ANTI Gang Violence

PARENT CURRICULUM

FACILITATOR'S GUIDE

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Foreword

Parents often lack factual information about gangs. Many gang members have become knowledgeable about the law, and as a result, have minimized their visibility -- in the past, there was a high level of pride associated with the display of gang symbols (i.e., style of clothing, tattoos, hand signs), today it is no longer easy to identify a gang member. As a result, a growing number of youth are being recruited into gangs without the awareness of parents, teachers, law enforcement officers or community members.[1]

In a representative sampling of 9th and 11th graders, the California Attorney General's 2007-2008 California Student Survey found 7 to 8 percent identified themselves as gang members.[2] A recent national report found an increase in the presence of gangs at schools nationwide, as reported by students, from 21 percent in 2003 to 24 percent in 2005.[3] Taking the data into account, it is essential that parents are empowered to address the growing problem of youth gang violence.

This supplemental Anti-Gang Violence Parenting Curriculum will provide tools for parents to address this issue with their children through increased awareness, behavior modification and resources to support the family in making positive changes.

The Facilitator's Guide is intended to be used by a qualified instructor, trainer or facilitator of parenting classes who also have familiarity with youth drug and gang prevention issues and/or the needs of high-risk families. This guide and its companion Parent workbook are also to be used as a supplement to existing parenting curriculum for parents of adolescents or high-risk youth. Its primary focus is on drug and gang issues.

The curriculum consists of five two-hour sessions that addresses the seven criteria outlined by the Welfare and Institutions Code section 727.7.[4] The curriculum was pilot-tested with at-risk and high-risk families in Orange County who were impacted by gang violence.

Development of the Anti-Gang Violence Parenting Curriculum was funded by the California Attorney General's Office. Expertise was provided by members of an Ad-Hoc committee convened by the Attorney General's former Crime and Violence Prevention Center in June 2008, which was used by the contractor, the Orange County Office of Education, to develop this workbook.

California Attorney General's Office

Introduction

All sessions will follow the same basic structure:

Activity	Goal	Time
Introduction and Warm-Up	Each session will begin with a warm-up exercise to build group cohesion and provide an engaging context for educational activities.	15 Minutes
Educational Component (e.g. handouts, video clips, PowerPoint presentations, and/or guest speakers)	Teaching section; introduce new skills and information	60 Minutes
Skill Reinforcement (e.g. feeling thermometer, sharing reactions, listing ideas, making collages, completing workbook exercise, or role-playing)	A review of the educational component of the session to give participants an opportunity to apply learned knowledge and skills to current life challenges	30 Minutes
Review and Wrap-Up	A review of session content to provide positive peer reinforcement for other parents	15 Minutes

Total Time: 120 minutes

The sessions are designed to be delivered in any order that meets your program's needs.

General Notes

For the Facilitator

Below are some general tips to facilitate the Anti-Gang Parenting Curriculum.

- Offer examples from your personal experience to illustrate key points. Also encourage participants to offer examples from their personal experiences.
- Remember to use inclusive language—all participants may not be parents. Participants may be parental surrogates, relatives, or professional caregivers, among others.
- You are the participants' role model—adhere to the ground rules and use positive, effective communication.
- Recognize and affirm participants when they use positive, effective communication. Example: "You probably noticed Jane said, 'I feel …'"
- Validate participants' contributions and acknowledge that others may have different opinions or ideas. Encourage participants to share their opinions and ideas. "That's a good example. Does anyone have a different idea?"
- Use participants' examples. "Remember when Joe talked about …"
- Move around the group—avoid standing in one place.
- Be flexible. The workshop is designed to last 120 minutes, but if time permits, you may lengthen the exercises and discussions or you may remove segments to stay within your alloted time .
- Be realistic. Be clear that the workshop is an introduction to effective parent-child communication and cannot resolve individual family problems.
- Be adaptable as well as conscious of the time limits. However, if you have experience in leading this workshop or similar workshops, feel free to improvise and adapt the program.
- Compile a list of resources (such as outsourced services, the employee assistance office, and the medical office) that are available in your community.

General Notes
For the Facilitator

Adult Learners

Keep the following adult learning needs in mind. Adults learn best when:

- They are in a physically and psychologically comfortable environment and have comfortable chairs, good food, appropriate ambient temperatures, and adequate lighting.
- They have opportunities to contribute to the topics and to share their experiences and anecdotes during the seminar. Adult learners use their knowledge and experience so that new information "fits" into their existing knowledge.
- They have an opportunity to discuss and integrate what they have been learning.
- They are treated with respect.
- They are actively involved in the learning process and use several senses (auditory, visual, tactile) for learning. Thus, an ideal presentation employs a variety of learning formats (e.g. lecture, demonstration, small group, role play, simulation, video, etc).
- The information they receive relates readily to their personal life and/or professional responsibilities. Adult orientation to learning is life- or work-centered.
- They are entertained occasionally with humor and anecdotes.

Establishing Ground Rules

To ensure the sessions run smoothly, it may be beneficial to establish ground rules for the group. These rules should be agreed on by the group as a whole and will serve as guidlines for behavior during the sessions. Examples include:

- Everyone may share
- Respect each other
- No cross-talking

General Notes

For the Facilitator

When using Flip Charts

- Use magic markers, not dry erase markers.
- Use colors that are highly visible. Yellow is not highly visible.
- Write large enough and legibly so all participants can read the chart. If you cannot write legibly, ask one or more participants to help you.
- Write down participants' exact responses or request their permission to paraphrase their responses.
- If right-handed, stand to the left of the chart and write while facing the participants. If left-handed, stand to the right of the chart and write facing the participants.

When using PowerPoint Presentations

- Focus on one item or point at a time. Cover all items or points on the slide before moving to the next slide.
- If a LCD projector is available, use it to project the PowerPoint presentation on a screen in addition to making copies of the PowerPoint slides for the participants.
- Face the participants and do not block their view of the slides.

Bilingual Sessions

- Sessions may be conducted in English, Spanish or both.
- If using a translator or conducting a bilingual session, allow more time for the session or alter the presentation to fit into allotted time.
- Determine if you will present the PowerPoint in English or Spanish and if you will provide copies of the translated PowerPoint slides.
- Provide copies of worksheets in Spanish and English.

Session 1

Effective Communication with Adolescents

Objectives

- Learn about the different types of communication in a family system
- Identify community resources to support the family system

Introduction and Grounding

- Ask participants to pair up with another family and ask the following questions of their new partner:
    - What is your name?
    - Why are you attending the workshop?
    - What do you hope to obtain from this workshop?
    - What does communication mean to you?

Presenter Tips:

- Have participants pair up with a parent they've never met before to answer the questions
- Ask follow-up questions: would parents like to share what came out of their discussions?

10 Tips on Teens

Educational Component

You may want to create a PowerPoint for the Educational Component to provide an overview of all of the following sections:

What is communication?

a. A two-way exchange of thoughts, feelings, or ideas
b. Communication requires both active listening as well as talking to your child

Presenter Tips:

- Emphasize that communication between a parent and child is normally one-way, with the parent telling the child what to do
- Explain that often parents are so busy that face-to face communication is exchanged for talking while doing dishes or some other activity, which may not be the best way to communicate

Review Handout 1: *10 Tips on Teens*

(on page 2 of the Parent Workbook and page 7 of the Facilitator's Guide)

Presenter Tips:

- Describe each of the 10 tips using examples or asking for examples from participants

10 Tips on Teens Activity

Ask participants to mark:

a. At least three tips that they and their child have established at home
b. At least three tips that they plan to use with their child at home

Presenter Tips:

- Complete activity by asking participants to share one of the tips they plan to establish at home

Handout 1: 10 Tips on Teens

10 Tips on Teens

1. **Let Teens Know You Are Willing To Just Listen** to their ideas without making judgments. Ask questions sparingly.

2. **Be Accessible.** Teens often blurt things out or want to talk at strange or inconvenient times. Be ready to listen anytime, anywhere.

3. **Try Not To Be Defensive.** When teens make generalizations or critical remarks, do not take them personally. They are opportunities for discussion.

4. **Give Straight Forward Advice Or Feedback On Important Issues** such as sex, drinking and drugs, but do not keep repeating it. They need to hear you and they do hear you, even if they pretend indifference.

5. **Talk About Yourself Sometimes Instead Of The Teen.** They hate to be the only topic of discussion.

6. **Set Up And Use Family Time To Your Full Advantage.** Get input from each person on rules as well as on the consequences of breaking rules. Sign agreements, try them out; modify as needed. Relax and have fun.

7. **Give Lots Of Praise And Positive Feedback.** Show care and concern. Teens need to hear the "good stuff" just like the rest of us. They need to know you love them for who they are inside, as well as what they can do.

8. **Give Them Responsibilities With Every Privilege;** that's real life. Make them earn what they want and differentiate between wants and needs.

9. **Teach Them To Deal With Information And Make Decisions.** Teach them to think critically about what they see or hear, as well as how to sort out and prioritize information and to accept the consequences of their choices.

10. **Eat Together.** Provides family time to talk and foster feelings of warmth, love, and belonging.

Building Blocks
To Effective Communication

Educational Component *Continued from page 6*

Review Handout 2: *Building Blocks to Effective Communication*
(on page 3 of the Parent Workbook and page 9 of the Facilitator's Guide)

Presenter Tips:

- Review each building block, using examples and invite parents to add examples of their own

For Futher Discussion:

If time allows, you may also want to speak about the 40 Developmental Assets, available online at *www.search-institute.org/assets*

These have been identified as building blocks to healthy development that help young people grow up healthy, caring and responsible.

External Assets

- Support. Family support, positive family communication, other adult relationships, caring neighborhood, caring school climate, and parental involvement in schooling
- Empowerment. Community values youth, youth as resources, service to others, and safety
- Boundaries and Expectations. Family boundaries, school boundaries, neighborhood boundaries, adult role models, positive peer influence, and high expectations
- Constructive use of time. Creative activities, youth programs, religious community, and time at home

Internal Assets

- Commitment to Learning. Achievement motivation, school engagement, homework, bonding to school, and reading for pleasure
- Positive Values. Caring, equality and social justice, integrity, honesty, responsibility, and restraint
- Social Competence. Planning and decision making, interpersonal competence, cultural competence, resistance skills, and peaceful conflict resolution
- Positive Identity. Personal power, self-esteem, sense of purpose, and positive view of personal future

Handout 2: Building Blocks to Effective Communication

Building Blocks
To Effective Communication

VERBAL

Building Block	Strategy	Situation	Adult Response
Listening	Focusing on the present; not bringing up past problems or mistakes; allowing your child to express anything.	Dad, it has been a terrible day. Absolutely horrible. I really messed up!	Would you like to tell me about it? I'll just listen.
Active Listening	Reflecting what another says; paraphrasing a person's words. Asking for more information.	You won't believe what she said and did to me. I'll never be her friend again!	You sound very angry with her. Is that right? Would you like to talk about it?
Praising/ Affirming	Recognizing efforts rather than the results. Finding the positive to express.	Check out my school project!	You worked so long and so hard on the project. It looks great!
Feeling	Sharing feelings such as anger, joy, and frustration; using "I" statements.	I hate you!	I love you and feel very sad when you say that.
Respecting	Letting others make decisions; avoiding judging and advising; trying to help him/her make his/her own decisions.	Mom, I don't know what to do. He says he will break up with me if I don't go all the way.	What can I do to help you with this tough decision?
Trusting	Being consistent; asking for input and understanding that children need to learn in their own way even if they make mistakes.	She is a good driver. She is careful and makes everyone wear a seat-belt. Can I ride to the lake with her?	I know I can trust you and you have good judgment.

NON-VERBAL

Acting	Finding physical ways to show care, concern, and attention.	Your child comes home from school, slams the door shut, drops his/her clothes on the floor, kicks the cabinet, and turns on the TV.	1) Making eye contact; 2) Touching when appropriate; 3) Hugging; 4) Staying near the person.

Role Play and Review

Skill Reinforcement

Building Blocks to Effective Communication Activity:

Approaches to building communication

a. Use "I" statements
b. Be an active listener
c. Parents write in their three strategies for communicating with their child

Presenter Tips:

- Expand on "I" statements
- Reiterate the components of active listening: paraphrasing, clarifying

Practice the five Strategies identified from the *Building Blocks to Effective Communication* Activity

Role Play Example:

Teen: "I'm too dumb to do algebra – I'll never get this stuff."
Parent: "You are worried that you aren't smart enough to understand algebra?"
Teen: "Yeah. Sometimes I think I'm the only one who doesn't get it."
Parent: "I think you are smart. Let's try to find a solution together."

Presenter Tips:

- Ask parents to share the approaches they plan to use to foster communication with their children

Participant's turn to write a real-life situation using building block strategies

Presenter Tips:

- Ask the parents to think of a situation they have encountered with their child. Ask them to integrate the building blocks they listed into the example. What was the issue? What did the child say? What was the parent's response? How could the parent have displayed active listening?

For Futher Discussion:

Importance of asking your child questions:

- Asking questions keeps the conversation moving.
- The benefits of describing for your child what you think he or she is saying. Include:
  1. Letting your child know that you are closely listening to him or her
  2. Making sure that you correctly understand what he or she is saying
  3. Helping your child understand his or her emotions and concerns
  4. Opening the door for your child to keep talking

Review and Wrap-Up

For homework, ask participants to complete the blank *Building Blocks to Effective Communication* on page 5 of the Parent Workbook (page 12 of the Facilitator's Guide)

Presenter Tips:

- Ask participants to use situations and issues they have encountered or expect to encounter with their children when completing the Building Blocks

Ask participants to complete the *Community Resources* worksheet on pages 6-7 of the Parent Workbook (pages 13-14 of the Facilitator's Guide)

a. What resources are available in your community?
b. Types of resources: Job training, family planning, youth recreation, transportation, education, etc.

Presenter Tips:

- Use this exercise as an opportunity to allow parents to network
- Have parents complete the resources they already know and then engage in conversations with one another to share resources
- Alternatively, assign this exercise as homework and ask parents to work on it with their child and follow up with participants regarding the exercise at the beginning of the next session

For More Information:

Local community centers or schools may have already developed lists of community resources for your community. Prior to the session, contact these agencies to inquire if you can obtain these lists for yourself to help the parents complete their community resource list.

Building Blocks
To Effective Communication

WORKSHEET 1

VERBAL

Building Block	Strategy	Situation	Adult Response
Listening	Focusing on the present; not bringing up past problems or mistakes; allowing your child to express anything.		
Active Listening	Reflecting what another says; paraphrasing a person's words. Asking for more information.		
Praising/ Affirming	Recognizing efforts rather than the results. Finding the positive to express.		
Feeling	Sharing feelings such as anger, joy, and frustration; using "I" statements.		
Respecting	Letting others make decisions; avoiding judging and advising; trying to help him/her make his/her own decisions.		
Trusting	Being consistent; asking for input and understanding that children need to learn in their own way even if they make mistakes.		

NON-VERBAL

Acting	Finding physical ways to show care, concern, and attention.		

Community Resources

WORKSHEET 2

Alcohol/Drug Abuse Help

Business Name _____ Phone _____

Street Address/City/ ST/ ZIP _____

email _____ Website _____

Anonymous Gang Tip Hotline

Business Name _____ Phone _____

Street Address/City/ ST/ ZIP _____

email _____ Website _____

Family Planning Services (including HIV and STD testing)

Business Name _____ Phone _____

Street Address/City/ ST/ ZIP _____

email _____ Website _____

Graffiti Hotline

Business Name _____ Phone _____

Street Address/City/ ST/ ZIP _____

email _____ Website _____

Hospital

Business Name _____ Phone _____

Street Address/City/ ST/ ZIP _____

email _____ Website _____

Job Training

Business Name _____ Phone _____

Street Address/City/ ST/ ZIP _____

email _____ Website _____

Library

Business Name _____ Phone _____

Street Address/City/ ST/ ZIP _____

email _____ Website _____

Community Resources

WORKSHEET 2

Continued from page 13

Mental Health Care

Business Name | Phone

Street Address/City/ ST/ ZIP

email | Website

Parent Center

Business Name | Phone

Street Address/City/ ST/ ZIP

email | Website

Public Transportation

Business Name | Phone

Street Address/City/ ST/ ZIP

email | Website

Victim Services

Business Name | Phone

Street Address/City/ ST/ ZIP

email | Website

Violence Prevention

Business Name | Phone

Street Address/City/ ST/ ZIP

email | Website

Youth Recreation Center

Business Name | Phone

Street Address/City/ ST/ ZIP

email | Website

Session 2

Identification of Adolescents' Drug Activities

Objectives

- Explore classifications of drugs, their names, effects, and paraphernalia
- Recognize signs of adolescents' drug activity
- Discover the connection between drugs and gangs
- Learn tips for reducing and preventing drug use by adolescents

Introduction and Grounding

- Allow participants 10 minutes to complete the *Assessing Your Family's Drug Attitude* worksheet on page 9 in the Parent Workbook (page 16 in the Facilitator's Guide)
- Upon completion of worksheet, ask several parents to share their responses with the group.

Presenter Tips:

- Emphasize that a family's drug attitude is determined both by what the parents say and do
- Encourage participants to consider a variety of drugs, from over-the-counter to alcohol, cigarettes, and illicit drugs
- Engage participants in a discussion about why the family's drug attitude is important

Educational Component

You may create a PowerPoint for the Educational Component to provide an overview of all of the following sections

What is a Drug?

a. Any substance that alters normal bodily function -- recreational drugs effect the central nervous system and alter perception, consciousness, personality, and behavior
b. Classified by effect: depressants, stimulants, narcotics, hallucinogens, cannabinoids, inhalants, and others

Drug Classifications

a. Review each classification of drug listed on pages 17-18 of the Facilitator's Guide according to its known names, effects, potential health effects, and methods of use
b. Ask participants to take notes on the information presented on pages 10-11 in their Parent Workbook

Assessing
Your Family's Drug Attitude

WORKSHEET 1

1. What is your family's attitude towards tobacco, alcohol and other drugs? Is use of certain kinds of drugs tolerated? Is use okay as long as it is not in the house?

2. How is your family's attitude demonstrated? Do you reach for an alcohol beverage when you come home from work? Do you take painkillers? Do you ignore your child's drinking or smoking?

3. How does your family's attitude towards tobacco, alcohol and other drugs impact your child?

4. How do you communicate your family's attitude towards drugs to your children? How often and at what age?

Drug Classifications[5]

Educational Component *continued*

DEPRESSANTS

Names: Barbituates (reds, phennies, yellows), Benzdiazepines (Valium, Xanax, candy downers, sleeping pills), Flunitrazepam (Rohypnol; forget-me pill, Mexican valium, roofies), GHB (G, grievous bodily harm)

Effects: Reduced anxiety, feelings of well-being, lowered inhibitions, slowed pulse and breathing, lowered blood pressure, poor concentration, sedation, drowsiness, memory loss

Potential Health effects: Fatigue; confusion; impaired coordination, memory, and judgment; addiction; respiratory depression and arrest; death

How it is used: Swallowed, injected, snorted

ALCOHOL

Name: Booze

Effects: Relaxation, lowered inhibitions, increased confidence, slowed reaction time, slurred speech, lack of coordination

Potential Health Effects: Vomiting, unconsciousness, slow breathing, low blood sugar, seizures, liver damage, brain damage

How it is used: Swallowed

STIMULANTS

Names: Cocaine (blow, coke, crack), Methamphetamine (crank, crystal, speed, meth), MDMA (ecstasy, X), Nicotine (cigarettes, snuff, chew), Prescription: Adderal, Ritalin (uppers, pep pills, black beauties, rids)

Effects: Increased heart rate, blood pressure, and metabolism; feelings of exhilaration; energy; increased mental alertness; aggression; violence; hallucinations

Potential health effects: Rapid or irregular heart beat, reduced appetite, weight loss, heart failure, nervousness, insomnia, impaired memory and learning, tolerance, addiction

How it is used: Depending on the specific drug, can be snorted, swallowed, injected, or smoked

NARCOTICS

Names: Codeine (Cody, schoolboy, loads, pancakes and syrup), Heroin (dope, skunk, smack), Morphine (M, Miss Emma, white stuff), Oxycodone (Oxycotin, O.C.), Hydrocodone (vicodin)

Effects: Pain relief, euphoria, drowsiness

Potential health effects: Nausea, confusion, sedation, respiratory depression and arrest, tolerance, addiction, unconsciousness, coma, death

How it is used: Injected, swallowed, smoked

Drug Classifications[6]

Educational Component *continued*

HALLUCINOGENS

Names: LSD (acid), Mescaline (peyote), Psilocybin (magic mushrooms, shrooms)

Effects: Altered states of perception and feeling (e.g. the wall is perceived to talk and move), nausea

Potential Health effects: Permanent psychosis or perception disorders, flashbacks

How it is used: Swallowed

CANNABINOIDS

Names: Marijuana (pot, weed, dope, joint) and Hashish (hash, chronic)

Effects: Euphoria, slowed thinking and reaction time, confusion, impaired balance and coordination

Potential health effects: Cough, respiratory infections, impaired memory and earning, increased heart rate, anxiety, panic attacks, tolerance, addiction

How it is used: Swallowed, smoked

INHALANTS

Names: Solvents (paint thinners, gasoline, glues), Gases (Butane, propane, aerosol propellants, nitrous oxide), Nitrates (laughing gas, poppers, snappers, whippets)

Effects: Stimulation, loss of inhibition, headache, nausea or vomiting, slurred speech, loss of motor coordination, wheezing/unconsciousness, cramps, weight loss, muscle weakness

Potential Health Effects: Depression, memory impairment, damage to cardiovascular and nervous systems, sudden death

How it is used: "Sniffing" or "snorting" fumes from containers; spraying aerosols directly into the nose or mouth; sniffing or inhaling fumes from substances sprayed or placed into a plastic or paper bag ("bagging"); "huffing" from an inhalant-soaked rag stuffed in the mouth; inhaling from balloons filled with nitrous oxide

High-Usage Drugs
By Youth

Educational Component *continued*

High-usage drugs by youth

- Ask participants to partner up and discuss what they think are the top five drugs most commonly used by youth based on the overview provided
- Ask participants to share their responses with the group

a. Review the most common drugs used by youth:
   1. Alcohol
      - Alcopops: sweet malt beverage drinks, often flavored with fruit juices, such as Smirnoff Ice, Mike's Hard Lemonade, or wine coolers
      - Energy drinks with alcohol: hard to differentiate from regular energy drinks; e.g. Sparks, Rockstar 21
   2. Prescription Drugs
   3. Marijuana
   4. Inhalants
   5. Cigarettes

Presenter Tips:

- Refer to the resources at the end of this guide to research any changes over time and consult your local drug enforcement agency. It is recommended to provide some local and regional statistics to support the increased incidence of drug us among youth in these categories

What to Watch For

Educational Component *continued*

Drug Paraphernalia

a. Definition: Anything used to produce, conceal, and consume illicit drugs
b. Often marketed to youth: colorful logos
c. Often look like common items or trinkets: cell phones, pens, etc
d. User specific: pipes, bongs, roach clips, fake pagers, etc to hide drugs (example: an apple or soda bottle can be used to make a bong)
e. Dealer specific: scales, vials, baggies

Lingo[7]

a. Used to refer to:
   1. Drugs: Mary Jane, Crystal,
   2. Combinations of drugs: speedballing, woolie
   3. Amounts of drugs: Eight Ball, Dime, Brick
   4. Methods of use: Drop, Huffing, Mainlining, Shotgun
   5. People who use/deal: tweaker, candyman,
b. Resource: *www.whitehousedrugpolicy.gov/streetterms*

Presenter Tips:

- Emphasize the importance of knowing current drug lingo and paraphernalia so that parents can be aware of subtle clues indicating their child may be concealing drug use

What to Watch For

Educational Component *continued*

Changes in Behavior Associated with Drug Use

Presenter Tips:

- Review each change in behavior while emphasizing that no single one of these changes is firm evidence of drug use, but taken in combination, they could point to a more serious problem

1. Changes in friends
2. Negative changes in schoolwork, missing school, declining grades
3. Increased secrecy about possessions or activities
4. Use of incense, room deodorant, or perfume to hide smoke or odors
5. Subtle changes in conversations with friends, e.g. more secretive, using "coded" language or lingo
6. Change in clothing choices: new fascination with clothes that highlight drug use
7. Increase in borrowing money
8. Evidence of drug paraphernalia such as pipes, rolling papers, etc.
9. Evidence of use of inhalant products (such as hairspray, nail polish, correction fluid, or common household products); rags and paper bags used as accessories
10. Bottles of eye drops, which may be used to mask bloodshot eyes or dilated pupils
11. New use of mouthwash/breath mints to cover up smell of alcohol
12. Missing prescription drugs - especially narcotics/mood stabilizers

Presenter Tips:

- Ask for 2-3 parents to share some changes in behavior they have witnessed in their teenager that may indicate drug use

Parents
What You Can Do

Educational Component *continued*

Parents: What you can do

Parents are the first line of defense when it comes to their child's drug use or drinking. And they do make a difference! There are some simple steps parents can take to keep track of their child's activities. Of course, their child might not like them keeping tabs on where he or she is and what he or she is doing. It won't be a democracy and it shouldn't be, according to many parenting experts. In the end, it's not pestering, it's parenting.

a. Review and explain each of the below tips with participants, offering examples as appropriate.
   1. Set rules
   2. Praise and reward
   3. Know where your teen is and what he or she will be doing
   4. Talk to your teen
   5. Keep them busy - especially between 3 p.m. to 6 p.m., when the majority of juvenile delinquency is committed
   6. Check on your teenager
   7. Establish a "core values statement" for your family- establish a clear family position on drugs and repeat it often
   8. Be a good example
   9. Spend time together
   10. Take time to learn the facts about drugs and alcohol
   11. Get to know your teen's friends (and their parents)
   12. Stay in touch with your child's adult supervisors

Presenter Tips:

- Ask 2-3 parents to share some parenting skills they have used at home with their teenagers

Drugs and Gangs[8]

a. Teens who use drugs are almost twice as likely to engage in violent behavior, steal, abuse other drugs, and join gangs, as compared to teens who do not use drugs
b. Early use of marijuana - the drug most widely used by teens - is a warning sign of later gang involvement
c. Gangs may be involved in the use, production, and trafficking of illegal drugs
d. Gangs use youth to sell and traffick illegal drugs

Reinforcement and Review

Skill Reinforcement

Play "Who Wants to be a Millionaire?"

Instructions for "Who Wants to be a Millionaire?":

- Each multiple-choice question denotes a specific monetary value.
- Ask for a volunteer to play.
- Ask each multiple-choice question of the volunteer. If he or she answers incorrectly, his or her game is over and another volunteer is selected to continue the game.
- If the volunteer is unsure of the answer, he or she may use a lifeline. Each lifeline may be used only once. Available lifelines are:
  - Poll the audience: a survey of the audience is taken to determine the most popular answer
  - 50/50: two incorrect-answer choices are removed
  - Ask a friend: the volunteer may ask one friend in the audience to help him or her with the answer
- Before the correct answer is revealed, the volunteer must state that the answer given is his or her "Final Answer."
- The game is over when the million-dollar question has been answered.

Presenter Tips:

- Create a "Who Wants to be a Millionaire" PowerPoint to facilitate this skill reinforcement

Reinforcement and Review

Sample Questions for "Who Wants to be a Millionaire?"

(Correct answers are italicized)

Question: Which of the following is not one of the top five drugs used by youth?
Answer Choices: Alcohol; Inhalants; *Methamphetamines*; Prescription Drugs[9]

Question: Which of the following is not a type of inhalant?
Answer Choices: Glue; *Marijuana*; Paint thinner; Gasoline

Question: Which of the following is not a way parents can prevent drug use in youth?
Answer Choices: Set rules; Spend time with their children; Praise and reward; *Use drugs themselves*

Question: Which of the following is not a change in behavior that could signal drug use in youth?
Answer Choices: *Increase in interest in television, movies, or video games*; Change of friends; Increased use of air fresheners; Increase in borrowing money

Question: Anything used to produce, conceal, or consume illicit drugs is known as…
Answer Choices: Lingo; *Paraphernalia*; Classifications; Cannabinoids

Question: Which of the following is not a way in which gangs and drugs are connected?
Answer Choices: Sales of illicit drugs; Use of illicit drugs; Production of illicit drugs; *Prevention of drug use among youth*

Review and Wrap-Up

- Allow participants 10 minutes to complete *Taking a Stand at Home* on page 16 of the Parent Workbook (page 25 in the Facilitator's Guide)
- Invite several parents to share their responses with the group

Taking a Stand at Home

WORKSHEET 2

1. Considering your family's current attitudes towards drugs, what are some changes you may want to make at home?

_____

_____

_____

_____

_____

2. Establish three goals relating to your family's drug and alcohol use that you can begin to work on over the next week and beyond.

Example: "I will not grab an alcoholic beverage when I first get home from work but will have a glass of water instead."

1. _____

_____

2. _____

_____

3. _____

_____

_____

Session 3

Identification of Adolescents' Gang Activities

Objectives

- Learn about different types of gangs and indicators of gang membership
- Recognize warning signs your child may be involved in a gang
- Explore tips for reducing and preventing your child's involvement in gang activity

Introduction and Grounding

- Ask participants to complete the *Why Join A Gang?* worksheet on page 18 of the Parent Workbook (page 27 of the Facilitator's Guide)

Presenter Tips:

- Allow about 10 minutes to complete the *Why Join A Gang* worksheet
- Invite the participants to share their lists with the larger group

- Review and explain the reasons below that an individual would join a gang:

  Peer pressure
  Family tradition
  Perceived financial gain
  Being wanted and valued by others
  Getting girls
  Gain notoriety
  Boredom
  Love
  Protection
  Acceptance
  Support
  Surrogate family
  Excitement
  Low-self-esteem
  Low academic achievement

Why Join a Gang

WORKSHEET 1

Why would someone join a gang? List as many possible reasons as you can.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Types of Gangs
In California

Educational Component

You may create a the PowerPoint for the Educational Component to provide an overview of all of the following sections

- Participants may take notes on the following information on pages 19-21 in the Parent Workbook

What is a gang?[10]

a. California's legal definition: Any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more (specified) criminal acts, having a common name or common identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a patter of criminal gang activity

b. Simplified definition: An ongoing group of three or more persons having a common name or common identifying sign or symbol which engages in criminal activity as one of its primary activities

Presenter Tips:

- Reiterate that what separates gangs from groups of friends or colleagues is the inherent criminality of the behavior

Types of gangs in California:

Can be on a national, regional, or local level. Some gangs are made up entirely of one type of person (generally divided by ethnicity) but others are hybrid gangs

a. African American
   1. Crips, Bloods and their offshoots (generally defined by location) are often territorial
   2. Crimes committed by these gangs tend to be: burglary; robbery; assault; and the selling of illicit drugs such as marijuana and crack cocaine

b. Asian
   1. Asian Boys and Wah-Ching
   2. Sometimes affiliated with Hispanic or African American gangs
   3. Crimes most often associated with Asian American gangs are: home invasions, prostitution and human trafficking, laundering counterfeit money, selling drugs, modern high-tech methods, such as identity theft and credit card fraud

Types of Gangs[11]
In California

Educational Component *continued*

- Home invasions: gang members enter a household or small business and tieup and torture the family members until valuables or money is produced; Asian businesses and homes are targeted because cultural norms indicate this ethnicity is less likely to report crimes to the police and more likely to keep valuables at home

c. Hispanic
1. MS-13, Soreno 13 and Norteno 14
2. Territorial, protective of their "turf" or neighborhood, known as a "barrio"
3. Often consider themselves the policeman of their neighborhood, even as they terrorize it
4. Generally generational, mother or father is in a gang and raise children to be in same gang
5. Typical crimes committed: selling illicit drugs, grand theft, burglary, and receiving stolen property

d. White
1. Skinheads and white supremacist
2. Motivations not generally territorial or as based in financial gain as with other ethnically divided gangs
3. Motivation comes from a strong belief system based on hate and an ultra-right wing political ideology; they adhere to violence, intimidation, vandalism and anything that will insure the survival of the white race
4. Routinely terrorize people of color, Jews, Catholics, immigrants, people who have married interracially and homosexuals
5. Believe that minorities are taking over the country and therefore believe they are justified in 'preserving' their culture by preaching and demonstrating violence against minorities

e. Taggers
1. Many tagging crews start with the desire to simply write their names and slogans and are not gang-affiliated or commit any crimes other than vandalism
2. Many taggers eventually join a gang or the tagging crew comes to operate more like a gang as they become more territorial and may arm themselves
3. Rivalries and violence may also erupt between tagging crews

Types of Gangs
In California

Educational Component *continued*

Presenter Tips:

- When presenting on the different types of gangs, focus on those most prevalent in the communities of your participants

f. High-risk
   1. Party Crews
      - Party Crews throw parties as money-making enterprises
      - Often illicit drugs are sold at these parties and gang members attend, so they are also likely to erupt in gang violence
      - Police are particularly wary of gang violence at Party Crew parties because investigation is often difficult
   2. Females
      - Make up about 10% of gang population[12]
      - Few only-female gangs (generally Caucasian or Hispanic)
      - Originally just the girlfriends of gang members
      - Now more involved as full-fledge members of the gang, especially in Asian and Hispanic gangs

g. Is your child a tagger?
   1. Explain the traits of a tagger. Parents may want to look out for these indicators, particularly the presence of a graffiti books or markers
   2. Also include the indicators of etching tools or stickers, which are also used to tag surfaces

Staff graphic by RAUL CARACOZA

Presenter Tips:

- Inform parents that no one under 18 may purchase spray paint, and engage in a discussion about where a child is getting the product

h. Local Data
   1. Include in this section data pertaining specifically to your county or city

Indicators of Gang Membership

Educational Component *continued*

Presenter Tips:

- Contact local agencies to obtain data specific to your area. Data may include number of gangs, number of gang-related crimes, or number of youth involved in gang activity

Indicators of Gang Membership[13]

a. Nickname: often gang members have a nickname that highlights a real or imagined physical, personal, or psychological trait

b. Attire: allows peer and rival gang members to identify one another. When the attire becomes adopted by non-gang members, these individuals may be as risk for violence.

1. Style: three-quarter-length crop pants with knee high socks, plaid Pendleton shirts
2. Brands and colors: some attire may be of a specific brand or color or have certain logos or slogans. Some gangs adopt the colors and logos of professional sports teams
3. Accessories: belt buckles, hats, "rags" or bandanas may also be used

Presenter Tips:

- Ask participants to identify attire that may be gang-related
- Determine local attire or signs that are popular, like certain colors or sports teams and share this information with participants

c. Hand Signs:

1. Letters of the alphabet or numbers are formed with fingers
2. Nonverbal signal to peer or rival gang members or community citizens
3. Used to greet, challenge, and intimidate

d. Graffiti

1. Used to mark territory; declare member allegiance; advertise status, power or criminal acts; announce presence; challenge rivals; announce new gang relationships; intimidate residents
2. Considered by law enforcement to be the "newspaper of the streets"; Allows law enforcement to observe changing relationships between gangs and predict potential problems, as well as connect gangs to certain areas or crimes

Indicators of Gang Membership

Educational Component *continued*

3. Style: colors and font styles are specific to different gangs
   - Hispanic gangs tend to use block letters or old English, while white or African American gangs tend to use plain lettering

Presenter Tips:

- Locate pictures of local graffiti and ask parents to identify gang symbols that are present. Review the most common gang graffiti symbols:
  - 187: California Penal code for murder—may be a threat or an advertisement for crimes committed
  - Nicknames
  - Gang names that are common in the local jurisdiction
  - Graffiti that has been crossed out: represents a challenge by another gang

e. **Jewelry:** some gangs wear loud jewelry like heavy gold rope chains, earrings, and large gold or diamond rings; Some jewelry may have the symbols associated with a particular gang (such as a star) or the gang lifestyle in general (such as the happy and sad face theatrical masks: "smile now, cry later")

f. **Weapons:** gangs use a variety of weapons
   1. Types: baseball bats (shaved down or regular), pipe, brass knuckles, spiked wrist-bands, mace, knives, handguns, shotguns, automatic or semi-automatic firearms, homemade bombs, fire bombs, and non-metallic weapons such as plastic knives
   2. Often concealed in harmless-looking items such as cell phones or pens

g. **Tattoos:** can indicate gang affiliation, geographic origin, or status through numbers, letters, or symbols
   1. Example: 1503 for Orange County ("O" is the 15th letter of the alphabet, "C" is the third), 88 for "HH" and "Hail Hitler"
   2. Example: Three dots to symbolize "mi vida loca" (my crazy life), a teardrop may symbolize that the person has committed murder or has lost a friend

h. **Body Modification:** burns, brands, or cuts to show commitment to gang

i. **Gang Slang:** many gangs adopt a verbal code that applies to their gang, though much has been adopted by general population
   1. Example: Crips greet each other saying "cuzz" while bloods replace the "c" of the alphabet with "b" to disrespect the Crips
   2. Example: Hispanic gangs utilize many Spanish words such as "cuerte" for gun or "pendejo" for fool

Indicators of Gang Membership

Educational Component *continued*

j. **Music:** Gang culture is often spread through music and entertainment
   1. Lyrics can be motivating to the listener and refer to gang philosophies and activities
   2. Some gang-related music has been adopted by the general population

Presenter Tips:

- Engage participants in a discussion of various artists who they affiliate with the gang culture.
- Encourage participants to discuss music with their child and become aware of the type of music their child listens to

k. **Technology:**
   1. Email and text messaging has become a common way to organize gang activities or alert gang members to news or potential dangers (like police activity)
   2. Web sites are used to display activities and power of a specific gang, may feature gang members with weapons, hand signs, or graffiti. Many gang members use their MySpace pages to show their allegiance

Presenter Tips:

- Emphasize the importance of parents monitoring their child's social networking sites to keep track of their child's interests and activities

l. **Other signs:** use of a certain color for makeup or shoelaces, specific hairstyles, and subscriptions to specific magazines (like car or tattoo magazines)

How youth join a gang:

- "Jumped-in"
  1. beaten, "jumped" by other gang members to prove toughness
  2. Can last between 30 seconds and 2 minutes depending on gang
- "Sexed-in"
  Females wishing to join a gang are forced to have sex with multiple gang members
- "Walked-in"
  Sponsored by an existing member, generational members
- "Crimed-in"
  1. Commit crime to show loyalty
  2. Ranges from shoplifting to vandalism to murder

Signs Your Child May Be In A Gang

Educational Component *continued*

Signs Your Child May be in a Gang

Presenter Tips:

- Reiterate that no single sign is proof that a child is in a gang. However, the risk increases with each additional sign the child exhibits

Review and explain each of the following signs:

Truancy
Decline in grades
Change of friends
Keeping late hours
Alcohol and other drug use
Having large sums of money or expensive items that cannot be explained
Developing attitude problems with parents, teachers, or others in authority
Intensifying anger
Sudden hatred for another group
Glamorizing gangs
Wearing gang clothing or an importance placed on certain colors
Withdrawing from the family
Secretive or abrupt changes in behavior
Abrupt changes in music tastes, clothing styles
Presence of body modifications, including tattoos, scarring, burns and brands.
Presence of gang graffiti in bedroom or on books, clothing, shoes, or posters
Using hand signs to communicate with other gang members, siblings, teachers, and parents
Displaying photos showing gang names, slogans, insignia, hand signals, or people involved in gang activities
Using gang-style language
Participating in gang activities
Associating with known gang members

Parents
What You Can Do

Educational Component *continued*

What parents can do:
Parents are an important factor in preventing high-risk behavior like gang involvement in youth. Below are some tips to help parents keep their children away from gang activity.

a. Review and explain each of the tips listed below
   1. Talk to your teen about high-risk behavior with gangs and drugs
   2. Monitor your teen and set clear rules
   3. Identify risk factors for delinquent behavior, violence and gang involvement
   4. Recognize warning signs indicating your teen may already be involved
   5. If your teen is involved with a gang - ***ACT QUICKLY***[14]
   6. Get involved in your child's life
   7. Get involved in your community
   8. Let your child know you love and care about him or her

For More Information:

- Review the following constellations of risk factors with participants

a. Individual factors
   Early delinquency (especially violence, very early marijuana use and other drug use), early dating and sexual activity

b. Family factors
   Other gang-involved family members, non-two-parent family structure and poverty

c. School factors
   Low achievement, commitment and aspirations; absenteeism; negative labeling by teachers; and lack of a sense of safety in school

d. Peer factors
   Associations with delinquent or aggressive peers

e. Community factors
   Poverty, drug availability, lack of structured activities, gang presence, lack of a sense of safety and attachment

Family Feud

Skill Reinforcement

- Play "Family Feud"

Instructions for "Family Feud":

- Obtain 8 or 10 volunteers and divide them into two equal teams. Have the teams designate a team captain and determine the order in which the players on each team will play.

- In the first round, the captain of each team will be the only one who can answer the question. Read aloud the first question; call on the team captain who raises his or her hand first to answer the question.

- Answers must be given within five seconds of being called on. If the captain who was called on does not answer the question within the time limit or if he or she gives an incorrect answer, the next team can "steal" the question.

- When the other team "steals" a question, members of that team can talk among themselves, then they must agree on the correct answer. The captain serves as spokesperson for the team. If the captain says the correct answer, his or her team earns the point. If the answer is incorrect, the next team has a chance to steal the question back and earn the point.

- The team that correctly answers the question earns the first chance to answer the next question, which is posed to the second player on the team.

- If the second player runs out of time or answers the question incorrectly, the question is then asked to the second player on the next team. A correct answer earns another point for the team and the first chance to answer the next question, which is posed to the third player on the team. The team can keep earning points until team members get a wrong answer or do not respond within the time limit.

- Continue to pose questions following the pattern of asking the new questions to the next member of the team until all questions have been answered.

- At the end of the game, the team with the most points is the winner of "Family Feud."

Family Feud

Sample Questions for Family Feud:

Q: What are five reasons someone would join a gang?
A: Peer pressure, family tradition, perceived financial gain, being wanted and valued by others, getting girls, gain notoriety, boredom, love, protection, acceptance, support, surrogate family, excitement, low-self-esteem, low academic achievement

Q: What are five accessories of a tagger?
A: Magic markers, spray paint, etching tools, stickers, backpack, graffiti book, stencils, gloves, hood, hat, and bandana

Q: What are four ways to join a gang?
A: Jumped-in, sexed-in, walked-in, and crimed-in

Q: What are five risk factors for delinquent behavior, violence, and gang involvement in teens?
A: (any of the following)
Individual factors: early delinquency (especially violence, very early marijuana use and other drug use), early dating and sexual activity
Family factors: other gang-involved family members, non-two-parent family structure
School factors: low achievement, commitment and aspirations; absenteeism; negative labeling by teachers; and lack of a sense of safety in school
Peer factors: associations with delinquent or aggressive peers
Community factors: poverty, drug availability, lack of structured activities, gang presence, lack of a sense of safety and attachment

Q: What do gangs use technology for?
A: Arrange crimes, drug sales, warn of police contact, recruit, advertise, and show off

Review and Wrap-Up

- Ask participants to complete *Using Your Knowledge at Home* on page 26 of the Parent Workbook (page 38 of the Facilitator's Guide)
  a. Allow 10 minutes to complete worksheet
  b. Ask participants to share their responses

Using Your Knowledge At Home

WORKSHEET 2

What are at least three things you are going to look for at home?

_____

_____

_____

Now that you are informed and prepared to help your child, what action steps will you take?

_____

_____

_____

Imagine your child when he or she is 25. What do you see for him or her?
Does he or she have a house, a job, a family? What are your hopes and dreams for your child's future?

_____

_____

_____

_____

_____

_____

Session 4

Potential Fines, Penalties, and Incarceration

Objectives

- Identify the fines and penalties of gang involvement
- Learn the potential for incarceration for gang-related offenses
- Understand the legal consequences of gang membership

Introduction and Grounding

- Allow participants 10 minutes to complete *Consequences of Gang Involvement* on page 28 of the Parent Workbook (page 40 of the Facilitator's Guide)
- Ask participants to pair up with someone and share their responses
- Ask for volunteers to share their responses with the group

Presenter Tips:

- Share Noey's Story:
  Noey was a 16-year-old boy who was part of the X gang. Across the street was another gang called the Y gang. The two gangs got into a fight because both gangs wanted to take over the apartment complex in the neighborhood. Noey was shot and left by his "family" in the gutter. He died at the hospital and his parents were told that if his "family" had taken him to the hospital or called for an ambulance instead of leaving him in the gutter, he would have lived. Please tell your children that gang members are not their family and they will not stand by their side.

Consequences of Gang Involvement

WORKSHEET 1

How does gang membership influence families or youth?

_____

_____

_____

_____

What kind of penalties are connected with being involved with a gang?

_____

_____

_____

_____

What consequences are related to being involved with a gang?

_____

_____

_____

_____

Laws and Consequences

Educational Component

You may create a PowerPoint for the Educational Component to provide an overview of all of the following sections

- Ask participants to take notes on the following information on pages 29-30 of the Parent Workbook

10-20-Life gun enhancement for gang members[15]

a. 10: If a gang commits a crime with a gun present, though not discharged, everyone who was present at the time of the crime gets an additional 10 years on top of the sentence for the crime; the gun does not have to be operable or loaded
b. 20: If a gang commits a crime and a gun is discharged, but does not hit anyone, everyone in the gang who was present at the time of the crime gets and additional 20 years on top of the sentence for the crime
c. Life: If a gang commits a crime and someone is injured by a bullet wound ("grave bodily injury"), everyone in the gang who was present at the time of the crime gets life in prison

Presenter Tips:

- 10-20-Life Example:
  A car of gang members stops at a convenience store. Two members get out and rob the store, killing the clerk. Everyone present: the two who went in the store, the driver, even the guy passed out in the backseat who did not even know what was going on, gets life in prison. WHY LIFE: Because everyone is guilty by association. Any of the gang members can pick up the gun and continue the crime if one become incapacitated.

Restitution

a. Money a judge orders the offender to pay for damages related to the crime
b. Mandated fine: a fine that a court has the authority to give and an individual has to pay

Register as a Gang Member

a. Penal Code (PC) 186.30
b. If an individual is convicted of a gang crime, upon release from prison, he/she must register with the police department within 30 days of finding a place to live
   1. Allows the police to track gang members' locations and activities
   2. Documentation can be used against them in future gang crimes they commit.

Laws and Consequences

Educational Component *continued*

Injunction

A requirement to do, or to refrain from doing, certain things in certain areas. Example: an injunction will prevent a gang from wearing their colors or associating with one another within their territory.

Presenter Tips:

- Ask participants to name things that gangs do that cause a nuisance in their area. Examples: loitering, intimidation, graffiti, drug use, drug trafficking, robbery

a. Civil law suit against a gang. Example: District Attorney's or State Attorney General's office sues the gang on behalf of the residents for causing a nuisance to the area
b. If injunction is violated, it is prosecuted in criminal court

Life in Prison

a. If a gun is used in the process of a crime and causes grave bodily injury, all gang members present at the time of the crime will get life in prison
b. Minors as young as 14 can be sentenced for life in prison

Death Penalty

a. Assessed to gang members for homicides, especially with special circumstances such as torture or rape or when the homicide is committed by a gang for the benefit of the gang
   1. Example: the murder of a prominent member of a rival gang

Juvenile Law

a. Minors can be prosecuted as adults at age 14 when they commit a felony gang crime[16]
b. Eligible for the 10-20-Life gun enhancement
c. Education Code 48904
   1. Parent/guardian responsible for the cost of damage done by a juvenile
   2. Example: a minor's parent will have to pay for repairs due to graffiti on school property

Presenter Tips:

- Dispel misconception about deportation: the police department does not deport families, the federal government does; if someone witnesses a gang crime, victims are protected under the law and will not be deported

Laws and Consequences

Educational Component *continued*

Penal Code186.22 Enhancement: Participating in criminal street gang penalty

a. Members engage in or have engaged in a pattern of criminal gang activity
b. Determined by the individual 's promotion or assistance in any criminal conduct by members of a gang
c. Punishment:
   1. County jail for up to 1 year
   2. State prison for 16 months, two or three years
   3. If the crime is serious (example: a felony)
      - The person shall be punished an additional 5 years
4. If the crime is violent (example: assault and battery)
      - The person shall be punished an additional 10 years

Personal Property[17]:

a. When personal property is used in a crime, law enforcement can seize the property from the families
b. Property includes: houses, cars, cell phones

Parents Charged[18]:

a. Parents are financially responsible for all fines and fees associated with a minor's crimes
b. Fees and fines include:
   1. Incarceration at Juvenile Hall (costs-a daily fee)
   2. Money taken out of paycheck
   3. Monthly fines
   4. Housing
   5. Custody time
   6. Public defender (contrary to popular belief, public defenders are not free)
   7. Counseling fees
   8. Probation officer time
   9. Graffiti removal

Reinforcement and Review

Skill Reinforcement

- Play "Jeopardy"

You can create the "Jeopardy" PowerPoint presentation based on the template contained in the program for the facilitation of this skill reinforcement on page 45

Instructions for "Jeopardy"

- Jeopardy is played in two rounds. The first is the Jeopardy! round. In this round, questions are worth from $100 to $500. There is one daily double in this round.

- To play, participants pick a category and a dollar value. Facilitator will give a "clue", and then, if the participant knows the answer, she/he will "buzz in" and give the response to the clue in the form of a question.

- In the Daily Double, the only person who can answer is the person who chose the clue with the Daily Double. In this Daily Double question, the participant can wager from $5 to as much as he or she has. The clue is given, and the participant must respond in the form of a question, or loses the money he or she has wagered.

- At the end of Jeopardy! is Final Jeopardy!. In order to participate, the parent must have a positive score. In Final Jeopardy!, the clue is given, and contestants must come up with their response within thirty seconds. The participant with the most money at the end of the game is crowned champion.

Reinforcement and Review

Sample Questions for Jeopardy:

Facilitator: Money a judge orders the offender to pay for damages related to the crime.

Participant: What is restitution?

Facilitator: Incarceration at Juvenile Hall, money taken out of paycheck, monthly fines, housing, custody time, public defender, and counseling fees.

Participant: What fines and fees can parents receive for their child's crimes?

Facilitator: Use a gun, discharge gun, discharge gun + grave bodily injury.

Participant: What is 10 – 20 – Life gun enhancement for gang members?

Facilitator: Houses, cars, cell phones.

Participant: What is personal property that law enforcement can seize from the families when used in a crime?

Facilitator: Age 14.

Participant: What is the age at which minors can be prosecuted as adults?

Review and Wrap-Up

- Allow participants 5-10 minutes to complete the Feeling Thermometer on page 31 of the Parent Workbook (page 46 of the Facilitator's Guide)
- Ask parents to share their thoughts and responses with the group

Feeling Thermometer

WORKSHEET 2

In the space provided, write how today's session made you feel. Choose 1 or 2 levels to write your corresponding feelings.

LEVELS	TRIGGERS
Very Uncomfortable 100	_____
	_____
	_____
Uncomfortable 75	_____
	_____
	_____
Mildly Comfortable 25	_____
	_____
	_____
Very Comfortable 0	_____
	_____
	_____

Session 5

Meeting with Families of Victims and Surviving Parents of Gang Members

Objectives

- Learn how families of innocent victims of gang violence are impacted by the loss of their loved one
- Discover how surviving parents of a deceased gang member cope with the loss of their child

Presenter Tips:

- Bring facial tissues to this session for both the panelists and participants

Session Information and Tips:

- The facilitator should work with his or her local Victim Assistance program to recruit parents who have lost children to gang violence and are innocent victims of gang violence.
- It is encouraged to invite three to four panelists to be part of this session.
- If inviting victim families is not an option, the facilitator of the curriculum will need to retrieve a video or DVD that highlights the impact of gang violence on families.
- Below are some on-line video and audio resources that can be used for this session:
  - From Public Broadcasting Service:
    Limiting gang activity in Chicago
    www.pbs.org/newshour/bb/youth/july-dec99/gangs_8-25.html
    Curbing activity of MS-13 in Los Angeles
    www.pbs.org/newshour/bb/youth/jan-june06/gang_4-24.html#
  - From National Public Radio:
    Young vicims of gang violence in south Los Angeles
    www.npr.org/templates/story/story.php?storyId=88045529
  - From the Office for Victims of Crime:
    Justice for Victims. Justice for All
    ovc.ncjrs.gov/ncvrw2008/themedvd.html
  - Other:
    Crips & Bloods: Made in America Documentary
    www.cripsandbloodsmovie.com

Introduction and Grounding

- Ask participants to introduce themselves to the panel and share one thing they learned by attending one of the past sessions or one reason they are taking the anti-gang parenting course
- Introduce panelists to the participants

Presenter Tips:

- If panelists were recruited through a Victim Assistance program, invite a program representative to give an overview of the program and introduce the panelists

Educational Component

- Allow each victim family to tell their story (time allotted will depend on number of families)
- After each family's story, facilitate a question and answer session between the panel and participants
- Allow victim families the opportunity to give a final piece of advice to the audience

Skill Reinforcement

- Allow participants 10 minutes to complete the questions on page 33 of the Parent Workbook (page 49 of the Facilitator's Guide)
- Ask several parents to share their responses with the group

Review and Wrap-Up

- Allow participants 10 minutes to complete *What If...?* on page 34 of the Parent Workbook (page 50 of the Facilitator's Guide)
- Ask participants to share their responses with another person or with the group

WORKSHEET 1

Skill Reinforcement Questions

What was the most important thing learned from the panel or video?

_____

_____

_____

What feelings did you have during the panel or video? What caused these feelings?

_____

_____

_____

How will you apply your new experience with your child and family?

_____

_____

_____

What if…?

WORKSHEET 2

What if...

You could spend more time with your child doing one specific thing, what would it be?

_____

_____

What if...

You could change one aspect of your child's behavior, what would you change, and how?

_____

_____

What if...

You could teach your children how to deal with mistakes, how would you do it?
Or if you could provide them with a philosophy for mistakes, what would it be?

_____

_____

What if...

You were to name the people that each of your children tries to be like, who would they be?

_____

_____

Useful Websites

Communication

- How to Listen to your Kids
  www.education.com/reference/article/Ref_How_listen_your_kids/
- Child Development 12-14 yrs old
  www.cdc.gov/ncbddd/child/earlyadolescence.htm
- Child Development 15-17 yrs old
  www.cdc.gov/ncbddd/child/middleadolescence15-17.htm
- How to Talk to Your Kids about Anything
  www.talkwithkids.org/first.html
- How to Talk to Your Kids about Feelings
  www.parentingpress.com/violence/talk.html

Drugs

- Talking with Kids about Drugs and Alcohol
  www.talkingwithkids.org/drugs.html
- Parents. The Anti-Drug
  www.theantidrug.com
- Drugfree.org Parent Resource Center
  www.drugfree.org/Parent/
- ParentsEmpowered.org
  www.parentsempowered.org/
- Streetdrugs.org
  www.streetdrugs.org/
- Foundation for a Drug Free World
  www.drugfreeworld.org/
- Early Intervention Team
  www.earlyinterventionteam.org/
- Office of National Drug Control Policy
  - Street Terms:
    www.whitehousedrugpolicy.gov/streetterms/
  - Juveniles and Drugs:
    www.whitehousedrugpolicy.gov/drugfact/juveniles/index.html

Useful Websites

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Gangs

- Gangs Or Us
  www.gangsorus.com
- Know Gangs
  www.knowgangs.com
- Street Gangs
  www.streetgangs.com
- National Youth Gang Center
  www.iir.com/nygc
- Office of Juvenile Justice and Delinquency Prevention: Youth Gang Prevention Initiative
  ojjdp.ncjrs.org/programs/antigang/index.html
- Latin American Youth Center
  www.layc-dc.org
- COPS Office: Gangs
  cops.usdoj.gov/Default.asp?Item=1593
- National Youth Violence Prevention Resource Center
  www.safeyouth.org
- Gang Resistance Education And Training
  www.great-online.org

Laws

- California Gang-Related Laws
  www.iir.com/nygc/gang-legis/california.htm
- California Gang Laws
  www.streetgangs.com/laws/cal.html
- Kids and the Law
  www.calbar.ca.gov/calbar/pdfs/cbj/2007-Kids-Law-English.pdf

End Notes

1. Report on the Conditions of Children in Orange County, 2007.
2. Austin, G. and Skager, R. Highlights - 12th Biennial California Student Survey, 2007-08. Sacramento: Attorney General's Office.
3. US Department of Education, National Center for Educational Statistics, 2007, Indicators of School Crime and Safety.
4. AB 1291, Mendoza, 2007.
5. Drug classification was obtained from the following websites:

   Office of National Drug Control Policy, *www.whitehousedrugpolicy.gov/index.html*

   National Institute on Drug Abuse, *www.nida.nih.gov*

   Street Drug.org, *www.streetdrugs.org*
6. Ibid.
7. Office of National Drug Control Policy, *www.whitehousedrugpolicy.gov/index.html*
8. *Gangs: A Community Response*, California Attorney General's Crime and Violence Prevention Center.
9. Center for Substance Abuse Research, *www.cesar.umd.edu/cesar/cesarfax.asp*
10. Gangs: A Community Response: Criminal street gangs are defined by California Penal Code section 186.22 (f) as: "any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more [specified] criminal acts, having a common name or common identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity."
11. Ibid.
12. Ibid.
13. Ibid.
14. Office of Community Oriented Policing Services, *www.cops.usdoj.gov/files/RIC/Publications/GangsCard_FBI.pdf*

    Examples of "quick actions" may include:

    Talk with your child about the dangers and consequences of gang involvement. Let your child know that you don't want to see him or her hurt or arrested. Explain to your child that he or she should NOT:

    Associate with gang members

    Attend parties or social events sponsored by gangs

    Use hand signs, symbols, or language that is meaningful to gangs

    Wear clothing, including specific colors, which may have meaning to gangs in your area

In addition:

Establish clear rules

Call the local police task force for support

Call the local gang prevention program in your neighborhood

Obtain counseling for the child and family to address this high risk behavior

15. A: "10-20-Life" bill created new Penal Code section 12022.53

C: Register as gang member - Juveniles are also required to register as noted below:

The registration required by Section 186.30 shall consist of the following:

(1) Juvenile registration shall include the following:

(A) The juvenile shall appear at the law enforcement agency with a parent or guardian.

(B) The law enforcement agency shall serve the juvenile and the parent with a California Street Terrorism Enforcement and Prevention Act notification which shall include, where applicable, that the juvenile belongs to a gang whose members engage in or have engaged in a pattern of criminal gang activity as described in subdivision (e) of Section 186.22.

(C) A written statement signed by the juvenile, giving any information that may be required by the law enforcement agency, shall be submitted to the law enforcement agency.

(D) The fingerprints and current photograph of the juvenile shall be submitted to the law enforcement agency.

16. Juvenile Law, *www.courtinfo.ca.gov/courtnews/mayjun00-1.pdf* :

Proposition 21, the Juvenile Crime Initiative Statute, passed by voters on March 7, 2000. Among other provisions, it takes away juvenile court judges' power to decide whether a youth should be tried as an adult in certain cases. That role was handed to prosecutors—who, for certain crimes, can skip juvenile court and file charges directly in adult court. The California District Attorneys Association, which endorsed the proposition, believes the statute will save time in juvenile court cases. But opponents such as the California Judges Association believe that the law will refocus the emphasis of the juvenile justice system from rehabilitation to punishment. Of the measure's 40 provisions, 10 are likely to have the most significant impact on criminal and juvenile courts. The measure:

1. Expands the list of felonies that constitute Welfare and Institutions Code section 707(b) offenses.
2. Lowers the age (to 14 years) for presumption that a youth is unfit when a 707(b) offense is committed.
3. Allows the district attorney to file enumerated offenses in adult court.
4. Removes confidentiality from certain juvenile court proceedings.
5. Removes confidentiality from certain juvenile court records.
6. Replaces informal probation for felonies committed by youths 14 and older with a new deferred entry of judgment proceeding.
7. Expands the gang enhancement statute and increases punishment.
8. Expands Penal Code section 1192.7 and its limitation of plea bargaining if gang enhancement is alleged.

9. Expands the list of violent felonies in Penal Code section 667.5(b).
10. Provides that youths unfit for juvenile court may be committed to the California Youth Authority instead of prison except when the sentence is for life or 35 years or greater.

17. Personal Property used in Crime: Penal Code section 186.
18. Parents responsible: Penal Code section 272
www.calbar.ca.gov/calbar/pdfs/cbj/2007-Kids-Law-English.pdf

Parents of gang members can be prosecuted and held criminally liable for their child's gang related activities. If the parents fail to exercise reasonable care, supervision and control over their minor child, they can be charged with contributing to the delinquency of a minor. (PC § 272). By law, such neglect is punishable by up to one year in jail and a fine of $2,500. (PC § 272(a)(1)).

Are parents liable when their kids damage, destroy or deface the property of others?

Yes, California law makes parents liable in certain circumstances. For example, they are liable for:

Fines that the minor cannot pay. (PC § 594(d))

The costs of repairing and replacing destroyed property. (Govt.C § 38772; PC § 594(c))

Damages or losses related to merchants' property or library books. (PC § 490.5)

Damages to school property or rewards offered to find the person responsible for the damage, up to $10,000. (Ed.C § 48904(a)(1))

Willful misconduct, including the defacement or destruction of property through the use of paint or similar substances. (CC § 1714.1)

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