

National Youth Sports Program

SUMMER 1998

WORKBOOK

G.R.E.A.T. Portland Police Bureau Gang Resistance Education And Training
Oregon National Guard "Guard Adventures"
Drug Education For Youth

"IT'S G.R.E.A.T. TO D.E.F.Y."
Youth Violence and Drugs



The N.Y.S.P. Program is a cooperative effort between the National Collegiate Athletic Association (NCAA), Portland State University (PSU), Portland Police Bureau Gang Resistance Education And Training (GREAT), Oregon National Guard - Counter Drug Program and Guard Adventures, Police Activities League (PAL), Drug Education For Youth (DEFY), and the US Department of Justice, Executive Office for Weed & Seed.

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G.R.E.A.T. is...	Gang Resistance Education And Training
D.E.F.Y. is...	Drug Education For Youth
N.Y.S.P. is...	National Youth Sports Program sponsored by
N.C.A.A.	National Collegiate Athletics Association
Guard Adventures	Oregon National Guard Counter Drug Program

WEEK ONE

G.R.E.A.T. LESSON #1 INTRODUCTION

Property of
Portland Police Bureau
Library
1111 S.W. 2nd Avenue
Portland, Oregon 97204

OBEY CLASS. RULES

- ▶ Raise Hand
- ▶ Respect Others
- ▶ No Put Downs
- ▶ No Personal References

DEFINE: GANG _____

NOTES: _____

Homework (optional): Bring a newspaper article about a recent crime (preferably gang related).

G.R.E.A.T. LESSON #7 RESPONSIBILITY

DEFINE: To be responsible means _____

Physical Actions _____

Verbal Actions _____

Emotional Actions _____

EXERCISE: What are the responsibilities of the following individuals?

Parent _____

Teacher _____

Police Officer _____

Camp Staff _____

Student _____

EXERCISE: What are my responsibilities? When given a task be reliable, gain trust by following through with your responsibilities, be accountable for your behavior.

At Home _____

At School _____

At NYSP Camp _____

In my Neighborhood _____

To Others _____

To my Family _____

To Myself _____

Rules of Conduct For Youth Full Value Commitment

While I am in the G.R.E.A.T./D.E.F.Y. program,

- ▶ I will be courteous to and respectful of staff and other youth.
- ▶ I will be a good listener - one person speaks at a time. I will raise my hand to speak.
- ▶ I will attend and be active in the entire D.E.F.Y. program and will graduate from camp. I can be absent only in an emergency. My parents or guardian must call the camp when I am absent.
- ▶ When chosen as the leader, I will treat my team mates with respect.
- ▶ I will not join in name calling, hitting, or non-cooperation. I will not use profanity.
- ▶ I will be on time and help others to be on time.
- ▶ I will help clean up after meals. I will help adults set up and clean up after events.
- ▶ I will obey D.E.F.Y. staff members.
- ▶ I will bring ONLY D.E.F.Y. items to camp. I will not bring jewelry, expensive watches, games, toy guns or knives, cameras, radios, pagers, candy or food to camp.
- ▶ I will not bring to camp or use tobacco, alcohol, or medicine. Required medicine must be approved by the NYSP Program Coordinator.
- ▶ I will come each day dressed appropriately. I will not write on my clothing or equipment with marker, pen or pencil, (no graffiti).
- ▶ I will stay with staff at all times. I will not leave the camp without staff.
- ▶ I will notify staff immediately of injury, sickness, or personal problems.

WEEK ONE

GREAT GUARD ADVENTURES FULL VALUE COMMITMENT

"Its GREAT to DEFY
Youth Violence and Drugs!"

I understand that there are some actions that will **not be tolerated** because they are harmful or against the law. Therefore, I understand that I can be sent home from the NYSP program for:

- ▶ bringing weapons, alcohol, tobacco or other drugs
- ▶ dangerous actions
- ▶ fighting
- ▶ being unable to obey any of the other Rules of Conduct.

The NYSP Program Coordinator will tell my parent or guardian of my dismissal. I will be kept under NYSP staff supervision until I can be picked up by or delivered to my parent or guardian.

Name of Youth _____

Date _____

Youth's Signature _____

GREAT GUARD ADVENTURES FULL VALUE COMMITMENT

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Name of Youth:_____

Date:_____

Youth's Signature:_____

NOTES

**G.R.E.A.T. LESSON #4
CONFLICT RESOLUTION**

Pre-Requisites to Effective Conflict Resolution

Things needed by both parties for effective conflict resolution:

- 1) sincerity
- 2) active listening
- 3) reflective listening
- 4) asking open-ended questions
- 5) leaving someone an out

The way a person sounds, acts, and listens, along with a genuine desire to resolve the conflict in a peaceful manner, contributes to resolving the problem in a positive way.

DEFINE:

Conflict Resolution _____

C. _____
A. _____
P. _____

Six Steps to Conflict Resolution

- 1) Identify the problem. (What do I have to solve?)
- 2) What are my alternatives? (What are my choices?)
- 3) What are the consequences? (What might happen?)
- 4) Which alternative is best? (Which is best for me?)
- 5) Implement. (Do it.)
- 6) Evaluate. (Did it work?)

WEEK TWO

G.R.E.A.T. LESSON #4 CONFLICT RESOLUTION

Group Exercise A

You are at a party with some friends who are about to experiment with some drugs.

- 1) Identify the problem.

- 2) What are my alternatives?

- 3) What are the consequences?

- 4) Which alternative is best?

- 5) Implement. (What would you do?)

- 6) Evaluate. (How do you know if your plan worked?)

**G.R.E.A.T. LESSON #4
CONFLICT RESOLUTION**

Group Exercise B

Some gang members are trying to talk you into joining their gang.

- 1) Identify the problem.

- 2) What are my alternatives?

- 3) What are the consequences?

- 4) Which alternative is best?

- 5) Implement. (What would you do?)

- 6) Evaluate. (How do you know if your plan worked?)

**G.R.E.A.T. LESSON #4
CONFLICT RESOLUTION**

Group Exercise C

Some people you know steal a car and want you to go for a ride with them.

1) Identify the problem.

2) What are my alternatives?

3) What are the consequences?

4) Which alternative is best?

5) Implement. (What would you do?)

6) Evaluate. (How do you know if your plan worked?)

**G.R.E.A.T. LESSON #4
CONFLICT RESOLUTION**

Group Exercise D

Some people you know ask you to hold a package overnight.
You think the package contains drugs.

- 1) Identify the problem.

- 2) What are my alternatives?

- 3) What are the consequences?

- 4) Which alternative is best?

- 5) Implement. (What would you do?)

- 6) Evaluate. (How do you know if your plan worked?)

**G.R.E.A.T. LESSON #4
CONFLICT RESOLUTION**

Group Exercise E

You are upset with a teacher and want to get even.
Someone suggests slashing the tires of the teacher's car.

- 1) Identify the problem.

- 2) What are my alternatives?

- 3) What are the consequences?

- 4) Which alternative is best?

- 5) Implement. (What would you do?)

- 6) Evaluate. (How do you know if your plan worked?)

D.E.F.Y. Topic 1.3
Relationships, Conflict Management, Listening

Steps to take when saying “NO!”

STOP!

Before you do anything, STOP! Give yourself time to think.

THINK!

Think what will happen if you do what your friends have asked. What would your parents want you to do? What is the right thing to do?

LISTEN TO YOURSELF!

Listen to what’s inside your own head. Deep down inside, you know what’s best for you.

TRUST YOURSELF!

You probably know more about yourself and what’s right for you than anybody else.

SAY “NO”!

Tell your friend “NO” in a way that is comfortable for you but is not a ‘put down’ of your friend.

STATE YOUR REASONS!

Say why you don’t want to do what your friend asked. Tell your friend what bad things could happen if you don’t say “NO”. You have good reasons for not doing something harmful. Use them.

NOTES

**G.R.E.A.T. LESSON #6
DRUGS/NEIGHBORHOODS**

Common drugs used and/or distributed by criminal street gangs.

- 1) Cocaine/Crack
 - a. Powder
- 2) Marijuana/Weed
 - a. Indo
 - b. Blunt
- 3) Alcohol
- 4) Heroin
- 5) Inhalants
 - a. Glue
 - b. Paint
 - c. White-out
 - d. Cleaning fluids
- 6) Angel Dust/PCP
 - a. Sherman

DEFINE:

Drug _____

EXERCISE: Why do people use drugs?

- 1) _____
- 2) _____
- 3) _____

**D.E.F.Y. Topic 2.4
Substance Abuse Prevention**

<p>Axon The arm-like part of a neuron along which electrical signals flow.</p>	<p>Endomorphin A chemical painkiller made naturally by the brain.</p>	<p>Morphine A drug that is a powerful painkiller. Doctors can give it to patients to ease severe pain, but if not used properly, it can have serious side effects.</p>
<p>Neuron A nerve cell. Billions of them make up the nervous system.</p>	<p>Neurotransmitter A chemical “messenger” which floats across the synapse, transmitting, or sending messages between two neurons.</p>	<p>Novacain A drug often used by dentists which keeps your brain from feeling pain.</p>
<p>Prescription A special note from a doctor which allows you to purchase drugs to help if you are sick.</p>	<p>Receptor The place where neurotransmitters connect on the neuron after they float across the synapse.</p>	<p>Synapse The gap between two neurons which neurotransmitters float across to send and receive messages.</p>

NOTES

WEEK FOUR

G.R.E.A.T. LESSON #8 GOAL SETTING

DEFINE:

Goal _____

What are my goals?

1) Short Term

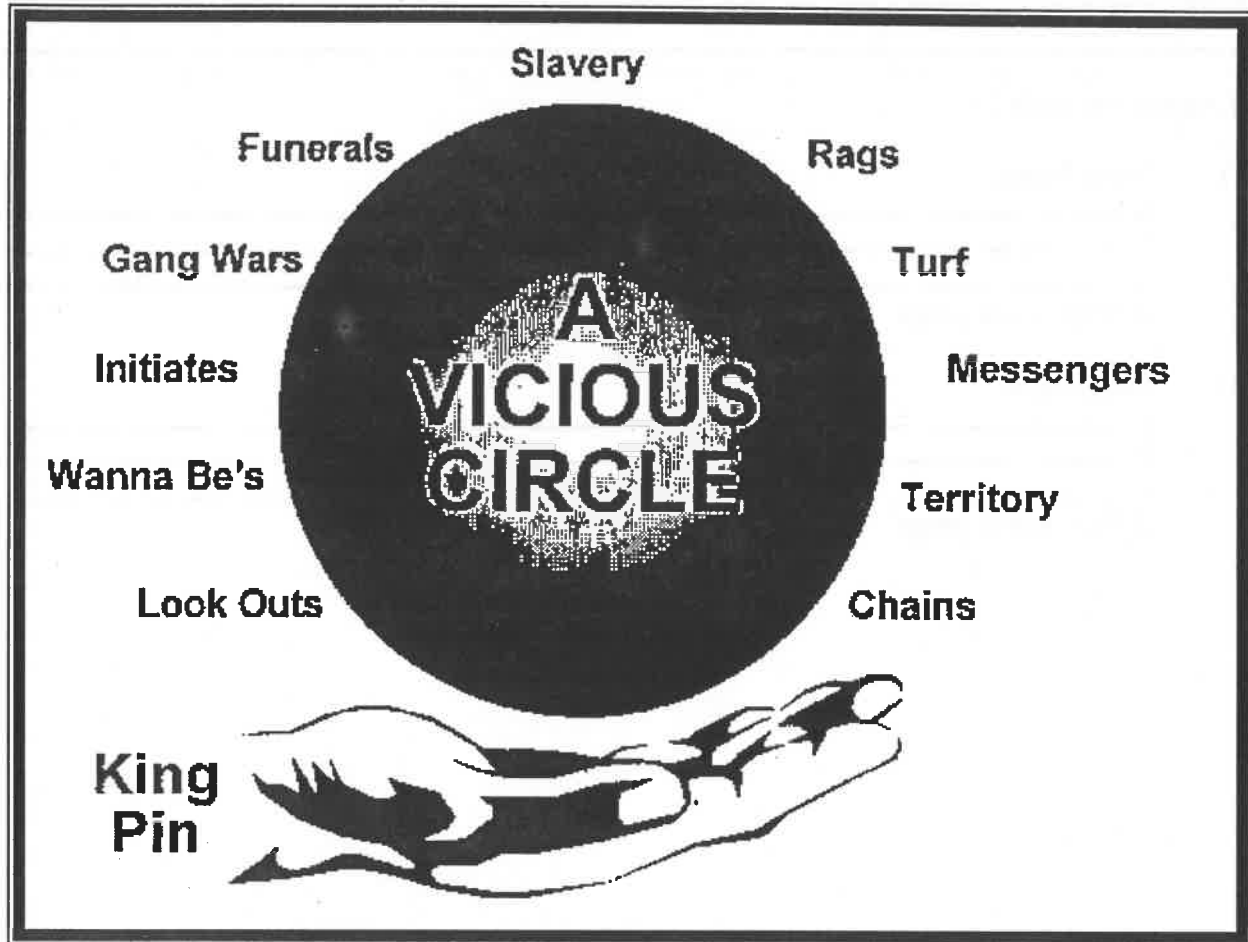
- a. _____
- b. _____
- c. _____
- d. Stay out of gangs!

2) Long Term

- a. _____
- b. _____
- c. _____
- d. Stay out of gangs!

WEEK FOUR

D.E.F.Y. Topic 6.2 Goal Setting "Youth Action Plan"



NOTES

G.R.E.A.T. LESSON #5
MEETING BASIC NEEDS

Physical Needs are things that we absolutely need to have in order to survive.

Emotional Needs are the things we need to have in order to feel good about ourselves and others.

What are three physical needs?

- 1) _____
- 2) _____
- 3) _____

What are three emotional needs?

- 1) _____
- 2) _____
- 3) _____

List five groups or individuals who could help meet your needs.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

What are the laws and punishments for violating those laws you would have on your island?

Law

- 1) _____
- 2) _____
- 3) _____

Punishment

- 1) _____
- 2) _____
- 3) _____

WEEK FIVE

D.E.F.Y. Topic 4.2 SELF-ESTEEM: RESPECT YOURSELF

Rewards, Strokes and Affirmations

Five things my parent likes: (Rewards)

- 1) My parent likes it when I _____.
- 2) My parent really appreciates _____ in others.
- 3) My parent is always asking me to _____.
- 4) It would really surprise my parent if I _____.
- 5) My parent would be less tired if I _____.
- 6) This week I am going to try _____ to reward my parent.

Five things about my friend: (strokes)

- 1) My friend is a good _____.
- 2) My friend is talented at _____.
- 3) My friend knows how to _____.
- 4) It makes me feel proud to see my friend _____.
- 5) People always tell me that my friend can _____.
- 6) This week I am going to "stroke" my friend by saying _____.

Five things about me: (Affirmations)

- 1) I was helpful when I _____.
- 2) Today I tried really hard to _____.
- 3) Sometimes I am very kind to _____.
- 4) I like the way I _____.
- 5) People sometimes compliment me by saying _____.

NOTES

G.R.E.A.T. GUARD ADVENTURES
"Its GREAT to DEFY youth violence and drugs"

GLOSSARY OF TERMS

Alternative - A choice.

Consequence - A result.

DEFY - Drug Education For Youth

GREAT - Gang Resistance Education And Training

Implement - Doing something.

NYSP - National Youth Sports Program

PAL - Police Activities League

Pre-Requisite - A required item needed before beginning or completing a task.

GLOSSARY OF DEFINITIONS

Conflict Resolution - A systematic way of solving problems without creating new ones.

Drug - A chemical substance that alters the way the human body naturally functions.

Gang - A group of people whose members regularly engage in criminal activity.

Goal - An objective one works for.

Gang Resistance Education And Training is a program designed to end gang violence across our nation, by employing two fundamental goals:

- To reduce gang activity
- Educate a population of young people as to the consequences of gang involvement

Specially trained police officers provide elementary and middle school students with the information and skills necessary to say NO to gangs, resolve conflicts without the use of violence, and set positive goals for themselves.

If you are interested in finding out more on the G.R.E.A.T. program for your school/community, please contact:



Portland Police Bureau
Tactical Operations Division
449 NE Emerson Street
Portland, Oregon 97211
(503) 823-2078
(503) 823-2111

Bureau of Alcohol, Tobacco & Firearms
Project G.R.E.A.T.
PO Box 50418
Washington, D.C. 20077-0091
(800) 726-7070



Operation Weed and Seed is a strategy which aims to prevent, control and reduce violent crime, drug abuse, and gang activity in targeted high-crime neighborhoods. The strategy involves a two-pronged approach: law enforcement agencies and prosecutors cooperate in "weeding out" criminals who participate in violent crime and drug abuse, attempting to prevent their return to the area; and "seeding" brings human services to the area, encompassing prevention, intervention, treatment, and neighborhood revitalization. Portland was designated an "official Weed and Seed site" in September of 1996 by the U.S. Department of Justice.

Drug Education For Youth (D.E.F.Y.) staff are military personnel, volunteering as teachers, staff, and role models. DEFY uses a variety of activities to develop the *whole* person - mind, body, and spirit. Youth attending DEFY summer camps learn:



- Substance abuse prevention
- Self-esteem
- Setting goals
- Developing healthy, positive relationships
- Conflict resolution
- Citizenship
- Gang Awareness, Deglamorization
- Hygiene, nutrition, safety and first aid

Each day, youth also take part in physical fitness classes and at least two challenging physical activities like swimming or overnight camping. They even go on field trips to fun, interesting places - a fire station or a Navy ship - that reinforce the classroom learning. By the time camp ends, the youth have identified one or more realistic goals they can achieve during the following school year.