Grade 7 Sample Lesson Plan: Unit 5 Stepping-Up

SOLs

- 7.1 o) Identify alternatives to gang-related behaviors and acts of violence.
- 7.3 o) Create strategies to promote awareness of consequences associated with gang involvement.

Objectives/Goals

- Students will identify alternatives to gang-related behaviors and acts of violence.
- Students will describe the negative consequences of gang involvement
- Students will demonstrate interpersonal communication refusal skills to resist joining a gang

Materials

- Board Game Scenarios [Print & cut scenarios for every 4 students]
- Game Board [Print one board game for every 4 students]
- *Stepping-Up Board Game Reflection-Handout*
- *Communication Styles-Handout*
- *Practice Scenario #1-Handout*
- *Practice Scenario #2-Handout*
- *Refusal Skill Steps: "I" SAY NO-Poster*
- *Refusal Tips-Poster*
- *Refusal Observer Checklist*

Rationale:

In this unit students will explore the meaning of gangs and characteristics. They will discover alternatives to joining gangs. Students will play a board game that highlights positive decision making and alternatives to gang affiliation. Students will explore the different styles of communication (passive, aggressive and assertive). They will learn the refusal steps, "I SAY NO" and practice in a role play around resisting gang membership.

Gangs and community violence is a complex issue. Some students might not have a choice but to join a gang due to their neighborhood, older siblings and parental factors. It is important to look at risk factors and protective factors that can help keep children off the streets.

Background Reading:
- https://virginiarules.org/virginia-rules/gangs
- https://www.cdc.gov/violenceprevention/pdf/yv-factsheet508.pdf
- https://pullias.usc.edu/blog/10-things-didnt-know-gangs/

Procedure

Step 1 Class Discussion On The Meaning Of Gangs (10 mins)

Describe traits and/or characteristics of gangs.

Ex. Identity, family, community, respect, support, protection

What are alternatives to joining gangs where a person could fulfill community, respect, identity, family and support? Ex. Sports, Community Programs and Community Service, Youth Groups, Clubs.

Teacher Considerations:
Avoid having students name specific gangs

Step 2 Board Game: Stepping Up -(20 mins)

1. Students will work in groups of 4
    a. Each group will need a printed board game
    b. Board game scenarios printed and cut
    c. Player marker (small piece of different colored construction paper)

Board Game Rules:
To Start The Game:
The player whose first initial that is closest to the letter “z” will go first and then the group will rotate clockwise.

The first player will pick up a scenario card and move their game piece forward or backward based on the specific scenario on the game board. The player will read the scenario out loud so the entire group can hear the scenario. If the player receives a back card and goes back to the start they will stay on start until their next turn.

The first player to the finish wins. If the scenario cards run out before the game is over, have the first player shuffle the scenario cards and reuse them.

Step 3 Board Game Reflection, Stepping-Up Board Game Reflection (15 mins)

1. Students will complete the, *Stepping-Up Board Game Reflection*

Step 4 Class Discussion (5 mins)

Prompt:
What are the negative consequences of joining a gang?
What are healthy alternatives instead of joining a gang?

Step 5 Interpersonal Communication Assertive (10 mins)

1. Discuss the importance of self-expression and highlight assertive behavior characteristics.
2. Read through the, *Communication Style Handout*

Step 6 Interpersonal Communication "Refusal" Skill Steps (10 mins)

1. Introduce the skill steps of "Refusal" I-SAY NO
2. Discuss the importance of each step of "I-SAY NO".
    - "I"-Statement
    - S=State a Reason
    - A=Assertive Voice
    - Y=You are in Control
    - N="No" Statement is Clear and Direct
    - O=Options

3. Show poster, ***Refusal Tips***:
    - Make an excuse
    - Be funny
    - Use flattery
    - Get Mean
    - My Own Offer: Healthy Alternative
    - Leave the Situation
    - Get Help

4. Discuss the different refusal options. Give example of each.

Step 7 Refusal Practice (5 mins)

1. Teacher and student will role play *Practice scenario #1*-handout

   Optional: Print out the handouts for the skill cues of refusal, "**I SAY NO**". There are 5 handouts to cut out. Choose 5 students in the audience to come up to the front of the classroom to participate in the refusal practice. When they hear their skill cue, they will raise the handout up in the air. Option to laminate the handouts.
2. Students will *Practice Scenario #1-handout*

Step 8 Semi-Written Refusal "I SAY NO" (10 mins)

1. Display *Refusal Tips Poster* on the projector
2. Print out *Practice Scenario #2*-handout
3. Students will write in their own refusal response using the "I SAY No" checklist.

Step 9 Class Role Play Practice (10 mins)

1. Go over, *Health Ed Role Play Guidelines*
2. After the students have written their refusal dialogues, the teacher will check them to make sure they are appropriate and that they align with the "I SAY NO Checklist. After teacher has checked the dialogues, allow students to partner up to practice their refusal dialogues with a partner. They will also practice their partner's refusal dialogue. When the students are done practicing both dialogues, the partners will choose the best dialogue. This is the dialogue they will perform for the class.

Step 10 Class Performance of Refusal Dialogues (30 mins)

1. Print out *Refusal Observer Checklist*- for all students in classroom as to have them assess each group.
2. Go over *Audience Role Play Guidelines*
   Option: Choose 5 students to participate in holding up the, *Refusal Skill Cue*-handouts.
3. Assign each group a number #1-17
4. Call each group # up to perform the refusal.
5. Students will use the, *Refusal Observer Checklist*

Assessment Idea

- *Stepping-Up Board Game Reflection*
- Semi-Written Refusal Dialogues, *Write Your Own Scenario #2*
- *Refusal Observer Checklist*

References

Kimberly Ohara-Ocean View High School

You decided to join the sports team at school ***Move forward 1 space***	**You ask for help when you don't understand a concept in class** ***Move forward 1 space***	**When you get home from school you start your homework** ***Move forward 1 space***
You and your friend volunteer at the library ***Move forward 1 space***	**You have a lot going on at home so you decide to talk out your problems with a counselor** ***Move forward 2 spaces***	**You decided to try to talk out your problem with a classmate you had a disagreement with instead of fighting them** ***Move forward 1 space***
You head to a party "kickback" with possible gang members ***Move back 1 space***	**You failed your math test because you stopped studying in your class** ***Move back 1 space***	**Walking home from school two gang members approach you** ***Move back 1 space***
You start hanging out with your friend who hangs out with older gang members ***Move back 2 spaces***	**You take advice from a trusted adult/mentor in your life that always has your best interest.** ***Move forward 3 spaces***	**Last week two gang members approached you while walking home from school. This week you took another route home with a friend.** ***Move forward 2 spaces***

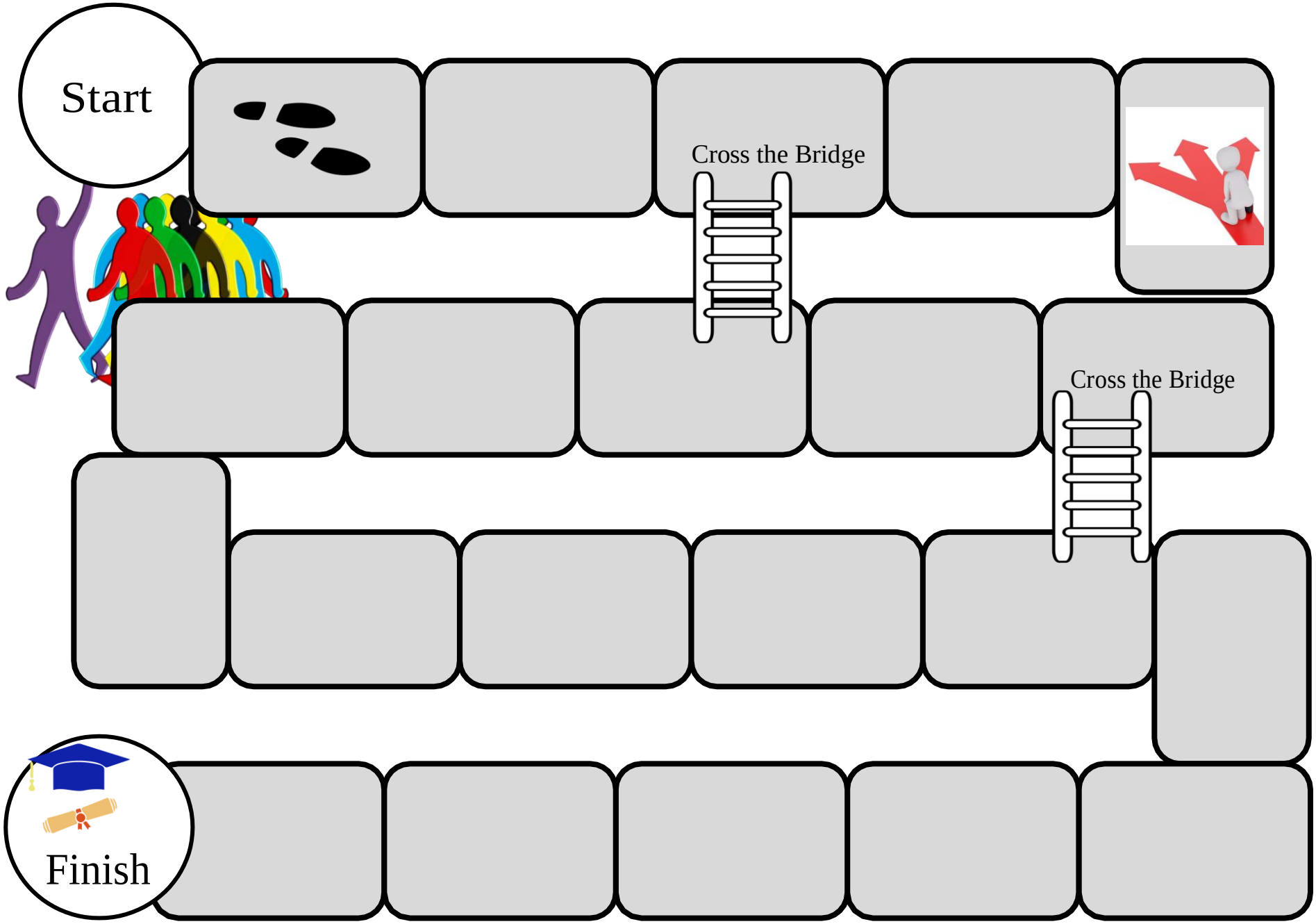
You decided to join a club at school ***Move forward 2 spaces***	**You ask for help when you don't understand a concept in class** ***Move forward 1 space***	**When you get home from school you start your homework** ***Move forward 1 space***
You and your friend volunteer at their church ***Move forward 1 space***	**You have a lot going on at home so you decide to talk to a teacher and ask for help** ***Move forward 2 spaces***	**You decided to try to talk out your issue with a classmate you had a disagreement with instead of fighting them** ***Move forward 1 space***
You head to a party thrown by an older friends boyfriend. You don't know anyone there but your friend. ***Move back 1 space***	**You are failing all your classes and don't ask for help when you actually need it** ***Move back 1 space***	**Walking home from school two gang members approach you** ***Move back 1 space***
You start hanging out with your friend who hangs out with older gang members that get "high"after school ***Move back 2 spaces***	**You take advice from a trusted adult/mentor in your life that always has your best interest.** ***Move forward 3 spaces***	**Last week two gang members try to jump you walking home from school. This week you took another route home with a friend.** ***Move forward 2 spaces***

You decided to make a new friend at school that is not involved with the gang life ***Move forward 1 space***	**You got perfect attendance this semester for school** ***Move forward 2 spaces***	**You have a big test coming up and you and your friend decide to do a study group** ***Move forward 1 space***
You and your friend volunteer at their church ***Move forward 1 space***	**You get a part time job** ***Move forward 2 spaces***	**You are too busy focusing on improving your life to hang with gang members** ***Move forward 1 space***
You are out late one night when your "friends" ask you to go tagging with them. You decide to go along ***Move back 2 spaces***	**You start smoking after school and your grades start slipping** ***Move back 2 spaces***	**Walking home from school two gang members approach you** ***Move back 1 space***
Your friend dares you to steal an item from the liquor store because nobody will notice ***Move forward 2 spaces***	**You take advice from a trusted adult/mentor in your life that always has your best interest.** ***Move forward 3 spaces***	**Your cousin invites you to a party and you know there will be older gang members there, you politely decline** ***Move forward 2 spaces***

You noticed the friends that you grew up with have changed dramatically and are starting to get in trouble with their parent(s). ***Move back 1 space***	**You noticed the friends that you grew up with have changed dramatically and have started making terrible decisions that can impact your life goals in a negative way. You decide to change your friend group.** ***Move forward 3 spaces***	**You realized that joining a sport can keep you focused on school and your life goals.** ***Move forward 2 spaces***
You and your friend volunteer at the community center ***Move forward 1 space***	**You get a part time job** ***Move forward 2 spaces***	**Your friend started dating an older partner who has many signs of an unhealthy relationship** ***Move forward 2 spaces***
You make time to hang out with your grandpa. He always has your best interest and understands your goals ***Move forward 2 spaces***	**You start skipping class to hang out with older friends** ***Move back 2 spaces***	**You get kicked out of class because you had a bad attitude with your teacher** ***Move back 1 space***
Your friend dares you to steal an item from the store because nobody will notice ***Move back 2 spaces***	**You take advice from a trusted adult/mentor in your life that always has your life goals and best interest in mind.** ***Move forward 3 spaces***	**You get your report card in the mail and it has all A's and B's. You are glad you are making good decisions when it comes to school and homework** ***Move forward 2 spaces***

Write in your own scenarios

Move forward 1 space	***Move forward 1 space***	***Move forward 1 space***
Move forward 1 space	***Move forward 2 spaces***	***Move forward 1 space***
Move back 1 space	***Move back 1 space***	***Move back 1 space***
Move back 2 spaces	***Move forward 3 spaces***	***Move forward 2 spaces***



Kimberly Ohara

Name:
Period:

Stepping-Up Board Game Reflection	
1.Who was in your group?	
2.Who won the game in your group?	
3. Reflecting on the winner of your group. What positive decisions did the player make that moved them forward in the game?	
4. What scenarios and poor decisions moved the players back towards the start?	
5. List **five** healthy alternatives instead of joining a gang.	**List 5 Healthy Alternatives To Avoiding Gangs** 1. 2. 3. 4. 5.
6. What are **three** negative consequences of joining a gang?	**Negative Consequences of Joining a Gang:** 1. 2. 3.
7. Recruit your allies. Name **two** trusted adults at school you could talk to. Name **one** trusted friend and **one** trusted adult you could fall back on when you need help.	**Trusted Adult At School** 1. 2. **Trusted Friend:** 1. **Trusted Adult:** 1.

Communication Styles: Passive, Aggressive Assertive

Passive	***Aggressive***	**Assertive**
Not speaking up when you want something. Giving in and/or saying "yes" when you really don't want to. Acting this way in order to be liked, to be nice or not hurt the other person's feelings.	Trying to get your own way or stand up for yourself by putting someone else down or violating that person's rights. Taking what you want. Threatening or forcing a person to give you something.	Giving people an honest "no" to things you don't want. Asking straight for what you want without putting them down. Not using other people, and not letting yourself be used. Values self equal to others.
Speech: ● Saying Nothing ● "Ums" ● Is not direct ● Is afraid to speak up	**Speech:** ● Put down words, say nothing while you take what you want	**Speech:** ● Honest ● Direct words ● Uses a conversational tone
Voice: ● Soft ● Whining ● Staying quiet not speaking up	**Voice:** ● Loud ● Cold ● Tense	**Voice:** ● Clear ● Firm ● Loud enough to hear but not too loud
Eyes: ● Avoids looking at people ● Looking away ● Shows little or no expression	**Eyes:** ● Cold ● Staring ● Angry	**Eyes:** ● Direct eye contact but not starring ● Shows expressions that match the message
Posture: ● Slouches and withdraws ● Shoulders and head down ● Nervousness ● Rocking back and forth	**Posture:** ● Hands on hips ● Stiff ● Rigid	**Posture:** ● Balanced ● Head and shoulders up
Hands: ● Fidgety	**Hands:** ● Clenched ● Pointing finger ● Pounding fist	**Hands:** ● Relaxed Motions
The Results: **You usually don't get what you want. The other person wins, and you feel like you have been used.**	***The Results:*** ***You may get what you want but the other person loses.***	***The Results:*** ***You often get what you want. You keep your self-respect. You respect and don't hurt others.***

Modified from the Streetwise to Sex-Wise 2nd Ed. Brown and Taverner

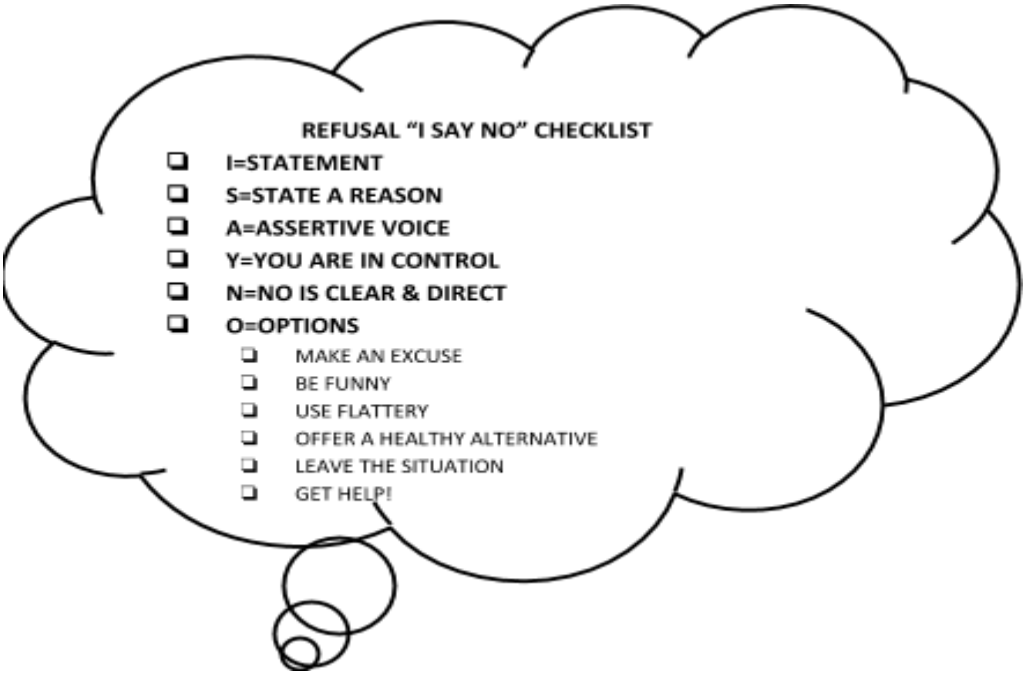
Grade: 7
Unit: Violence & Gang Prevention
Practice Scenario #1:
Your cousin who is a few years older than you invites you to a party where you know there will be older gang members there.

Cousin: “Wanna go to that kickback this Saturday night with all the homies?”
Me: “No, I have a soccer game the next day.”
Cousin: “Come on…let’s just drop by for a little while. I don’t want to go alone.”
Me: “I have to wake up early for my game.”
Cousin: “Ok, you are going to miss out.”
Me: “I am good. I need to start focusing on my game.”

Grade: 7
Unit: Violence & Gang Prevention
Write Your Own Refusal

Practice Scenario #2:

You and your friend are walking home from school and are approached by two older gangs members in your neighborhood. You noticed they have expensive cars and nice things that you have always wanted. You remember that you and your friend have made a pact not to join the local gang.



Older members: "We've seen you two around here. You should come_____with us after school."

You: "No, we can't.

Older members: "What are you two afraid of?"

You: "I have to_____ _____."

Older members: _____

You: "_____

Refusal

"I SAY NO"

I=Statement

S=State a Reason

A=Assertive voice

Y=You are in control

The "NO" statement is clear and direct

O=Options

What else can you do: leave the situation, get help, offer a healthy alternative

Benes, S., & Alperin, H. (2016). The essentials of teaching health education: Curriculum, instruction, and assessment.

REFUSAL TIPS:

- Make an Excuse
- Be Funny
- Flattery
- Get Mean
- My Own Offer: Healthy Alternative
- Leave the Situation
- Get Help
- Start with: "I Don't ...

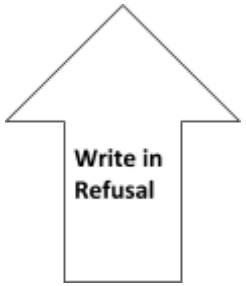
BE CONFIDENT, LOOK THEM STRAIGHT IN THE EYE, MAKE IT BRIEF

Refusals observer checklist *Role play:* _____ *Name:*

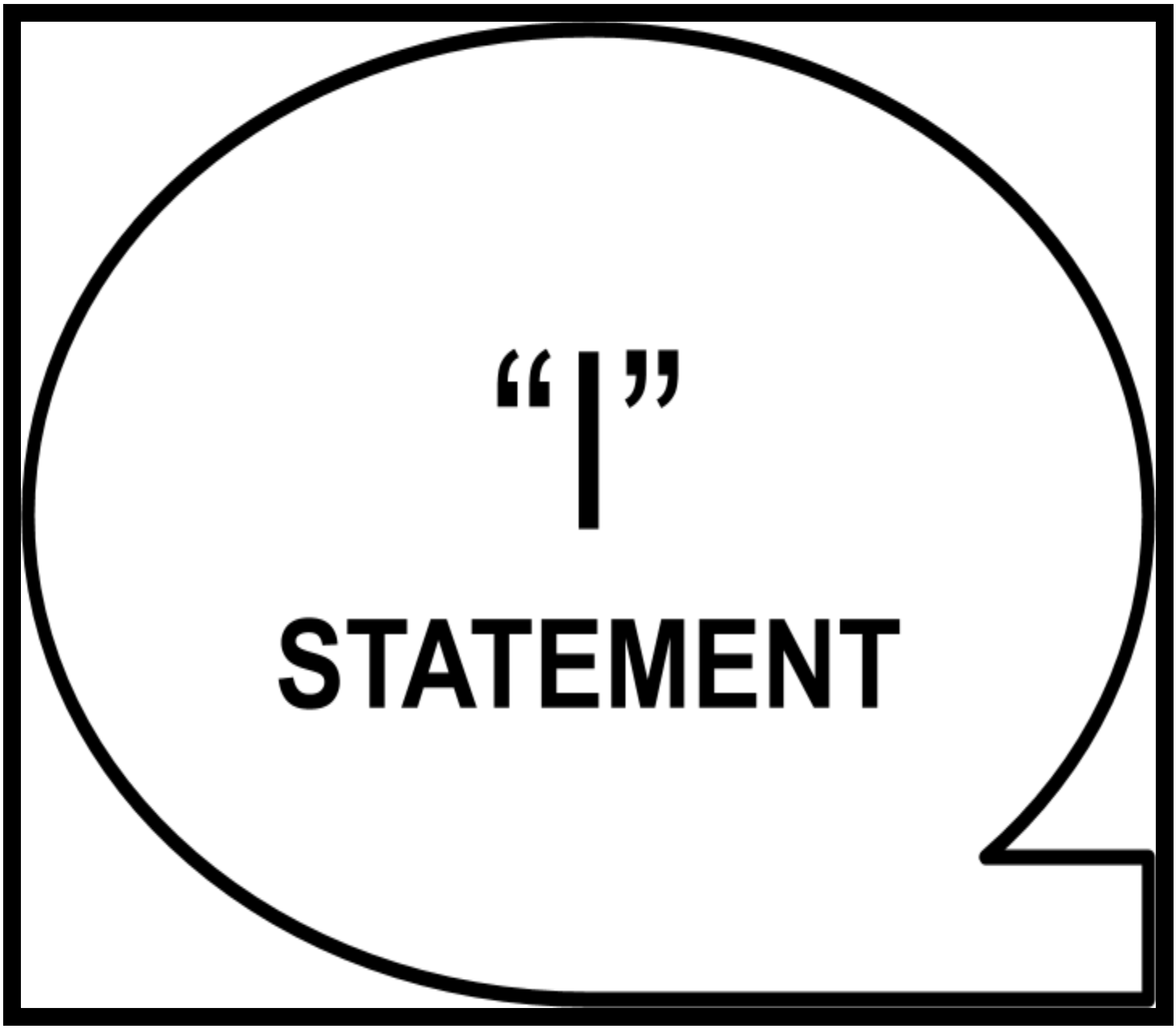
Directions:

You and your partner will be assigned a number #1-17. When your number is called you will perform your refusal role play for the class. Make sure to identify the person who is pressuring vs. refusing to the audience. The audience will be grading the person "refusing". Put a check mark inside the box as you hear the skill steps. Leave the box blank if you did not hear or see the skill step.

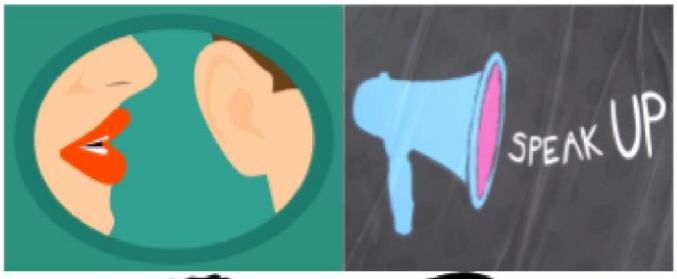
Criteria	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*
"I" Statement																	
States a Reason "I don't…"																	
Assertive: Clear voice, Direct, Confident Body Language (eye-contact)																	
Y=You are in Control																	
N=NO is Direct & Clear																	
Suggestions For Refusals: • Make an Excuse • Be Funny • Flattery • Get Mean • My Own Offer: "Healthy Alternative" • Leave the Situation • Get Help • Start with: "I Don't...																	

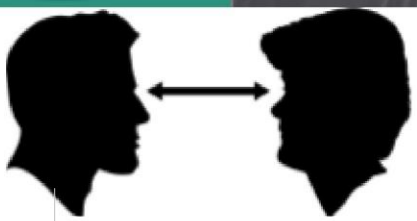


Handout: Refusal "I-SAY NO" Skill Cues

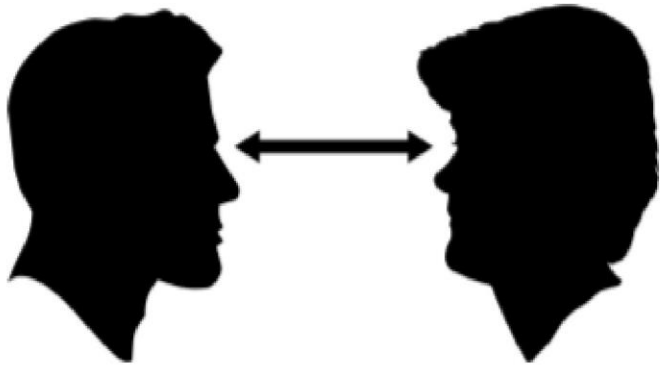


I HEARD A REASON





ASSERTIVE **BODY LANGUAGE** & TONE OF VOICE



ISEE

CONTROL& CONFIDENCE

I HEARD AN "OPTION":

- AN EXCUSE
- E NG FUNNY
- FLATTERY
- A HEA THY ALTERNATVE
- LEAVE THE SITUATQN
- GET HELP!

HEALTH ED
ROLE PLAY TEACHING PROGRESSION

Introduce and Model the Skill Steps

Discuss Why this Skill is Important?
What Type of Situations?

Model Each Skill Step Again
(Reviewing each step & tying them all together)
Model Skills Steps Again

Students Practice the Skill Steps

Provide Feedback on Performance

REFLECT & PROCESS: What was Learned?

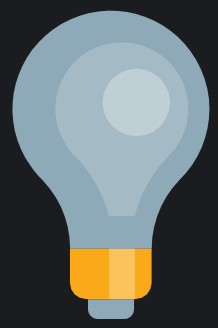
HEALTH ED ROLE PLAY GUIDELINES

STAY IN CHARACTER

IMAGINE actually being that character and what they feel.

READ your role carefully

DEMONSTRATE PROPER + USE OF HEALTH SKILL



Don't get distracted by laughter or comments

HEALTH ED ROLE PLAY AUDIENCE GUIDELINES

Clap before & after role play

Be an active listener

What SKILL(s) were demonstrated?

What can you learn from this role play?

How can this be applied to your life?

Defuse a Conflict

Remain Calm

Walk Away

Delay Your Response

Actively Listen

Use Appropriate Facial Expression Aligned With Words & Actions

Respectful Tone

Use "I" Messages

Avoid: Escalating The Conflict & Blame

Talk Without Putdowns

Apologize If You Need To