



Grade 7 Sample Lesson Plan: Stepping-Up

SOLs

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

Objectives/Goals

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

Materials

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

Rationale:

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

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

Background Reading:

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

Procedure

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

Describe traits and/or characteristics of gangs.

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

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

Teacher Considerations:

Avoid having students name specific gangs

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

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

Board Game Rules:**To Start The Game:**

The player whose first initial that is closest to the letter “z” will go first and then the group will rotate clockwise.

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

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

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

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

Step 4 Class Discussion (5 mins)**Prompt:**

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

Step 5 Interpersonal Communication Assertive (10 mins)

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

Step 6 Interpersonal Communication “Refusal” Skill Steps (10 mins)

1. Introduce the skill steps of “Refusal” I-SAY NO
2. Discuss the importance of each step of “I-SAY NO”.
 - “I”-Statement
 - S=State a Reason
 - A=Assertive Voice
 - Y=You are in Control
 - N=“No” Statement is Clear and Direct
 - O=Options
3. Show poster, **Refusal Tips**:
 - Make an excuse
 - Be funny
 - Use flattery
 - Get Mean
 - My Own Offer: Healthy Alternative
 - Leave the Situation
 - Get Help
4. Discuss the different refusal options. Give example of each.

Step 7 Refusal Practice (5 mins)

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

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

2. Students will *Practice Scenario #1*-handout

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

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

Step 9 Class Role Play Practice (10 mins)

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

Step 10 Class Performance of Refusal Dialogues (30 mins)

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

Assessment Idea

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

References

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You decided to join the sports team at school

Move forward 1 space

You ask for help when you don't understand a concept in class

Move forward 1 space

When you get home from school you start your homework

Move forward 1 space

You and your friend volunteer at the library

Move forward 1 space

You have a lot going on at home so you decide to talk out your problems with a counselor

Move forward 2 spaces

You decided to try to talk out your problem with a classmate you had a disagreement with instead of fighting them

Move forward 1 space

You head to a party "kickback" with possible gang members

Move back 1 space

You failed your math test because you stopped studying in your class

Move back 1 space

Walking home from school two gang members approach you

Move back 1 space

You start hanging out with your friend who hangs out with older gang members

Move back 2 spaces

You take advice from a trusted adult/mentor in your life that always has your best interest.

Move forward 3 spaces

Last week two gang members approached you while walking home from school. This week you took another route home with a friend.

Move forward 2 spaces

You decided to join a club at school

Move forward 2 spaces

You ask for help when you don't understand a concept in class

Move forward 1 space

When you get home from school you start your homework

Move forward 1 space

You and your friend volunteer at their church

Move forward 1 space

You have a lot going on at home so you decide to talk to a teacher and ask for help

Move forward 2 spaces

You decided to try to talk out your issue with a classmate you had a disagreement with instead of fighting them

Move forward 1 space

You head to a party thrown by an older friend's boyfriend. You don't know anyone there but your friend.

Move back 1 space

You are failing all your classes and don't ask for help when you actually need it

Move back 1 space

Walking home from school two gang members approach you

Move back 1 space

You start hanging out with your friend who hangs out with older gang members that get "high" after school

Move back 2 spaces

You take advice from a trusted adult/mentor in your life that always has your best interest.

Move forward 3 spaces

Last week two gang members try to jump you walking home from school. This week you took another route home with a friend.

Move forward 2 spaces

You decided to make a new friend at school that is not involved with the gang life

Move forward 1 space

You got perfect attendance this semester for school

Move forward 2 spaces

You have a big test coming up and you and your friend decide to do a study group

Move forward 1 space

You and your friend volunteer at their church

Move forward 1 space

You get a part time job

Move forward 2 spaces

You are too busy focusing on improving your life to hang with gang members

Move forward 1 space

You are out late one night when your “friends” ask you to go tagging with them. You decide to go along

Move back 2 spaces

You start smoking after school and your grades start slipping

Move back 2 spaces

Walking home from school two gang members approach you

Move back 1 space

Your friend dares you to steal an item from the liquor store because nobody will notice

Move forward 2 spaces

You take advice from a trusted adult/mentor in your life that always has your best interest.

Move forward 3 spaces

Your cousin invites you to a party and you know there will be older gang members there, you politely decline

Move forward 2 spaces

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

Write in your own scenarios

Move forward 1 space

Move forward 1 space

Move forward 1 space

Move forward 1 space

Move forward 2 spaces

Move forward 1 space

Move back 1 space

Move back 1 space

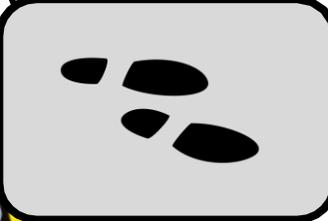
Move back 1 space

Move back 2 spaces

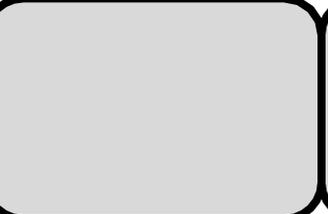
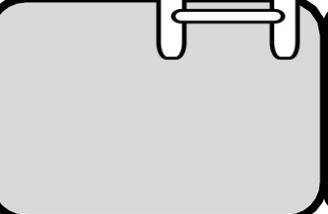
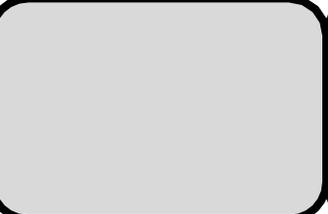
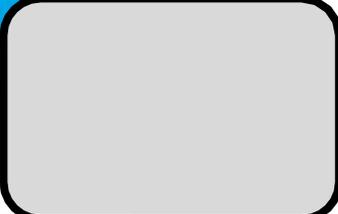
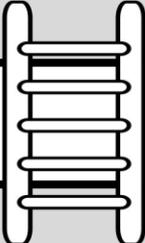
Move forward 3 spaces

Move forward 2 spaces

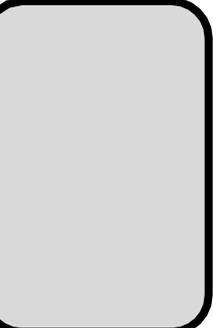
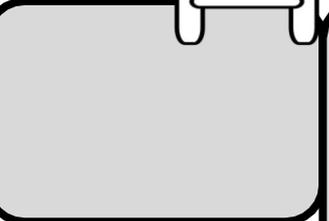
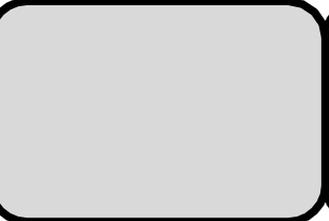
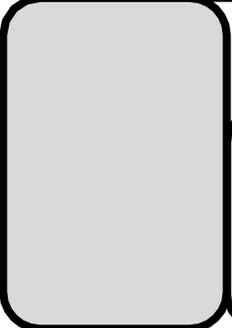
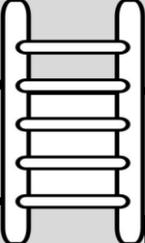
Start



Cross the Bridge



Cross the Bridge



Finish



Name:

Period:

Stepping-Up Board Game Reflection

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

Communication Styles: Passive, Aggressive Assertive

Passive	Aggressive	Assertive
<p>Not speaking up when you want something. Giving in and/or saying “yes” when you really don’t want to. Acting this way in order to be liked, to be nice or not hurt the other person’s feelings.</p>	<p>Trying to get your own way or stand up for yourself by putting someone else down or violating that person’s rights. Taking what you want. Threatening or forcing a person to give you something.</p>	<p>Giving people an honest “no” to things you don’t want. Asking straight for what you want without putting them down. Not using other people, and not letting yourself be used. Values self equal to others.</p>
<p>Speech:</p> <ul style="list-style-type: none"> ● Saying Nothing ● “Ums” ● Is not direct ● Is afraid to speak up 	<p>Speech:</p> <ul style="list-style-type: none"> ● Put down words, say nothing while you take what you want 	<p>Speech:</p> <ul style="list-style-type: none"> ● Honest ● Direct words ● Uses a conversational tone
<p>Voice:</p> <ul style="list-style-type: none"> ● Soft ● Whining ● Staying quiet not speaking up 	<p>Voice:</p> <ul style="list-style-type: none"> ● Loud ● Cold ● Tense 	<p>Voice:</p> <ul style="list-style-type: none"> ● Clear ● Firm ● Loud enough to hear but not too loud
<p>Eyes:</p> <ul style="list-style-type: none"> ● Avoids looking at people ● Looking away ● Shows little or no expression 	<p>Eyes:</p> <ul style="list-style-type: none"> ● Cold ● Staring ● Angry 	<p>Eyes:</p> <ul style="list-style-type: none"> ● Direct eye contact but not staring ● Shows expressions that match the message
<p>Posture:</p> <ul style="list-style-type: none"> ● Slouches and withdraws ● Shoulders and head down ● Nervousness ● Rocking back and forth 	<p>Posture:</p> <ul style="list-style-type: none"> ● Hands on hips ● Stiff ● Rigid 	<p>Posture:</p> <ul style="list-style-type: none"> ● Balanced ● Head and shoulders up
<p>Hands:</p> <ul style="list-style-type: none"> ● Fidgety 	<p>Hands:</p> <ul style="list-style-type: none"> ● Clenched ● Pointing finger ● Pounding fist 	<p>Hands:</p> <ul style="list-style-type: none"> ● Relaxed Motions
<p><i>The Results:</i> You usually don’t get what you want. The other person wins, and you feel like you have been used.</p>	<p><i>The Results:</i> <i>You may get what you want but the other person loses.</i></p>	<p><i>The Results:</i> <i>You often get what you want. You keep your self-respect. You respect and don’t hurt others.</i></p>

Grade: 7

Unit: Violence & Gang Prevention

Practice Scenario #1:

Your cousin who is a few years older than you invites you to a party where you know there will be older gang members there.

Cousin: "Wanna go to that kickback this Saturday night with all the homies?"

Me: "No, I have a soccer game the next day."

Cousin: "Come on...let's just drop by for a little while. I don't want to go alone."

Me: "I have to wake up early for my game."

Cousin: "Ok, you are going to miss out."

Me: "I am good. I need to start focusing on my game."

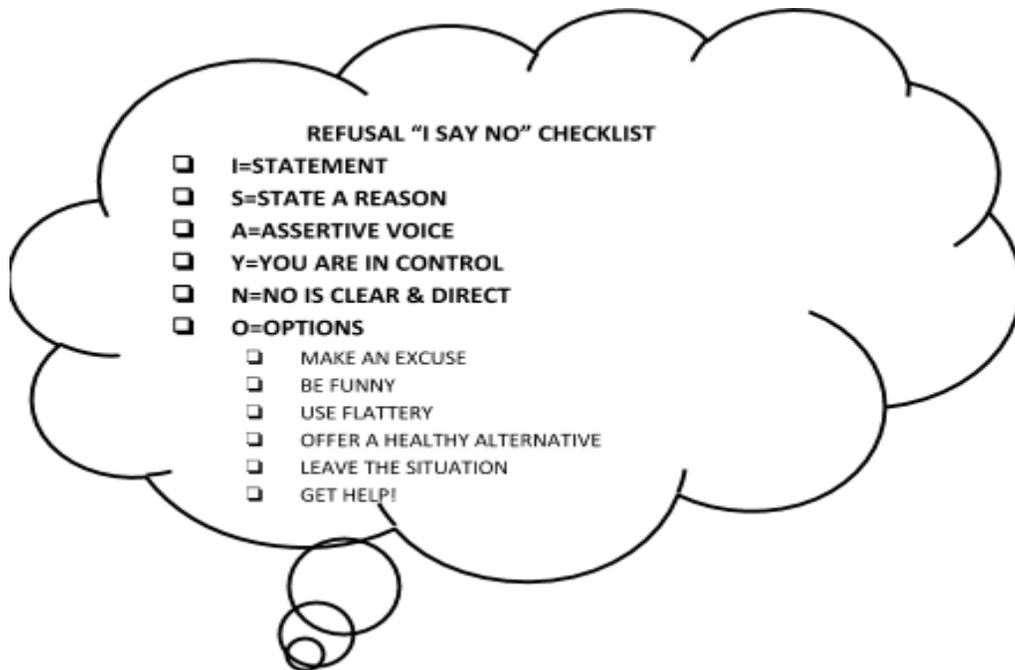
Grade: 7

Unit: Violence & Gang Prevention

Write Your Own Refusal

Practice Scenario #2:

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



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

You: "No, we can't.

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

You: "I have to _____."

Older members: _____

You: " _____"

Refusal

"I SAY NO"

I=Statement

S=State a Reason

A=Assertive voice

Y=You are in control

The "NO" statement is clear and direct

O=Options

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



REFUSAL TIPS:

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

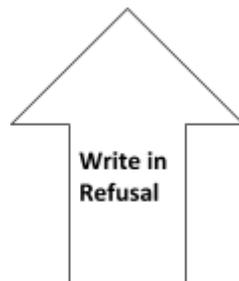
**BE CONFIDENT, LOOK
THEM STRAIGHT IN
THE EYE, MAKE IT
BRIEF**

Refusals observer checklist Role play: _____ Name: _____

Directions:

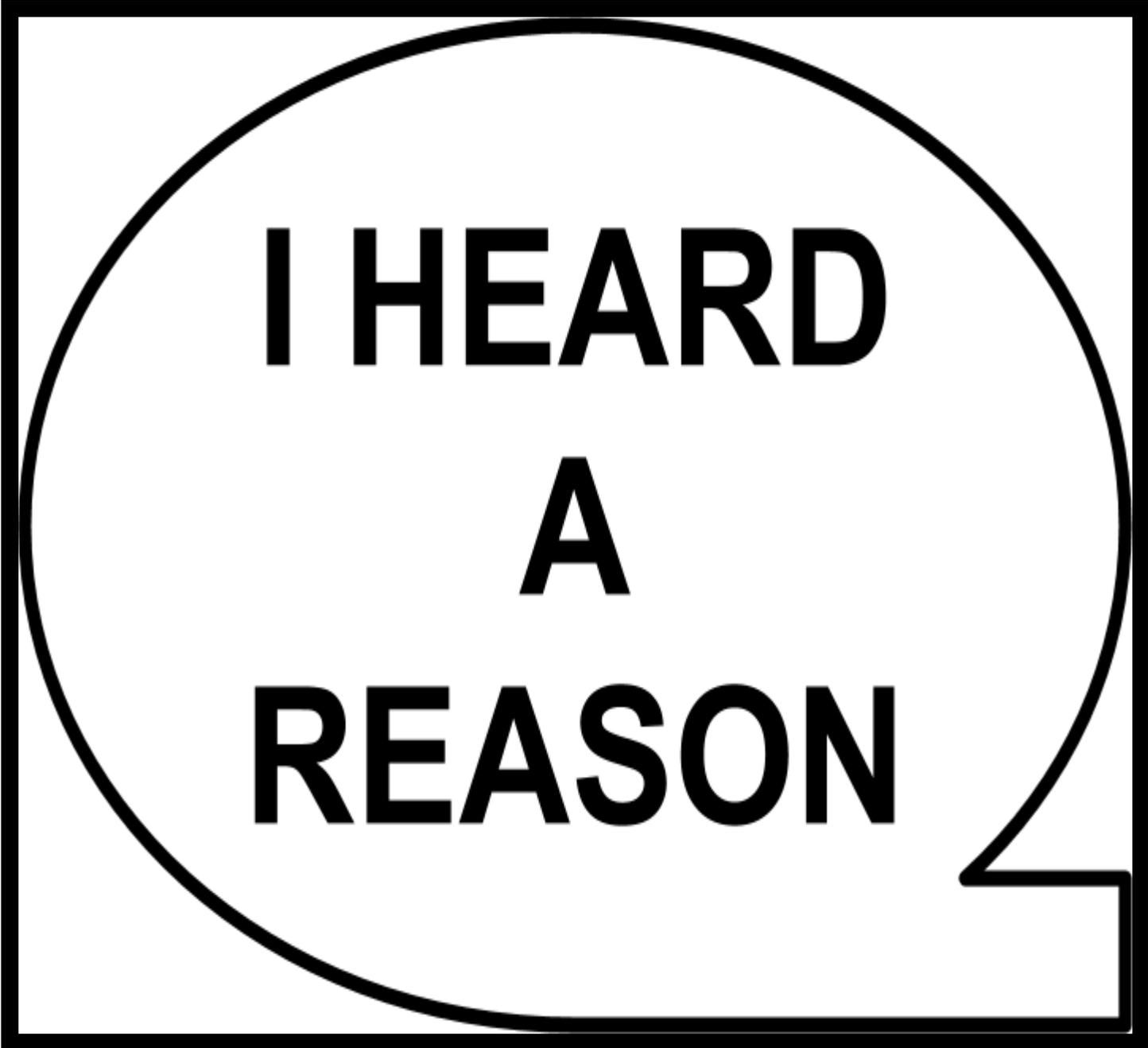
You and your partner will be assigned a number #1-17. When your number is called you will perform your refusal role play for the class. Make sure to identify the person who is pressuring vs. refusing to the audience. The audience will be grading the person “refusing”. Put a check mark inside the box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

Criteria	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
“I” Statement																	
States a Reason “I don’t...”																	
Assertive: Clear voice, Direct, Confident Body Language (eye-contact)																	
Y=You are in Control																	
N=NO is Direct & Clear																	
Suggestions For Refusals: <ul style="list-style-type: none"> • Make an Excuse • Be Funny • Flattery • Get Mean • My Own Offer: “Healthy Alternative” • Leave the Situation • Get Help • Start with: "I Don't..." 																	



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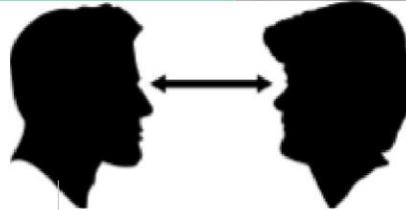
STATEMENT

A large speech bubble with a thick black outline is centered on a white background. The bubble has a tail pointing towards the bottom right corner. Inside the bubble, the text "I HEARD A REASON" is written in a bold, black, sans-serif font, centered horizontally and vertically.

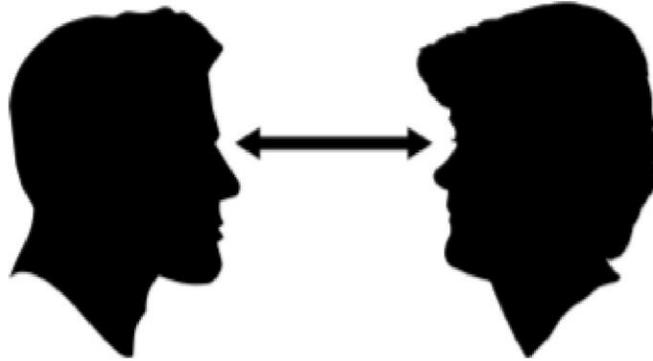
I HEARD

A

REASON



**ASSERTIVE BODY
LANGUAGE &
TONE OF VOICE**



ISEE
CONTROL &
CONFIDENCE

I HEARD AN

"OPTION":

AN EXCUSE

BEING FUNNY

FLATTERY

A HEALTHY ALTERNATIVE

- LEAVE THE SITUATION
- GET HELP!

HEALTH ED ROLE PLAY TEACHING PROGRESSION

Introduce and Model the Skill Steps

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

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

Students Practice the Skill Steps

Provide Feedback on Performance

REFLECT & PROCESS: What was Learned?

HEALTH ED ROLE PLAY GUIDELINES

STAY IN CHARACTER



IMAGINE actually being that character
and what they feel.



READ your role carefully



DEMONSTRATE PROPER + USE OF
HEALTH SKILL



Don't get distracted by laughter or
comments



HEALTH ED ROLE PLAY AUDIENCE GUIDELINES

Clap before & after role play



Be an active listener



What SKILL(s) were demonstrated?

What can you learn from this role play?

How can this be applied to your life?



Defuse a Conflict

Remain Calm

Walk Away

Delay Your Response

Actively Listen

Use Appropriate Facial Expression Aligned
With Words & Actions

Respectful Tone

Use "I" Messages

Avoid: Escalating The Conflict & Blame

Talk Without Putdowns

Apologize If You Need To