

ARISE SAFETY EVENT WEEKS VOLUME 1

INSTRUCTOR'S MANUAL

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ANTI-GRAFFITI WEEK (APRIL)

Anti-Graffiti Pledge

Scribbling on walls and signs
Is a public disgrace.
It gets people mad, red in the face.

Trashing property is not a way to play.
It's against the law!
Hear what we say:
Graffiti...No way!



Day 1

Distribute one Anti-Graffiti poster to each student and/or hang a copy in your classroom (page 5).

Teach your class the Anti-Graffiti Pledge.

Test your students' current anti-graffiti knowledge by having them circle the correct answer to the questions found on the Anti-Graffiti Pre-Quiz (page 6). (See Answer Key, page 149.)

Teach your students about graffiti using the Anti-Graffiti Discussion Sheet (page 7).

Have your class complete the Better Things to Do Activity Sheet (page 8). Ask them to list four things they can do in their spare time instead of graffiti.

Distribute one copy of the Graffiti Family Activity (page 9) to each student. Have them take the activity home and complete the assignment. Also send home a copy of the More Information Sheet (page 10) for parents and children to learn more together about Anti-Graffiti.

Day 2

Recite the Anti-Graffiti Pledge.

Have your students make a badge from the Anti-Graffiti Badge Activity Sheet (Page 11) and either wear it throughout the week or glue it to a folder as a reminder of the week's activities.

Use the Anti-Graffiti Activity Sheet (Page 12) to help students understand the type of people who do graffiti and why they damage other people's property.

Have each student complete the Recognition Activity Sheet (page 13). Ask them to list five ways they could receive positive recognition.

Day 3

Recite the Anti-Graffiti Pledge.

Have each student write an anti-graffiti poem on the Anti-Graffiti Poem Activity Sheet (Page 14). Make sure sentence structure and punctuation are correct.

Ask your students whether graffiti is against the law. Explain that it is against the law, and children or adults who are caught damaging other people's property may have to pay a fine, do community service, or go to jail and end up with a police record.

Ask the children to pretend they are in charge of making the laws and have them come up with their own Anti-Graffiti Law, which outlines a policy they can use in their school and neighborhood to combat graffiti. The law should include the following:

1. Their definition of graffiti.
2. A statement to include a no-tolerance policy toward graffiti.
3. Who to call if they see a graffiti artist. (Suggestion: Teacher should contact local police department to determine if there is an anti-graffiti hotline.)
4. Who will they notify to tell about individuals they know or suspect are doing graffiti?
5. Will the law require the organization of clean-up groups?

Write these laws on a piece of paper and submit them to the school principal. If possible, have them schedule a clean-up day in the school where they can actually clean graffiti off school property, if it is present.

Day 4

Recite the Anti-Graffiti Pledge.

Encourage your students to design an anti-graffiti poster, along with a slogan on the No-Tolerance Poster Activity Sheet (page 15).

Next, ask them to create a commercial on the Anti-Graffiti Commercial Activity Sheet (page 16), advertising their posters from page 15. Explain to everyone that they should try to convince people graffiti is wrong.

To help your students understand how to react to the criminal act of graffiti, have them role-play the skits outlined on the Role Play Activity Sheet (page 17). If necessary, guide their responses in each situation to reinforce that graffiti is against the law.

Day 5

Recite the Anti-Graffiti Pledge.

To help your students remember some of the terms they have learned, ask them to complete the Anti-Graffiti Word Search (Page 18). (See Answer Key, page 149.)

Have your students complete the Anti-Graffiti Post-Quiz (page 6) as a review of all they learned this week. (See Answer Key, page 149.)

SECTION 1: ANTI-GRAFFITI QUIZ

PRE POST

Directions: Test your knowledge on anti-graffiti by circling the correct answer.

- Graffiti is words, pictures, and symbols painted on _____.
a. buildings
b. signs
c. sidewalks
d. all of the above
- What tool is most commonly used to do graffiti?
a. hammer
b. nails
c. spray paint
d. paint brush
- Which of the following statements apply to graffiti?
a. makes the neighborhood look ugly
b. destroys other people's property
c. is against the law
d. all of the above
- What is the slang term used to identify someone who does graffiti?
a. ganger
b. symbol
c. cool dude
d. tagger
- Most people who do graffiti are looking for _____.
a. money
b. recognition
c. jail time
d. pictures
- Which of the following is NOT a type of graffiti?
a. hip hop graffiti
b. hate graffiti
c. gang graffiti
d. peaceful graffiti
- Graffiti can lead to _____.
a. shoplifting
b. committing other crimes
c. trouble with the law
d. all of the above
- Accidentals injuries and even death are common among graffiti artists.
True False
- Most often, graffiti is done in neighborhoods where there is poor lighting and overgrown lots.
True False
- Being a graffiti artist always leads to becoming a successful person in life.
True False

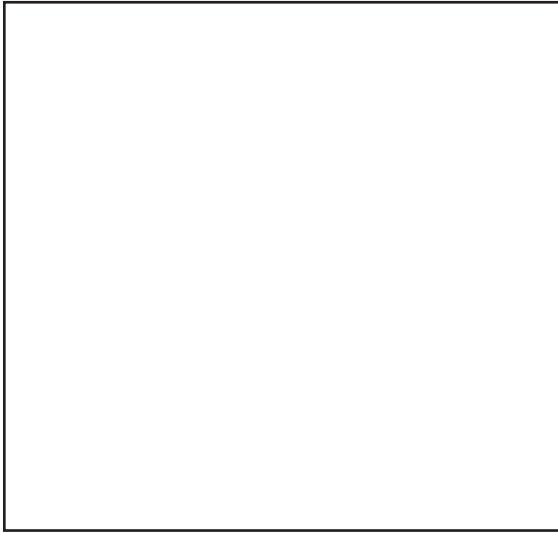
ANTI-GRAFFITI DISCUSSION SHEET

Directions: Use the following list of questions to teach students about the social and environmental hazards created by graffiti.

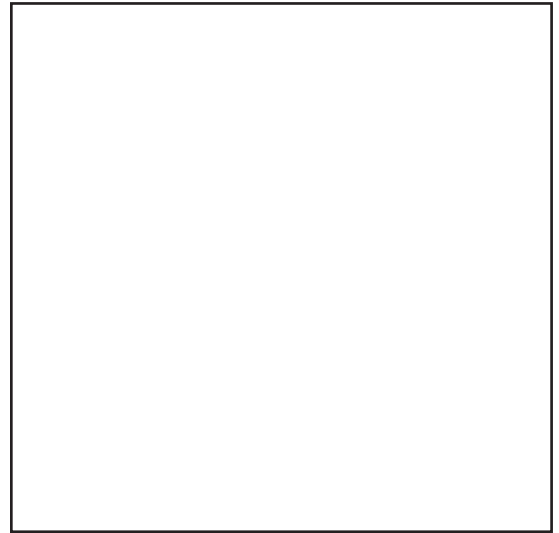
- Ask your students if they know what graffiti is.** Make sure they know graffiti means any writing, word, figure, design, painting, drawing, or carving that is marked, etched, scratched, drawn, painted, or otherwise applied to property without the prior approval of the owner.
- Ask your students if they think there are different types of graffiti.** Let them know there are actually five different kinds:
 1. **Bathroom markings** include signatures, proclamations of love, witty comments, or social sayings.
 2. **Folk graffiti** arises because of a sudden emergency situation, like a riot in a neighborhood. Graffiti artists use their drawings as a way to express their feelings of anger.
 3. **Gang graffiti** is the work of a group of youngsters who are trying to mark their territory.
 4. **Hip-hop graffiti** originated in New York and was carried out on subways.
 5. **Hate or satanic graffiti** are words and symbols used to shock people.
- Ask your students if they have ever seen graffiti.** Where was it? Answers may include on buildings, signs, sidewalks, bridges, fences, and bathroom walls. If possible, bring in a spray paint can and a permanent marker, explaining that these are the tools most commonly used for graffiti.
- Now, ask your students how they feel when they see graffiti in their neighborhood.** Does it look ugly or pretty? Would they rather see a nice, clean wall while walking home from school or one that has been scribbled on?
- Ask if they ever get scared when they see graffiti.** Let them know it is very common to feel fear because of it. Most often, graffiti is done in neighborhoods where there is poor lighting, overgrown lots, people who don't care, and places where there are not a lot of people walking. This alone could cause a child to be fearful.
- Ask your students if they think it's wrong to destroy other people's property.** Why? Remind your students graffiti is against the law and often leads to other crimes, like stealing or shoplifting to pay for their supplies!
- Explain to the class that in addition to being illegal (against the law), graffiti can be very dangerous.** Accidental injuries and deaths are very common with graffiti artists. Writers take great risks to produce their graffiti. Many have been electrocuted while crossing fence barriers or taken dangerous and deadly falls when painting on bridges and highway signs. Some have even been run over by trains and cars.

BETTER THINGS TO DO

Directions: List and then draw four activities you can do in your spare time instead of doing graffiti. Examples may include joining sports teams or doing community service.



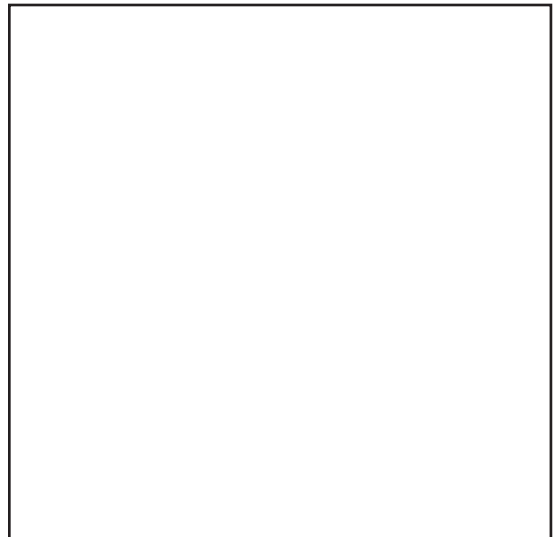
1. _____



2. _____



3. _____



4. _____

MORE INFORMATION

Directions: With your parents, research on the Internet the following links to help educate your family about graffiti.

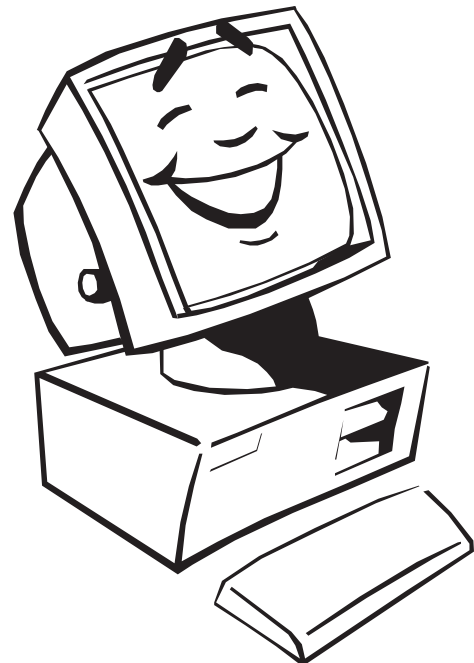
<http://www.anti-graffiti.org/>

<http://www.dougweb.com/faq.html>

<http://www.4tagla.com/about.htm>

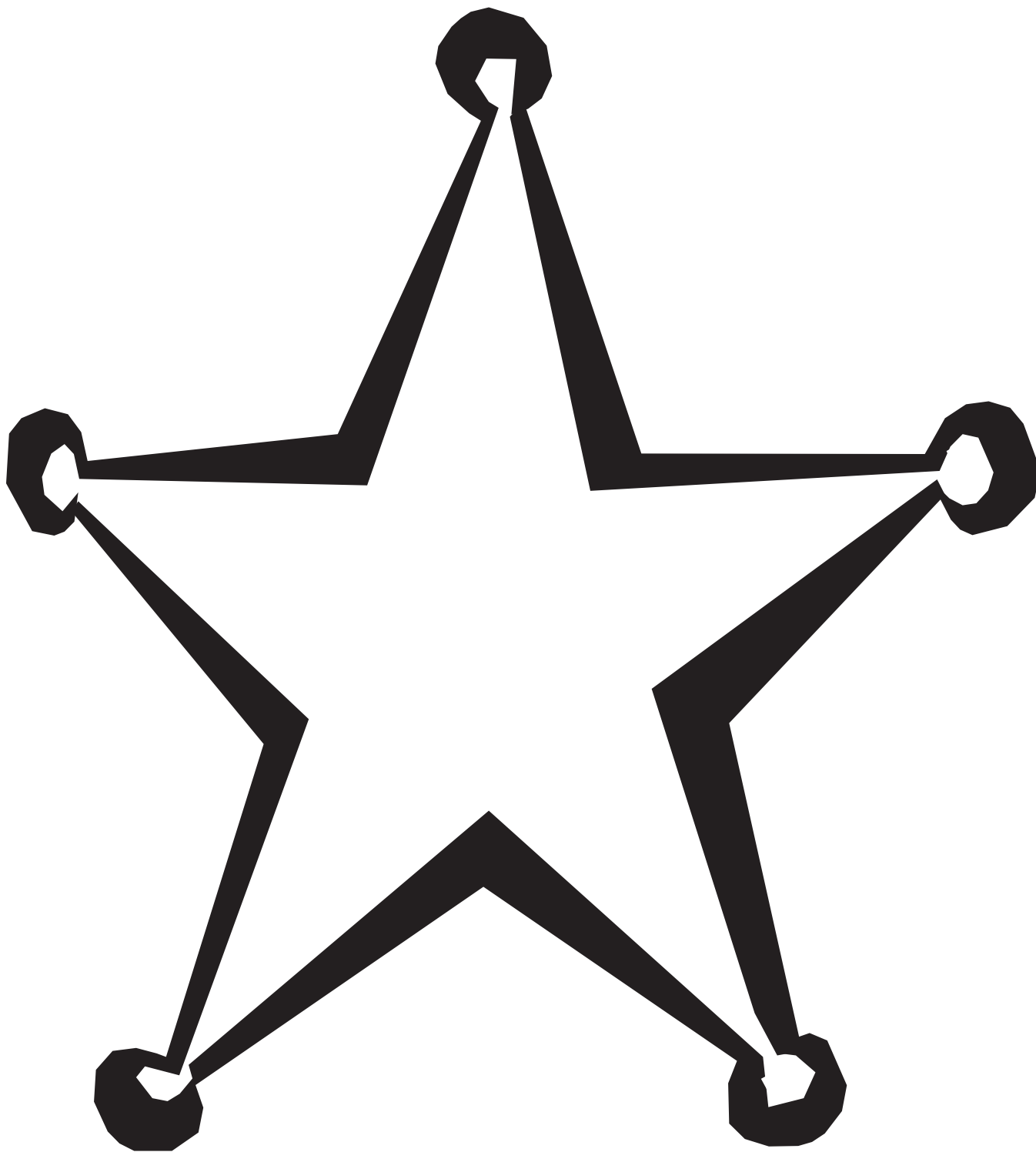
<http://www.graffitihurts.org>

<http://www.ncpc.org>



ANTI-GRAFFITI BADGE

Directions: Cut out, color, and glue the badge below to a piece of cardboard or poster board. Wear it daily or glue it to a notebook as a reminder of the week's activities.



ANTI-GRAFFITI ACTIVITY SHEET

Directions: Help your students understand why people do graffiti by reviewing the information below. Have them answer questions where appropriate.

Explain to your students that graffiti is usually done by teenagers and young adults, especially those who are members of a gang.

Graffiti is written by someone called a tagger. The name tagger comes from the symbol (or tag) he paints or writes on other people's property that calls attention to him or his gang. The tag could be his initials, numbers making up part of his address, a picture, or a gang symbol.

- Discuss with your students why they think people do graffiti. Write their answers on the board or a large piece of paper where all can see.
- Explain that, most often, graffiti is done because the people doing it want power, are trying to gain self-esteem, are rebelling against society, and want fame or recognition.** Ask your students if they know the difference between positive and negative recognition. Make sure they understand positive recognition is when we try to do our best in order to get praise. Negative recognition is acting out in ways that are not appropriate just to get attention. Let them know people gain power and self-esteem through positive recognition.
- Have your students identify several ways of getting both positive and negative recognition. Write their answers on the board or a large piece of paper where all can see. Examples of positive recognition may include getting an "A" on a test, doing something nice for someone else, or contributing to the community. Negative recognition is received from swearing, fighting, stealing, and cheating.
- Ask your students if doing graffiti is a positive or negative way to be recognized. Make sure they clearly understand this.



RECOGNITION

Directions: Write five ways you could receive positive recognition.
Answers may include by getting good grades or behaving well.

1.

2.

3.

4.

5.

Now, put each one into practice!