

TO REDUCE YOUTH GANG INVOLVEMENT, GANG PREVENTION IS ESSENTIAL

- “General prevention efforts that target the entire adolescent population may also prove beneficial in reducing gang involvement”
- “...it is appropriate to formulate primary gang prevention efforts that target the entire adolescent population.”

Esbensen, Finn-Aage “Preventing Adolescent Gang Involvement” OJJDP Bulletin, U.S. Dept of Justice, September 2000

- Successful community gang prevention strategies focus on three areas:
 - prevention, suppression, intervention
- Gang prevention is essential to counteract increased recruitment and indoctrination into the gang culture that is occurring today from gang involved peers, the entertainment industry, the clothing industry, and family members that are gang involved.

WHAT IS GRIP? **(Gang Resistance Is Paramount)**

- A primary prevention gang prevention program that provides anti-gang/gang resistance lessons to pre-teen youth in school classroom settings
- It is a community partnership between local public agencies that serve the same constituents:
 - The local government
 - The local school district
 - The local law enforcement agency
 - It is funded locally from local funds (or it can be funded from grants to local funds)

THE GRIP STRATEGY

- Provide gang resistance training to pre-teen youth and their parents
- Counteract gang culture indoctrination by educating youth about the dangers and consequences of gang activity
- Lower youth gang activity in the community by cultivating peer pressure against it, teaching kids how to resist peer pressure to become gang involved, and by impacting the culture of acceptance of gang activity.
- To promote affordable and positive community activities as an alternative to gang involvement

PROGRAM CONTENT

- Nine 2nd grade detailed 40 minute gang prevention lessons
- Fifteen 5th grade detailed 50 minute gang resistance lessons
- Ninth grade anti-gang reinforcement follow-up lessons
- Parent gang awareness/prevention meetings
- Anti-gang counseling for youth at the beginning stages of gang involvement or that want to quit gang activity.

SOME GRIP CURRICULUM LESSON TOPICS

GRIP Introduction - *A definition of what a gang is*
Graffiti - *Its effects on individuals and the community*
How Gangs Have Changed From the Past
Gang Violence - *A part of today's gang activity*
Gangs And Territory - *Losing your freedom*
Gang Activity Impacts The Family - *How it hurts them*
Resisting Peer Pressure To Join A Gang
Gang Tattoos - *They negatively affect your life*
Gangs Abuse Drugs
Gangs and Crime - *What it is like in jail and prisons*
Gang Members Have Police Problems
Alternatives To Gang Activity
Future Opportunities For You – *Preparing for your future*
The Choice Is Yours – *Make the right choice*

A LESSON PRESENTATION: Gangs and Territory

MATERIALS NEEDED:

Poster: "Gangs Stuck in Their Territory"
(Recommended Videos) Option 1: "Gangs and Turf", "McGruff's Gang Alert"

I. PREVIOUS LESSON REVIEW QUESTIONS

1. Ask someone to explain what the circle of gang violence is.
2. Who is hurt the most in the circle of gang violence?
The people who are involved in gang activity.
3. What can you do to avoid the circle of gang violence?
Don't join a gang or act like a gang member, don't dress in gang clothes, don't hang around with gang members, and avoid places where gangs hang out.

II. OPENING DISCUSSION AND QUESTIONS

Introduce this lesson by explaining to the class that gangs often claim an area such as a park, a street, an alley, or even an entire neighborhood as their turf or territory. Gangs claiming and fighting over territory are some of the causes of gang violence. Ask and discuss the questions listed below.

1. What does it mean when a gang claims an area as their territory? Does it really belong to them? *When a gang claims an area as their territory, they think and act like it is theirs, and they want to decide who can go in and out of it. The area they are claiming does not really belong to them, though.*
2. What do gangs usually do to an area that is claimed by them as their territory? *They hang out there, vandalize it with graffiti, and they try to control the area by using violence to try to keep other rival gang members out.*

III. POSTER DISCUSSION

IV. VIDEO PRESENTATION DISCUSSION QUESTION

GRIP EVALUATIONS:

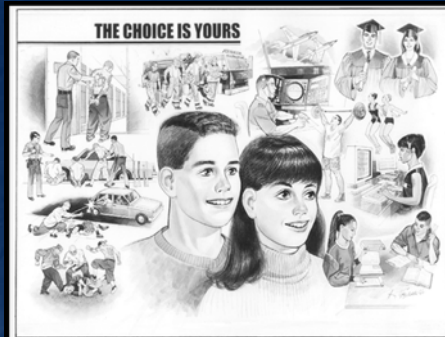
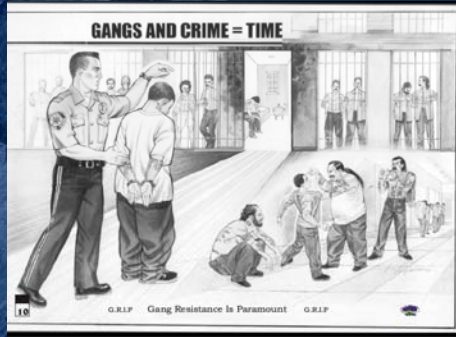
1. About half of students were initially undecided about gangs; after GRIP 90% were negative toward gangs.
2. A control group not exposed to the program, unlike the group in GRIP, showed no change in their attitude toward gangs (50% undecided).
3. About 90% of 7th graders who had taken GRIP in fifth grade still responded negatively toward gangs
4. Over 90% of 9th graders who took part in the 5th grade were staying out of gangs

GRIP EVALUATIONS (continued):

5. Followed-up with 3,612 former GRIP participants, aged 13-22 years old, 96% were not identified as being gang involved
6. A 2003 USC Evaluation
 - Population increased 57%, gang membership decreased 41%
 - Part one crimes decreased 47% from 1982 -2002
 - The ratio of gang members to residents decreased from 1:24 to 1:63

GRIP PROGRAM MATERIALS:

- Nine lesson 2nd and 15 lesson 5th grade curriculum manuals
- 2nd and 5th grade student work books
- Posters, coloring books, recommended videos (dvds)
- 9th grade follow-up lesson outlines



AN EASY TO USE PROGRAM

- GRIP is low cost and easily adaptable to other communities.
- Replicated locally by GAP in the Wilmington/San Pedro Harbor area, by Helpline Youth Counseling in Whittier, in Mendocino County by the Ukiah School District and in Fort Bragg.
- GRIP is also currently being replicated out of state in Longmont Colorado, Raleigh, N.C by the Wake County School District, it has also been used in Hawaii by the Honolulu Police Department, and by Men Engaged in Non-Violence (MEN) in Taos, New Mexico



**CITY OF
PARAMOUNT**

GRIP

**GANG RESISTANCE
IS PARAMOUNT**

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