

Gangs in Virginia

Your Friends, Your Choices

Class Action Gang Prevention Program



Office of Attorney General Bob McDonnell
Richmond, Virginia

Instructor Manual

Elementary School Program

Gangs in Virginia: Your Friends, Your Choices

Instructional Information & Guidelines

1. Lessons are 30 – 45 minutes in length.
2. Virginia Law centered scenarios have been developed for most lessons.
3. Appropriate Virginia Law is highlighted throughout the program.
4. The Virginia Law is intended to interact with the scenarios.
5. Students should be given the highlights of the Virginia Code.
6. Worksheets can be found throughout the program.
7. The program is built for student interaction and not strictly lecture.
8. Several lessons may be combined when time permits.
9. Student surveys are at the end of each program.
10. The programs may be used at the officers/teachers discretion.

Class Action

Gangs in Virginia: Your Friends, Your Choices

Elementary Lesson Plans – Grades 4 - 5

Program Summary:

Gangs in Virginia: Your Friends, Your Choices was developed to encourage a learning process between law enforcement officers and elementary school students. The program features an interactive student workbook with six different lessons all promoting making the right choices.

Student workbooks feature the following:

1. Student Scenarios
2. Officer/Student Discussion/Questions
3. Gang Fact Sheets
4. Specific Legislation – Virginia Law
5. Student Worksheets
6. Student Survey

Workbook activities have been provided to encourage a variety of teaching methods for various learning styles.

Lesson One

Your Friends, Your Choices *Choosing Friends*

Length of Lesson: 30 – 45 Minutes

Materials Needed: Elementary Student Workbooks, Lesson Plan, and Students w/pencils.

Teaching Method: Scenarios for: Worksheets, Questions and Discussions.

Goal: Encourage Students to Choose the Right Friends.

1. Introduce yourself and distribute student workbooks.
2. Explain that the goal of the lesson is to increase a student's ability to choose positive friends.
3. Review scenario on page two of *Your Friends, Your Choices* – involve students.
4. Review discussion questions on page three – encourage student involvement.
5. Brief students on gang related Virginia Law on page four.
6. Have students complete true/false questions on page four and review answers.
7. Have students complete worksheet on page five of *Your Friends, Your Choices: Choosing Friends*.
8. Have students complete *My Best Friend Survey* and share results.
9. Ask students for questions concerning *Choosing Friends* (lesson one).
10. Encourage students to remember “*your friends are your choices.*”
11. Facilitate Q & A.

Lesson Two

Your Friends, Your Choices *What's a Sister to do?*

Length of Lesson: 30 minutes

Materials Needed: Elementary Student Workbooks, Lesson Plan, and Students w/pencils

Teaching Method: Scenario, student worksheet, review questions and facilitate student discussion.

Goal: Provide students alternatives for identifying and handling gang issues.

1. Introduce yourself and distribute student workbooks.
2. Explain that the goal of the lesson is to increase learn to identify negative peer situations.
3. Review scenario on page six: *What's a Sister to Do? A Brother could be in Trouble.*
4. Complete and review multiple choice exercise on page seven. (review answers)
5. Advise students that tattoos and body piercing are popular; however, may be illegal for students under eighteen years of age.
6. Cover Virginia Law regarding the tattooing or body piercing of minors on page six.
7. Ask students if they have any questions concerning lesson two.
8. Urge students to seek help for identified gang members.
9. Facilitate Q & A.

Lesson Three

Your Friends, Your Choices *Facts About Street Gangs*

Length of Lesson: 30 – 45 minutes

Materials Needed: Elementary Student Workbooks, Lesson Plan, and Students w/pencils.

Teaching Method: Lecture, student worksheet, review questions and facilitate student discussion.

Goal: Inform students on the dangers of gang activity

1. Introduce yourself and distribute student workbooks.
2. Explain that the goal of the lesson is to learn about gangs and why people join gangs.
3. Cover ten important facts about street gangs on page eight.
4. Ask students if they have questions about gangs.
5. Cover why people join street gangs on page nine.
6. Ask students to complete the section on page nine: *Why do You Think People Join Street Gangs?*
7. Ask for student feedback on their answers.
8. Cover gangs and crime examples on page nine.
9. Express the negative impact of crime and gangs.
10. Facilitate Q & A.

Lesson Four

Your Friends, Your Choices *Resisting Gangs in Your Community*

Length of Lesson: 30 minutes

Materials Needed: Elementary Student Workbooks, Lesson Plan, and Students w/pencils.

Teaching Method: Lecture, student worksheet, review questions and facilitate student discussion.

Goal: Teach students gang resistance techniques.

1. Introduce yourself and distribute student workbooks.
2. Explain that the goal of the lesson is to learn a number of ways to identify gangs and ways to resist joining a gang.
3. Review ten ways to resist gangs on page ten.
4. Explain the issue of gangs versus *wannabees* on page ten.
5. Review *What Gangs Look Like* on page eleven.
6. Explain the fact that not everyone who looks like a gang member is a gang member.
7. Have students draw a picture of their idea of a gang member on page eleven.
8. Conduct open discussion on student's ideas on gangs and gang members.
9. Remind students of the importance of making the right choices; being a leader and not a follower.
10. Facilitate Q & A.

Lesson Five

Your Friends, Your Choices Tagging, Trashing, Graffiti or Crime

Length of Lesson: 30 minutes

Materials Needed: Elementary Student Workbooks, Lesson Plan, and Students w/pencils.

Teaching Method: Scenario, student worksheet, review questions and facilitate student discussion.

Goal: Teach students to respect property.

1. Introduce yourself and distribute student workbooks.
2. Explain that the goal of the lesson is to learn to respect all property.
3. Review *Tagging, Trashing and Graffiti or Crime* scenario on page twelve.
4. Review with students the questions on page twelve. Open discussion.
5. Explain Virginia Law on destroying property on page twelve.
6. Emphasis to students that parents can be held responsible for property damage done by their children.
7. Explain to students that graffiti is really a crime.
8. Emphasize to students that gang members have a total disrespect for property that belongs to other people.
9. Explain to the students that schools are public property and students need to respect school property.
10. Facilitate Q & A.

Lesson Six

Your Friends, Your Choices ***Bullying***

Length of Lesson: 30 minutes

Materials Needed: Elementary Student Workbooks, Lesson Plan, and Students w/pencils.

Teaching Method: Scenario, student worksheet, review questions and facilitate student discussion.

Goal: Teach students the serious issue of bullying.

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to learn recognize the serious effects of bullying.
3. Review bullying scenario on page thirteen.
4. Discuss review questions on page thirteen.
5. Advise students of related Virginia Laws regarding bullying on page thirteen.
6. Advise students that bullying is more than an innocent prank.
7. Facilitate Q & A.

Middle School Program

Gangs in Virginia: Your Friends, Your Choices

Instructional Information & Guidelines

1. Lessons are 30 – 40 minutes in length.
2. Virginia Law centered scenarios have been developed for most lessons.
3. Appropriate Virginia Law is highlighted throughout the program.
4. The Virginia Law is intended to interact with the scenarios.
5. Students should be given the highlights of the Virginia Code.
6. Worksheets can be found throughout the program.
7. The program is built for student interaction and not strictly lecture.
8. Several lessons may be combined when time permits.
9. Student surveys are at the end of each program.
10. The programs may be used at the officers/teachers discretion.

Class Action

Gangs in Virginia: Your Friends, Your Choices

Middle School Lesson Plans

Program Summary:

Gangs in Virginia: Your Friends, Your Choices was developed to encourage a learning process between law enforcement officers and middle school students. The program features an interactive student workbook with six different lessons all promoting making the right choice.

Student workbooks feature the following:

1. Student Scenarios
2. Officer/Student Discussion Questions
3. Gang Fact Sheets
4. Specific Legislation – Virginia Law
5. Student Worksheets
6. Student Survey

Workbook activities have been provided to encourage a variety of teaching methods for various learning styles.

Lesson One

Gangs in Virginia: Your Friends, Your Choices Marcus Moves In

Length of Lesson: 30 – 45 minutes

Materials Needed: Middle school student workbooks, lesson plans, and students w/pencils.

Teaching Method: Lecture, scenarios for: worksheets, questions and discussions.

Goal: Teach Personal Responsibility to Students in the Selection of Friends.

1. Introduce yourself and distribute student workbooks.
2. Explain that the goal of the lesson is to encourage a student's ability to choose positive friends.
3. Review scenario on page two: *Marcus Moves In* – involve students.
4. Review with students the gang related Virginia Law on page four.
5. Instruct students to complete worksheet on page five, *Just the Facts*.
6. Instruct students to complete worksheet on page six, *Peer Pressure*.
7. Review each worksheet – encourage student involvement as time permits.
8. Encourage students to remember the Virginia Law concerning gangs.
9. Promote students to accept responsibility for their choice of friends.
10. Facilitate Q & A.

Lesson Two

Gangs in Virginia: Your Friends, Your Choices With Friends Like These Who Needs Enemies: Justin Joins a Gang

Length of Lesson: 30 minutes

Materials Needed: Middle school student workbooks, lesson plan, and students w/pencils.

Teaching Method: Scenario, student worksheet, review questions and facilitate student discussion.

Goal: Reinforce Positive Peer Choices.

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to increase learn to identify negative peer situations.
3. Review scenario, *Justin Joins a Gang*, on page seven.
4. Discuss questions regarding the scenario on page seven.
5. Remind students that Virginia Laws were broken during the scenario.
6. Review Virginia Gang Laws again as a reference on page four.
7. Facilitate Q & A.

Lesson Three

Gangs in Virginia: Your Friends, Your Choices ***Important Facts About Street Gangs***

Length of Lesson: 30 – 45 minutes

Materials Needed: Middle school student workbooks, lesson plan, and students w/pencils.

Teaching Method: Lecture, student worksheet, review questions and facilitate student discussion.

Goal: Inform students on the facts and dangers of gang activity and why students join gangs.

1. Introduce yourself and distribute student workbooks.
2. Explain that the goal of the lesson is to learn facts about gangs and why students join gangs.
3. Review the ten important facts about street gangs on page eight.
4. Open discussion with students about the negative impact of gangs.
5. Review with students why people join street gangs on page nine.
6. Instruct students to list three reasons why people join gangs on page nine.
7. Have students share their answers.
8. Review with students the gangs and crime section on page nine.
9. Advise students that joining a gang is an individual choice.
10. Encourage students to make individual choices and not group decisions.
11. Facilitate Q & A.

Lesson Four

Gangs in Virginia: Your Friends, Your Choices Resisting Gangs in Your School and Community

Length of Lesson: 30 – 45 minutes

Materials Needed: Middle school student workbooks, lesson plan, and students w/pencils.

Teaching Method: Lecture, student worksheet, review questions and facilitate student discussion.

Goal: Teach students gang identification and resistance techniques.

1. Introduce yourself and distribute student workbooks.
2. Explain that the goal of the lesson is to learn a number of ways to identify gangs and ways to resist joining a gang.
3. Review with students ten ways to resist gangs on page ten.
4. Advise students that *wannabees* is not defined in Virginia Law.
5. Review *What Gangs Look Like* on page eleven.
6. Instruct students to complete *What Does a Gang Member Look Like?* Open Discussion.
7. Explain to students that wearing gang style clothing is a possible indicator of gang involvement, however, it is not proof.
8. Advise students that style and gang wear may be the same but it is the purpose of the dress that is important.
9. Encourage students to set their own style and not to let others pick their style.
10. Conduct open discussion on student's ideas on gangs and gang members.
11. Facilitate Q & A.

Lesson Five

Gangs in Virginia: Your Friends, Your Choices Tagging, Trashing, Graffiti or Crime

Length Of Lesson: 30 – 45 minutes

Materials Needed: Middle school student workbooks, lesson plan, and students w/pencils.

Teaching Method: Scenario, student worksheet, review Virginia Law, questions and facilitate student discussion.

Goal: Teach students to respect property.

1. Introduce yourself and distribute student workbooks.
2. Explain that the goal of the lesson is to learn to respect all property.
3. Review with students the scenario on page twelve: *Tagging, Trashing And Graffiti Or Crime*.
4. Instruct students to answer questions on page twelve, *What Do You Think?* Open Discussion.
5. Review with students the Virginia Law regarding the destruction of property on page twelve.
6. Advise students that respecting property is more than a suggestion, it is Virginia Law.
7. Open discussion on destruction of property with students.
8. Emphasis that parents can be held responsible for property damage done by their children.
9. Explain to the students that graffiti is costly and is really a crime.
10. Emphasis that gang members have a total disrespect for property that belongs to other people.
11. Make clear to students that schools are public property and students need to respect school property.
12. Facilitate Q & A.

Lesson Six

Gangs in Virginia: Your Friends, Your Choices Bullying or Crime: You Make The Call

Length Of Lesson: 30 – 45 minutes

Materials Needed: Middle school student workbooks, lesson plan, and students w/pencils.

Teaching Method: Scenario, student worksheet, review questions and facilitate student discussion.

Goal: Teach students the serious issue and facts of bullying.

1. Introduce yourself and distribute student workbooks.
2. Explain that the goal of the lesson is to learn recognize the serious consequences of bullying.
3. Review with students the bullying scenario on page thirteen.
4. Instruct students to answer questions, *What Do You Think*, on page thirteen.
5. Advise students of related Virginia Laws regarding bullying on page thirteen.
6. Advise students that bullying is more than an innocent prank, it may actually become a crime.
7. Advise students that abusive language and fighting are still crimes.
8. Encourage students to choose not to join in on pranks or bullying.
9. Explain to students, *the right call* is to report mistreatment to appropriate adults.
10. Facilitate Q & A.

High School Program

Reducing Gangs in Virginia: Your Friends, Your Choices

Instructional Information & Guidelines

1. Lessons are 30 – 40 minutes in length.
2. Virginia law centered scenarios have been developed for most lessons.
3. Appropriate Virginia law is highlighted throughout the program.
4. The selected Virginia law is intended to interact with the scenarios.
5. Students should be given the highlights of the Virginia Code.
6. Worksheets can be found throughout the program.
7. The program is built for student interaction and not all lecture.
8. Several lessons may be combined when time permits.
9. Student surveys should be conducted at the end of each program.
10. The programs may be used at the officers/teachers discretion.

Class Action

Reducing Gangs in Virginia: Your Friends, Your Choices

High School Lesson Plans

Program Summary:

Reducing Gangs in Virginia: Your Friends, Your Choices was developed to encourage a learning process between law enforcement officers and high school students. The program features an interactive student workbook with six different lessons all promoting making the right choice.

Student workbooks feature the following:

1. Student Scenarios
2. Officer/Student Discussion Questions
3. Gang Fact Sheets
4. Specific Legislation – Virginia Law
5. Student Worksheets
6. Student Survey

Workbook activities have been provided to encourage a variety of teaching methods for various learning styles.

Lesson One

Reducing Gangs in Virginia: Your Friends, Your Choices Justin Jumps In

Length of Lesson: 30 – 45 minutes

Materials Needed: High School student workbooks, lesson plans, and students w/pencils

Teaching Method: Scenario, review questions, worksheets and facilitate student discussion

Goal: Teach Personal Responsibility to Students in the Selection of Friends

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to encourage a student's ability to choose positive friends.
3. Review scenario *Justin Jumps In* on page two and review the exercise on page three– involve students.
4. Review with students the gang related Virginia law on page four.
5. Instruct students to complete the worksheet on page five, *You Make the Call*.
6. Instruct students to complete the worksheet on page six, *Peer Pressure*.
7. Review each worksheet – encourage student involvement as time permits.
8. Encourage students to remember the Virginia law concerning gangs.
9. Promote students to accept responsibility for their choice on friends.
10. Facilitate Q & A.

Lesson Two

Reducing Gangs in Virginia: Your Friends, Your Choices With Friends Like These Who Needs Enemies: Divided Loyalty

Length of Lesson: 30 minutes

Materials Needed: High School student workbooks, lesson plan, and students w/pencils

Teaching Method: Scenario, review worksheet, and facilitate student discussion

Goal: Reinforce Positive Peer Choices

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to learn to identify negative peer situations.
3. Review scenario, *Divided Loyalty*, on page seven.
4. Instruct students to complete the worksheet on page 8, *Divided Loyalty*.
5. Review the worksheet and encourage student involvement.
6. Remind students that Virginia laws were broken during the scenario.
7. Review Virginia gang laws again as a reference on page four.
8. Facilitate Q & A.

Lesson Three

Reducing Gangs in Virginia: Your Friends, Your Choices Ten Important Facts About Street Gangs

Length of Lesson: 30 – 45 minutes

Materials Needed: High School student workbooks, lesson plan, and students w/pencils

Teaching Method: Review fact sheets and facilitate student discussion

Goal: Inform students on the facts and dangers of gang activity and why students join gangs.

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to learn facts about gangs and why students join gangs.
3. Review the *Ten Important Facts About Street Gangs* on page nine.
4. Open discussion with students the negative impact of gangs.
5. Review with students *Why People Join Street Gangs* on page ten.
6. Instruct students to list three reasons why people join gangs on page ten and have students share their answers.
7. Review with students the *Gangs and Crime* section on page ten.
8. Advise students that joining a gang is an individual choice.
9. Encourage students to make individual choices and not group decisions.
10. Facilitate Q & A.

Lesson Four

Reducing Gangs in Virginia: Your Friends, Your Choices Resisting Gangs in Your School and Community

Length of Lesson: 30 – 45 minutes

Materials Needed: High School student workbooks, lesson plan, and students w/pencils

Teaching Method: Review fact sheets and facilitate student discussion

Goal: Teach students gang identification and resistance techniques

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to learn a number of ways to identify gangs and ways to resist joining a gang.
3. Review with students ten ways to resist gangs on page eleven.
4. Review the section “*Gangs or “Wannabees”: Your Friends, Your Choices*”
5. Open discussion with students on gangs and “wannabees.”
6. Advise students that “*wannabees*” is not defined in Virginia Law.
7. Review how Virginia law defines a gang member.
8. Facilitate Q & A.

Lesson Five

Reducing Gangs in Virginia: Your Friends, Your Choices What Gangs Look Like, Style or Statement

Length Of Lesson: 30 – 45 minutes

Materials Needed: High School student workbooks, lesson plan, and students w/pencils

Teaching Method: Review worksheet, and facilitate student discussion

Goal: Teach students to respect property.

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to facilitate a discussion on what gangs look like.
3. Instruct students to complete the worksheet on page 12, *What Gangs Look Like*.
4. Open student discussion on gang style.
5. Explain to students that wearing gang style clothing is an indicator of gang involvement however not proof.
6. Advise students that style and gang wear may be the same but it is the purpose of the dress that is important.
7. Encourage students to set their own style and not to let others pick their style.
8. Conduct open discussion on student's ideas on gangs and gang members.
9. Review with students the Virginia law regarding abusive language and tattooing and body piercing on page twelve.
10. Facilitate Q & A.

Lesson Six

Reducing Gangs in Virginia: Your Friends, Your Choices Tagging, Trashing, Graffiti or Crime

Length Of Lesson: 30 – 45 minutes

Materials Needed: High School student workbooks, lesson plan, and students w/pencils

Teaching Method: Review fact sheet and facilitate student discussion

Goal: Teach students to respect property.

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to learn to respect all property.
3. Review with students the myths and facts about *Tagging, Trashing, and Graffiti* on page thirteen.
4. Review with students the Virginia law regarding the destruction of property on page thirteen. Open discussion.
5. Advise students that respecting property is more than a suggestion, it is Virginia law.
6. Emphasis that parents can be held responsible for property damage done by their children.
7. Explain to the students that graffiti is costly and is really a crime.
8. Emphasis that gang members have a total disrespect for property that belongs to other people.
9. Make clear to students that schools are public property and students need to respect school property.
10. Facilitate Q & A.

**Parent /
Teacher
Program**

Reducing Gangs in Virginia: A Parent/Teacher's Guide

Instructional Information & Guidelines

1. Lessons are 30 – 40 minutes in length.
2. Virginia law centered scenarios have been developed for most lessons.
3. Appropriate Virginia law is highlighted throughout the program.
4. The selected Virginia law is intended to interact with the scenarios.
5. Parents/Teachers should be given the highlights of the Virginia Code.
6. Worksheets can be found throughout the program.
7. The program is built for parent interaction and not all lecture.
8. Several lessons may be combined when time permits.
9. Parent/Teacher surveys should be conducted at the beginning of each program.
10. The programs may be used at the officers/teachers discretion.

Class Action

Reducing Gangs in Virginia: Your Friends, Your Choices

High School Lesson Plans

Program Summary:

Reducing Gangs in Virginia: A Parent/Teacher's Guide was developed to provide parents and teachers with the necessary resources and knowledge to help their children and students identify, recognize and resist gang involvement.

Parent/Teacher workbooks feature the following:

1. Parent/Teacher Survey
2. Gang Fact Sheets
3. Parent/Teacher Scenarios
4. Discussion Questions
5. Warning Signs and Suggestions
6. Specific Legislation – Virginia Law

Lesson One

Reducing Gangs in Virginia: A Parent/Teacher's Guide Facts About Gangs

Length of Lesson: 30 – 45 minutes

Materials Needed: High School student workbooks, lesson plans, and students w/pencils

Teaching Method: Scenario, review questions, worksheets and facilitate student discussion

Goal: Teach Personal Responsibility to Students in the Selection of Friends

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to encourage a student's ability to choose positive friends.
3. Review scenario *Justin Jumps In* on page two and review the exercise on page three– involve students.
4. Review with students the gang related Virginia law on page four.
5. Instruct students to complete the worksheet on page five, *You Make the Call*.
6. Instruct students to complete the worksheet on page six, *Peer Pressure*.
7. Review each worksheet – encourage student involvement as time permits.
8. Encourage students to remember the Virginia law concerning gangs.
9. Promote students to accept responsibility for their choice on friends.
10. Facilitate Q & A.

Lesson Two

Reducing Gangs in Virginia: Your Friends, Your Choices With Friends Like These Who Needs Enemies: Divided Loyalty

Length of Lesson: 30 minutes

Materials Needed: High School student workbooks, lesson plan, and students w/pencils

Teaching Method: Scenario, review worksheet, and facilitate student discussion

Goal: Reinforce Positive Peer Choices

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to learn to identify negative peer situations.
3. Review scenario, *Divided Loyalty*, on page seven.
4. Instruct students to complete the worksheet on page 8, *Divided Loyalty*.
5. Review the worksheet and encourage student involvement.
6. Remind students that Virginia laws were broken during the scenario.
7. Review Virginia gang laws again as a reference on page four.
8. Facilitate Q & A.

Lesson Three

Reducing Gangs in Virginia: Your Friends, Your Choices Ten Important Facts About Street Gangs

Length of Lesson: 30 – 45 minutes

Materials Needed: High School student workbooks, lesson plan, and students w/pencils

Teaching Method: Review fact sheets and facilitate student discussion

Goal: Inform students on the facts and dangers of gang activity and why students join gangs.

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to learn facts about gangs and why students join gangs.
3. Review the *Ten Important Facts About Street Gangs* on page nine.
4. Open discussion with students the negative impact of gangs.
5. Review with students *Why People Join Street Gangs* on page ten.
6. Instruct students to list three reasons why people join gangs on page ten and have students share their answers.
7. Review with students the *Gangs and Crime* section on page ten.
8. Advise students that joining a gang is an individual choice.
9. Encourage students to make individual choices and not group decisions.
10. Facilitate Q & A.

Lesson Four

Reducing Gangs in Virginia: Your Friends, Your Choices Resisting Gangs in Your School and Community

Length of Lesson: 30 – 45 minutes

Materials Needed: High School student workbooks, lesson plan, and students w/pencils

Teaching Method: Review fact sheets and facilitate student discussion

Goal: Teach students gang identification and resistance techniques

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to learn a number of ways to identify gangs and ways to resist joining a gang.
3. Review with students ten ways to resist gangs on page eleven.
4. Review the section *“Gangs or “Wannabees”: Your Friends, Your Choices”*
5. Open discussion with students on gangs and “wannabees.”
6. Advise students that *“wannabees”* is not defined in Virginia Law.
7. Review how Virginia law defines a gang member.
8. Facilitate Q & A.

Lesson Five

Reducing Gangs in Virginia: Your Friends, Your Choices What Gangs Look Like, Style or Statement

Length Of Lesson: 30 – 45 minutes

Materials Needed: High School student workbooks, lesson plan, and students w/pencils

Teaching Method: Review worksheet, and facilitate student discussion

Goal: Teach students to respect property.

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to facilitate a discussion on what gangs look like.
3. Instruct students to complete the worksheet on page 12, *What Gangs Look Like*.
4. Open student discussion on gang style.
5. Explain to students that wearing gang style clothing is an indicator of gang involvement however not proof.
6. Advise students that style and gang wear may be the same but it is the purpose of the dress that is important.
7. Encourage students to set their own style and not to let others pick their style.
8. Conduct open discussion on student's ideas on gangs and gang members.
9. Review with students the Virginia law regarding abusive language and tattooing and body piercing on page twelve.
10. Facilitate Q & A.

Lesson Six

Reducing Gangs in Virginia: Your Friends, Your Choices Tagging, Trashing, Graffiti or Crime

Length Of Lesson: 30 – 45 minutes

Materials Needed: High School student workbooks, lesson plan, and students w/pencils

Teaching Method: Review fact sheet and facilitate student discussion

Goal: Teach students to respect property.

1. Introduce yourself and distribute student workbooks.
2. Explain the goal of the lesson is to learn to respect all property.
3. Review with students the myths and facts about *Tagging, Trashing, and Graffiti* on page thirteen.
4. Review with students the Virginia law regarding the destruction of property on page thirteen. Open discussion.
5. Advise students that respecting property is more than a suggestion, it is Virginia law.
6. Emphasis that parents can be held responsible for property damage done by their children.
7. Explain to the students that graffiti is costly and is really a crime.
8. Emphasis that gang members have a total disrespect for property that belongs to other people.
9. Make clear to students that schools are public property and students need to respect school property.
10. Facilitate Q & A.