involvement come from single-parent households, homes struggling with issues of marital discord, homes where there is a prevalence of alcohol and drug abuse, homes with issues of physical and/or sexual abuse, and/or homes that have family members who are gang involved.”
- 4. Racism and racial discrimination in schools can influence students of color** to seek acceptance and validation through gang membership when other familial or community resources are unavailable.
- 5. Poverty can make gang membership appear more attractive.** “Being lower class in an economic and social system that disregards the needs of youth in the community produces emotional frustration, forcing youth to satisfy their unmet basic human needs outside of conventional institutions,” explain the researchers.
- 6. It’s unclear if gangs increase school violence.** Gangs are often blamed for violence on school grounds, but “empirical studies examining the nexus between gangs and school violence on school grounds is scarce,” according to the researchers.
- 7. Students associated with gangs are given fewer opportunities in schools.** Schools have been known to “restrict high quality academic curricula, electives, and instructors” — and even access to college and career information — from gang members, leading them to disengage from academic aspirations and drop out of school at a higher rate.
- 8. Gang-involved youth are often punished instead of cared for.** “Most often, schools depend on the efforts of local police departments or school resource officers who focus on punitive outcomes and the overuse of zero tolerance policies.”
- 9. A more supportive school environment can make gangs less attractive for students.** “Schools can either take a punitive approach that criminalizes gang involved youth, or they can work to improve safety, enhance student connectedness, and increase support from teachers and school personnel so that fewer students will feel the need to resort to gangs and violence.”

10. Much more research about students and gang involvement remains to be conducted. Areas of needed study range from evaluations of intervention programs to studies of the effects of trauma and marginalization. “Educational researchers need to take a holistic socioecological approach when investigating the complex phenomena of youth street gangs,” according to the study’s authors.

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Read the full study:

Estrada, J. N., **Huerta, A. H.**, Hernandez, E. , Hernandez, R. A. & Kim, S. W. (2018). Socio-Ecological Risk and Protective Factors for Youth Gang Involvement. In *The Wiley Handbook on Violence in Education*, H. Shapiro (Ed.).

<https://doi.org/10.1002/9781118966709.ch9>

(<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118966709.ch9>)

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Analyzing Influences in Our Culture



Describe a song, movie and/or t.v. show that glamorizes violence and gang involvement.

1. What messages do you receive from this influence?

2. Does this message influence you internally? Yes or No and Why?
(Feelings, Wants and Needs, Values, Beliefs, Likes/Dislikes, Perception of Social Norms)

3. What external messages do you receive about this influence?
(Family, peers, community, school, media, culture, policies, laws, social norms)

4. Do you think others are influenced by these messages from our media?

5. What are consequences of violence?

6. What are personal consequences of gang affiliation?

7. What consequences does gang membership have on a family?

8. What consequences do gangs and violence have on a community?