# Introduction

# Why Gang and Violence Prevention Is Important

Violence has increasingly become a part of young peoples' lives in the United States. Homicide is listed by the National Center for Injury Prevention and Control as the fourth leading cause of death for Americans between the ages of 10 and 14. It jumps to the second leading cause of death for Americans between the ages of 15 and 24 and is the leading cause of death for young African Americans in this age group (National Center for Injury Prevention and Control, 1998 & 1994). In addition, adolescents and young adults are disproportionately represented among the victims and perpetrators of violence in our society (Rosenberg, Powell, and Hammond, 1997). The average age of both violent offenders and victims has been growing younger and younger in recent years (U.S Department of Justice, 1990).

Adolescents are not only being exposed to violence earlier, but a "culture of violence" is developing that supports the use of violence as an appropriate means of solving problems. Youth are constantly exposed to messages from the media, their peers, family members, and even during school, that violence is a useful or good thing. In addition, easy access to weapons, alcohol, and other drugs, and increase in gang membership, poverty, unstable or dysfunctional families, and bigotry all help to create an environment and belief system that advocates violence (American Psychological Association, 1993).

Youth gangs have played a major role in perpetuating a "culture of violence" with research consistently showing the link between gangs and violence. There is considerable evidence showing that gang members are both the victims and perpetrators of violence and responsible for greater levels of crime and delinquency than their non-gang counterparts (Curry and Decker, 1998). Gang crime and delinquency are predominantly violent in nature and have been increasingly linked to drug usage and activity.

The growing problem of gangs has led to a proliferation of research. From this research, several promising strategies have emerged to reduce gangs, violence, crime, and drugs. The G.R.E.A.T. Program is based on the latest research on how to prevent adolescent involvement in gangs, criminal behavior, and violence.

### What is G.R.E.A.T.?

G.R.E.A.T. stands for Gang Resistance Education and Training. The G.R.E.A.T. Program provides a school-based, officer-instructed program that includes classroom instruction and various learning activities. The use of law enforcement officers provides several advantages. Officers have a wide range of experience in criminal behavior, have the ability to recognize gang

members, are equipped with referral knowledge, and most importantly can be positive role models to students.

The instruction of life skills acts as the foundation of the program. Since delinquency often serves as a precursor to gang involvement (Esbensen, 2000), G.R.E.A.T. instruction focuses on providing life skills to students to help them avoid delinquent behavior and resorting to violence to solve problems. Communities do not need to have a gang problem in order to benefit from G.R.E.A.T. The program's primary objective is prevention and is intended as an immunization against delinquency, youth violence, and gang membership.

### The Goal of G.R.E.A.T.

The G.R.E.A.T. Program helps youths avoid gang membership, prevent violence and criminal activity, and develop a positive relationship with law enforcement. This is accomplished by using a skills-based approach that addresses three domains of learning: cognitive, behavioral, and affective. The G.R.E.A.T. Program produces attitude and behavioral change through a unique combination of skills training, cooperative learning, discussion, and role playing. Students are provided with many opportunities to model and practice relevant life skills. Once students have rehearsed these skills, they will be more likely uese them in real-life situations.

#### G.R.E.A.T. Skills

The G.R.E.A.T. Program trains students in four important skill areas. They include personal skills, resiliency skills, resistance skills, and social skills. Research has demonstrated the effectiveness of skill-based programs in influencing student attitudes and practices in a number of areas (Botvin G, Baker, et.al., 1995; Dusenbury and Elven, 1995; Kirby, Short, and Collins, 1994). A complete listing of the skills covered in the G.R.E.A.T. Program is provided below.

Personal Skills	Resiliency Skills
Goal setting	Message analysis
Decision making	Problem solving
Anger management	

	Resistance Skills	Social Skills
۰	Refusal skills	Communication skills
	Recognition of peer pressure	Conflict resolution
	Anti-gang and violence norms	Social responsibility
		Empathy and perspective taking

## G.R.E.A.T. History

The Phoenix Police Department, local educators, and community leaders supported by funding from the U.S. Bureau of Alcohol, Tobacco and Firearms (ATF) developed the G.R.E.A.T. Program in 1991. Continued financial support for G.R.E.A.T. came from funds specifically earmarked by Congress in the ATF budget as part of Project Out Reach in October that same year. Program administrators made G.R.E.A.T. available nationally once it had been successfully piloted by the Phoenix Police Department, Phoenix, Arizona in January 1992. The Federal Law Enforcement Training Center (FLETC) began to assist in conducting training for the program in 1993. This formed a partnership of ATF, the Phoenix Police Department, and FLETC to administer the program and train law enforcement officers nationally (Winfree, 1998).

G.R.E.A.T. expanded with amazing speed over the next few years. The program had trained 1,859 law enforcement officers and had taught over 500,000 middle school students by 1995. Positive results from a cross-sectional evaluation conducted in 1995-1996 by the University of Nebraska's Department of Criminal Justice in Omaha encouraged the spread of the program even further. G.R.E.A.T. Program administrators requested the National Institute of Justice (NIJ) begin an in depth longitudinal evaluation of the program due to the positive results of the cross-sectional evaluation in 1996. NIJ again awarded the evaluation to the University of Nebraska in Omaha.

In 1998, the G.R.E.A.T. Program partnered with four additional law enforcement agencies to assist in administering the program: Philadelphia Police Department, Pennsylvania; Orange County Sheriff's Office, Florida; La Crosse Police Department, Wisconsin; and the Portland Police Bureau, Oregon. Along with the Phoenix Police Department, these agencies serve as the regional training offices for G.R.E.A.T. and are instrumental in assuring the program's policies and procedures match the needs of local law enforcement agencies nationwide. The heads of each of these agencies, ATF, and FLETC form the National Policy Board (NPB) and make policy decisions for the program. Each NPB member further assigns a representative to sit on the National Training Committee (NTC) whose job is to assist in managing the program and make policy recommendations to the board.

At the order of the NPB, G.R.E.A.T. underwent an extensive program and curriculum review beginning in 1999. The object was to ensure program adherence to the latest scientifically supported data regarding prevention and educational research and theory. NIJ assisted by managing the study in order to ensure its objectivity. The members of the study team consisted of specialists in prevention program research and evaluation, as well as representatives from G.R.E.A.T. with considerable experience teaching the curriculum in the classroom and/or were responsible for program administration.

The chairman of the study presented the team's recommendations to the NBP in October 1999. After reviewing and approving the recommendations, the NPB directed the NTC to form the G.R.E.A.T. Enhancement Committee in order to turn the recommendations into reality. The committee consisted of representatives from ATF, experienced G.R.E.A.T. officers, and specialists in criminology, sociology, psychology, education, health, and curriculum design.

The committee piloted the new enhanced curriculum in a total of fourteen cities, representing both large and small communities beginning January 2001. Both the law enforcement officers teaching the enhanced curriculum and their classroom teachers had the opportunity to evaluate the curriculum and make recommendations. The committee finalized the enhanced curriculum May 2001, after reviewing the evaluations and incorporating many of the recommendations.

Currently, the G.R.E.A.T. Program consists of a classroom curriculum of 13 lessons, a summer component, and a family component. G.R.E.A.T. strongly encourages local law enforcement agencies to have a suite of programs and after school activities to support the life skills taught and has created partnerships with the Police Athletic League and the Boys and Girls Clubs of America. As of May 2001, the program had trained officers from all 50 states, the District of Columbia, Puerto Rico, Canada, and military personnel from Guam, Bermuda, the Virgin Islands, Germany, and Japan. More than 4,500 law enforcement officers have received G.R.E.A.T. training who have in turn have taught over 2.5 million children.

#### Research Basis

The organizing factors which guided the development of the G.R.E.A.T. curriculum are scientific studies that evaluate prevention programming and identify risk factors associated with delinquent behavior and gang membership. G.R.E.A.T. was fortunate enough to benefit from the results of a metastudy (a study of the studies) by Dr. Denise Gottfredson. In her report, she evaluated over 500 studies of prevention programs for their scientific validity. The studies that survived the evaluation process were then reviewed and their findings consolidated and reported to the U.S. Department of Justice and Congress. The report outlined strategies that were shown to be scientifically proven to be promising and those that had shown to be ineffective (Gottfredson, 1998).

According to Gottfredson's report and other available research, knowledge based didactic instruction was shown to be one of the least effective prevention models. Research indicated that school-based instruction programs that were promising in long term prevention strategies had a number of characteristics. They were focused on developing skills, dedicated to program fidelity and instructional best practice, conducted over a long period of time, and were consistently taught, supported, and reinforced by instructors (Botvin G, Baker, et.al., 1995; Esbensen, 1999; Gottfredson et. al., 2000). As a result of this research, the G.R.E.A.T. Program has adapted to a life skills based program.

In addition, research on risk factors helped target skills on which the curriculum would focus. Youths who are involved in gangs have shown to lack important socialization skills, have low self-esteem, tend to be poor academic achievers, have low levels of self control, and have poor refusal skills (Esbensen, 2000; Gottfredson and Hirschi, 1990; Hill, et. al., 1999; Howell, 2000; Winfree, et. al., 1996). The G.R.E.A.T. curriculum provides needed coaching in developing both socialization skills and cognitive decision making skills. Particularly, the program focuses on communication skills, anger management skills, empathy skills, conflict resolution skills, goal setting and decision making skills.

G.R.E.A.T. is not intended to be a stand-alone program that acts as a quick fix. To be successful, the program should be nestled within a suite of programs that reinforce the life skills. Ideally, communities should have an introductory life skills program in place in elementary school and something that follows G.R.E.A.T. in high school. Currently, G.R.E.A.T. has a summer component to continue the reinforcement over the summer and will be developing booster sessions that teachers can use in the following middle-school years. In this manner, the skills that are being taught are continuously reinforced over a long period of time.

The G.R.E.A.T. Program recognizes the fact that youth delinquency, crime, and gang membership is a complex problem. As such, there are no simple solutions. In addition to prevention strategies that address individual risk factors, there should also be programs in place to address environmental factors. Intervention and enforcement strategies, in addition to prevention strategies, are needed to address the environmental factors that contribute to youth delinquency and violence in the communities around the schools. A holistic approach to addressing delinquency, youth violence, and gang membership will likely have the most impact.

# Acknowledgments

"All things change, yet nothing is extinguished...there is nothing in the whole world which is permanent. Everything flows onwards, and all things are brought into being with a changing nature. The ages themselves glide by in constant movement...

for still waters will never reach the sea."

Ovid, Roman Poet 43 B.C.E - 27 A.D.E.

Nothing the G.R.E.A.T. Program has achieved so far could have been accomplished without the dedication and commitment of those individuals who founded the original program back in 1991. While funding may have come from ATF, the Phoenix Police Department played a key role in the program's development. Of course, without the efforts of Arizona Senator DeConcini to provide a program such as G.R.E.A.T. in Phoenix, none of this would have happened at all.

Since then, the program has grown and prospered under those who have had a continued commitment to excellence and the children of our country. It was our National Policy Board and National Training Committee's commitment to the highest standards that led to the program review and enhancement. They have been a supportive and guiding force through the entire process.

We would like to thank those who participated in the initial program review. Their expertise, insight, and frankness provided the groundwork for the entire review process and the enhanced curriculum. We would like to thank Committee Chair Dr. Finn-Aage Esbensen, University of Nebraska at Omaha and his research assistants Ms. Lesley Brandt. Ms. Adrienne Freng, Ms. Dana Lynskey, and Mr. Terrance Taylor.

We would also like to thank the prevention program and evaluation consultants Dr. Richard Clayton, University of Kentucky; Dr. Scott Decker, University of Missouri-St. Louis; Dr. Denise Gottfredson, University of Maryland; and Dr. Christine Sellers, University of South Florida. Mrs. Winnie Reed, National Institute of Justice, both participated in the review and acted as the manager of the study.

Another important component of the committee was the inclusion of program practitioners during the review. We would like to thank Officer Daniel Richmond, Philadelphia Police Department; Officer Ron Jakola, Phoenix Police Department; Ms. Merilee Laurens, Portland Police Bureau; and Mr. James Scott, ATF.

The recommendations of the proceeding committee were then turned over to the Curriculum Enhancement Committee. The NTC assigned the chairmanship of the committee to Mr. James Scott and recommended seven G.R.E.A.T. officers to serve on the committee: Officer Warren Harding, Philadelphia Police Department; Lieutenant Raj Ramnarace, La Crosse Police

Department; Officer James Reed, Garland Police Department; Officer Greg Sanders, Prince George's County Police Department; Deputy James Verity, Orange County Sheriff's Office; Officer Kathy Wendling, Tucson Police Department; and Officer Larry Zink, Leavenworth Police Department. Sergeant Brett Meade, Orange County Sheriff's Office, assisted in administrative support in the early meetings and as a G.R.E.A.T. officer participated in the discussions. These G.R.E.A.T. officers are due a special thank you due to their efforts and the long hours and days spent away from home working on the enhanced curriculum.

We would also like to thank the specialists from all the various fields of study who acted as consultants. It was their task to ensure that the curriculum adhered to educational best practice and research: Mrs. Sharon Floyd, expertise in Special Education; Dr. Donald Kodluboy, Child Psychologist and Asian gang specialist; and Dr. Allen Stevens, Director of Curriculum and Development, Jefferson County School System.

The curriculum writers who worked so hard to provide the first draft of the curriculum were Dr. Bonnie Fenster, Ms. Katherine Roberts, and Dr. Shannon Whalen. Their past experience in writing curriculum for successful award winning prevention programs proved invaluable.

We also need to make special note of the researchers who volunteered their time to read curriculum and make recommendations and presentations to the committee: Dr. Karl Hill, Project Director for the Seattle Social Development Project; Mr. Robert Harris, Conflict Resolution Specialist, Safe and Drug Free Youths; Dr. Scott Decker, University of Missouri; Dr. Denise Gottfredson, University of Maryland; and Dr. Christine Sellers, University of South Florida.

And finally, we want to thank both the thirty G.R.E.A.T. officers who volunteered to pilot the curriculum in their communities and the schoolteachers with whom they worked. We apologize, but with well over 60 participants who taught and evaluated the pilot curriculum, there are too many officers and teachers to list them all here. The insights and comments of both did much to shape the curriculum you have before you and we appreciate all of their hard work and time.

# Implementing G.R.E.A.T.

#### Grade Level

The G.R.E.A.T. Program was designed for children as they enter middle-school or junior high school. This will be either the 6<sup>th</sup> or the 7<sup>th</sup> grade depending upon your area. Developmentally, physiologically, and environmentally, this is a time of incredible change for this age group. They are not only going through puberty but are also experiencing changes in the structure of their school environments. Even if your school system does not have separated elementary schools and middle/junior high schools, this still remains an important instructional age for the program.

Past data from the Uniform Crime Report, released by the Federal Bureau of Investigation each year, shows this to be a calm period just before a drastic national increase in crime for this age group. By providing the program to students at this age and grade level, we provide them with important life skills as they reach adolescence and enter this dangerous time of flux. We want to get the message across to stay out of gangs; don't become involved in criminal activity and violence.

# Program Structure

The G.R.E.A.T. Program consists of thirteen 30 to 45-minute lessons designed to be taught in sequence. Lesson topics and content covered in the G.R.E.A.T. Program are listed in the table on the next page. If it is impossible to schedule the full 13-week lesson plan within your community, contact the Bureau of Alcohol, Tobacco and Firearms, G.R.E.A.T. Branch Office at 800-726-7070 for curriculum recommendations.

Lesson Topic	. Lesson Content
1. Welcome to G.R.E.A.T.	Program Introduction     The Relationship between Gangs, Violence, Drug Abuse, and Crime
2. What's the Real Deal?	Message Analysis     Facts and Fiction about Gangs and Violence
3. It's About Us	Community     Student Roles and Responsibilities     What You Can Do About Gangs
4. Where Do We Go From Here?	Setting Realistic and Achievable Goals
5. Decisions, Decisions	G.R.E.A.T. Decision-Making Model The Impact of Decisions on Goals Decision-Making Practice
6. Do You Hear What I Am Saying?	Effective Communication     Verbal vs. Non-Verbal Communication
7. Walk in Someone Else's Shoes	Active listening     Identification of Different Emotional States     Empathy for Others
8. Say It Like You Mean It	Body Language     Tone of Voice     Refusal Skills Practice
9. Getting Along Without Going Along	Influences     Peer Pressure     Refusal Skills Practice
10. Keeping Your Cool	G.R.E.A.T. Anger Management Tips Practice Cooling Off
11. Keeping It Together	Recognizing Anger in Others     Tips for Calming Others
12. Working It Out	<ul> <li>Consequences of Fighting</li> <li>G.R.E.A.T. Tips for Conflict Resolution</li> <li>Conflict Resolution Practice</li> <li>Where To Go for Help</li> </ul>
13. Looking Back	Program Review     "Making My School G.R.E.A.T." Project Presentations

# G.R.E.A.T. Scheduling

The G.R.E.A.T. Program can be scheduled so that it is taught at a rate of one or two classes per week. It is not recommended that the classes be taught consecutively. The period of time over which the life skills are taught is as much a critical component of the program as the curriculum itself. This is based upon prevention research that indicates that long-term exposure is necessary in order for the skills to be properly integrated and used by the children.

# G.R.E.A.T. Teaching Methods and Materials

For the most part, the G.R.E.A.T. Program is almost entirely self-contained. The only piece of equipment that officers will need is an overhead projector. Available instructional equipment varies widely from school to school. While some schools may have access to computer and video equipment, others are lucky to share an overhead projector between a couple of classrooms. Therefore, the G.R.E.A.T. curriculum was designed with these limitations in mind.

The curriculum consists of a manual for the G.R.E.A.T. instructor and a handbook for students. Materials that can be turned into overhead transparencies and handouts are included in the manual.

The instructional component of the curriculum is based on Behavioral, Cognitive, and Constructivist learning theory. Behaviorism focuses on a new behavioral pattern being repeated until it becomes automatic. Cognitivism is based on the thought process behind behavior; and, Constructivism recognizes the importance of the social construction of knowledge and targets preparing the learner to problem solve in ambiguous (real-life) situations. Therefore, the G.R.E.A.T. Program includes the use of several important teaching techniques and practices that are described below:

- Student-Centered: The G.R.E.A.T. Program is student-centered. This means that the student is an active participant in the program and not just the receiver of information. Each lesson employs the technique of facilitating where the officer asks open-ended questions, gives prompts or examples to help students get started, and through discussion, helps develop appropriate response strategies with the students. Using this technique increases student ownership because the students are actually "constructing" the strategies themselves. It is not just something an adult is telling them, the student themselves are coming up with the ideas and strategies. As a G.R.E.A.T. instructor, one of the important roles you play is that of a facilitator. As such, you encourage thought, shape reactions, provide positive feedback, and instill hope and self-confidence.
  - Skills-Based: The G.R.E.A.T. Program is skills-based. In teaching a skills-based program, it is helpful to think of yourself as a coach rather than a teacher. In this case, though, you won't be coaching students in sports but in specific behaviors. Throughout the G.R.E.A.T program, whenever a skill is taught, it is broken down into a series of steps or tips for students. After reviewing the tips, you will need to demonstrate or model the skill to

increase students' understanding. It is helpful when teaching skills to employ the following coaching strategies outlined below:

# G.R.E.A.T. Coaching Strategies

- Review skill steps or tips listed in lesson
- Demonstrate skill using the example provided in the lesson
- Organize student practice in small groups, pairs, or individually
- Provide feedback to students
- Praise effective demonstration of skill
- Behavioral Rehearsal: An important aspect of skill-based education is to allow students a chance to practice their newly acquired skills in a safe surrounding using "real-life" situations. In the G.R.E.A.T. Program, many of the lessons conclude with a role-play exercise in which students are given a scenario where they have to use a skill they just learned. Psychologists call this behavioral rehearsal because role-playing allows you to rehearse a specific behavior through demonstration and practice. When students are participating in role-plays it is important to clarify the directions and give them a few minutes to prepare. As a G.R.E.A.T. instructor it is your role to provide students with specific suggestions for the skill being practiced so you can help them achieve success. It is also extremely important to give students positive feedback after each behavioral rehearsal. If students feel successful in their behavioral rehearsal of a skill, they are more likely to use it in the real world.
- Cooperative Learning: Cooperative learning is another teaching strategy in the G.R.E.A.T. Program. In cooperative learning, students work together in small groups to complete their assignments by questioning each other, and discussing and sharing information. Most of the G.R.E.A.T. lessons contain a cooperative learning exercise, which involves students brainstorming solutions to a problem they have been given or applying skills they have just been taught. Since successful cooperative learning involves students working in groups, some tips are listed below that G.R.E.A.T. instructors can employ to group students.

# G.R.E.A.T. Tips for Grouping Students

- Groups should consist of no more than three to five students.
- Grouping does not have to be random. The G.R.E.A.T. instructor should speak with the classroom teacher to find out which students may not work well together and then avoid grouping them.
- Some novel and fun ways to group students include counting out playing cards, colored pieces of paper, candy such as M&M's, or different stickers prior to class and then handing them out to students. All of the students who receive the ace, or the red piece of paper, or yellow M&M are grouped together.

- In order for the method described above to work it will take planning on the
  part of the G.R.E.A.T. instructor so that materials are counted prior to class
  according to the number of groups and the number of students in each
  group. This planning is well worth it; students really enjoy breaking up into
  groups this way!
- Inclusion of All Students: the program encourages participation from learners of all types through attention to learning modalities. As a result, the program is adaptable to students with special needs resulting from learning and behavior disorders.
- Levels of Learning: the G.R.E.A.T. Program incorporates the concepts outlined in Bloom's Taxonomy to maximize skills training and comprehension of concepts. The taxonomy contains six levels that include knowledge, comprehension, application, analysis, synthesis, and evaluation. These categories describe how learning progresses from knowledge and comprehension of a topic to evaluation of the topic. Typically each lesson contains exercises that involve knowledge and comprehension and include exercises that require the higher levels of application, analysis, synthesis, and evaluation.

# G.R.E.A.T. Program Components

In addition to the lesson plans and student materials contained in the instructor manual and student handbook, the G.R.E.A.T. Program contains the following components:

- School Service Project: The main purpose of the G.R.E.A.T. school service project, "Making My School a G.R.E.A.T. Place" is to provide students with the opportunity to apply the skills they have learned in the G.R.E.A.T. Program. Research has shown that school bonding, in other words, how connected a child feels to their school, is an important protective factor against joining a gang and participating in criminal activities. It is hoped that this service project will increase school bonding and have a positive impact on how students view their school. A full description of the project can be found in Lesson 1 of the G.R.E.A.T. Manual.
- Life in the Middle: This is a serialized activity that runs throughout the student handbook. It tells an ongoing story of five friends in their last year of middle school. These five friends encounter many situations typical of adolescent life. Students read these situations and then apply the skills they are learning in G.R.E.A.T. to answer questions that follow each story. Life in the Middle can be completed in class if time allows or be used as an optional takehome activity.
- Parent Letters: There are three parent letters sent home with students. These letters serve to introduce parents to the program, elicit their support with the school service project, and, finally, to let them know their child is graduating from G.R.E.A.T. In addition, the letters provide parents with important information about the various risk and protective factors associated with gangs and violence.

G.R.E.A.T. Manual

Extended Teacher Activities: Teacher activities are available for each of the topics covered
in the G.R.E.A.T. Program. These mini-lessons are designed to reinforce the concepts
introduced in G.R.E.A.T. in other subject areas, such as language arts, math, science, physical
education, and technology. The reinforcement will strengthen the effect of the G.R.E.A.T.
Program on students.

## Learning Standards

Recognizing the recent movement of educational learning standards, the G.R.E.A.T. Program has integrated National English Language Arts Standards and National Health Standards into each lesson. By aligning national standards to the concepts and skills taught in the G.R.E.A.T. Program, schools will be more likely to support the use of the program.

# The G.R.E.A.T. Program meets the following National English Language Arts Standards:

- Students apply a wide range of reading strategies in order to comprehend, interpret, evaluate, and appreciate texts.
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

# The G.R.E.A.T. Program meets the following National Health Education Standards:

- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other

factors on health.

- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to use goal-setting and decisionmaking skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

# Gang Fact Sheet For Instructor Information ONLY Not intended to be taught to students

#### What is a Gang?

- A group of people who have a common name, identifying signs, colors or symbols, and who participate
  in criminal activities as a group or individually.
- Gangs are diverse in race, gender, color, and ethnic background
- Street gangs are different than extremist groups/organized crime.
- Gangs are involved in criminal activities and usually have inter-gang rivalries.

# From the National Youth Gang Survey (1998) it is estimated that in the United States there are:

- 28,700 gangs
- 780,000 active gang members
- Three times that number are gang associates

#### Reasons why kids join gangs:

- Peer Pressure
- Monetary or material gain
- Protection
- Family gang history
- Recognition
- Status
- Affection

#### Gang Recruitment Methods

- Socializing or "hanging out" with gang members.
- Intimidation --Threat of violence to encourage gang participation.
- Promised Protection -- Strength in numbers, promise to protect members from other gang and threats.
- Family Introduction -- Family members already involved in gangs.

#### Gang Initiations

- Jump ins -- physical assault to show "heart" and fighting ability
- Committing crimes -- misdemeanor and/or felony
- Blessed in -- taking oath or swearing allegiance to the gang
- Sexual could be with multiple partners or leader
- Born in -- multi generations, family introductions
- Contract agreements- formally signed documents between the gang and its members

#### Pre-Crisis Indicators

- Use of gang slang -- change in subject's speech patterns or vocabulary
- Gang style clothing- obvious change in clothing to a predominant color or pattern.

#### Examples:

- Hats, worn a certain way or to the right or left
- Belts, worn right or left
- Shoes, particular brands or colored laces
- Apparel from certain sports teams
- Newly acquired or unexplained wealth (cash, jewelry, expensive clothes, etc.).
- Disrespect for authority- beyond normal teenage behavior
- Entertainment tastes- movies, music
- Changes in relationships- new friends or associates