

Drugs in the Schools

Preventing Substance Abuse

TEACHER'S GUIDE



173178

Exercises in Participation Series

Center for Civic Education



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Exercises in Participation Series

Drugs in the Schools: Preventing Substance Abuse is one of two curriculums in the Exercises in Participation Series developed by the Center for Civic Education. The other publication in the series is *Violence in the Schools: Developing Prevention Plans*.

The programs have been field-tested nationally with various school populations, including learning disabled and physically impaired children.

Rationale of the Series

Democracy is self-government and self-government requires effective citizen participation. The ultimate goal of citizenship education is to enable students to become competent and responsible participants in our constitutional democracy.

One component of effective, responsible citizenship is the disposition and ability to monitor and influence public policies. Public policies are embodied in the rules, decisions, and actions of government. But policies of many other institutions such as corporations, labor unions, religious organizations, and schools also have a public character and significantly affect citizens' lives.

For young students, learning experiences in democratic participation need not be confined to those associated with government at local, state, and national levels. Many of the skills and much of the knowledge needed for competent and responsible citizenship participation are the same skills and knowledge required for governance of classrooms and schools. Therefore, engaging young people in the issues that directly affect them in these areas begins to develop the necessary knowledge, skills, and dispositions to be effective citizens.

Goal of the Series

The goal of Exercises in Participation is to develop students' commitment to active citizenship and governance by

- providing the knowledge and skills required for effective participation
- providing practical experience designed to foster a sense of competence and efficacy
- developing an understanding of the importance of citizen participation

Characteristics of the Series

The following describes the essential characteristics of the instructional program offered in Exercises in Participation:

- designed for use with upper-elementary and middle-school students (grades 5–9)

- includes lessons that take approximately 12–15 class periods of instruction
- includes reading and discussion as well as critical thinking exercises in each lesson
- integrates writing, graph analysis, art, and other interdisciplinary skills in the structure of the lessons
- includes instructional strategies such as directed discussions, role-plays, small group problem solving, and cooperative learning techniques
- designed to be incorporated with social studies, language arts, health or guidance/advisory classes
- includes student texts and a teacher's guide
- involves community resource people in the implementation of the curriculum

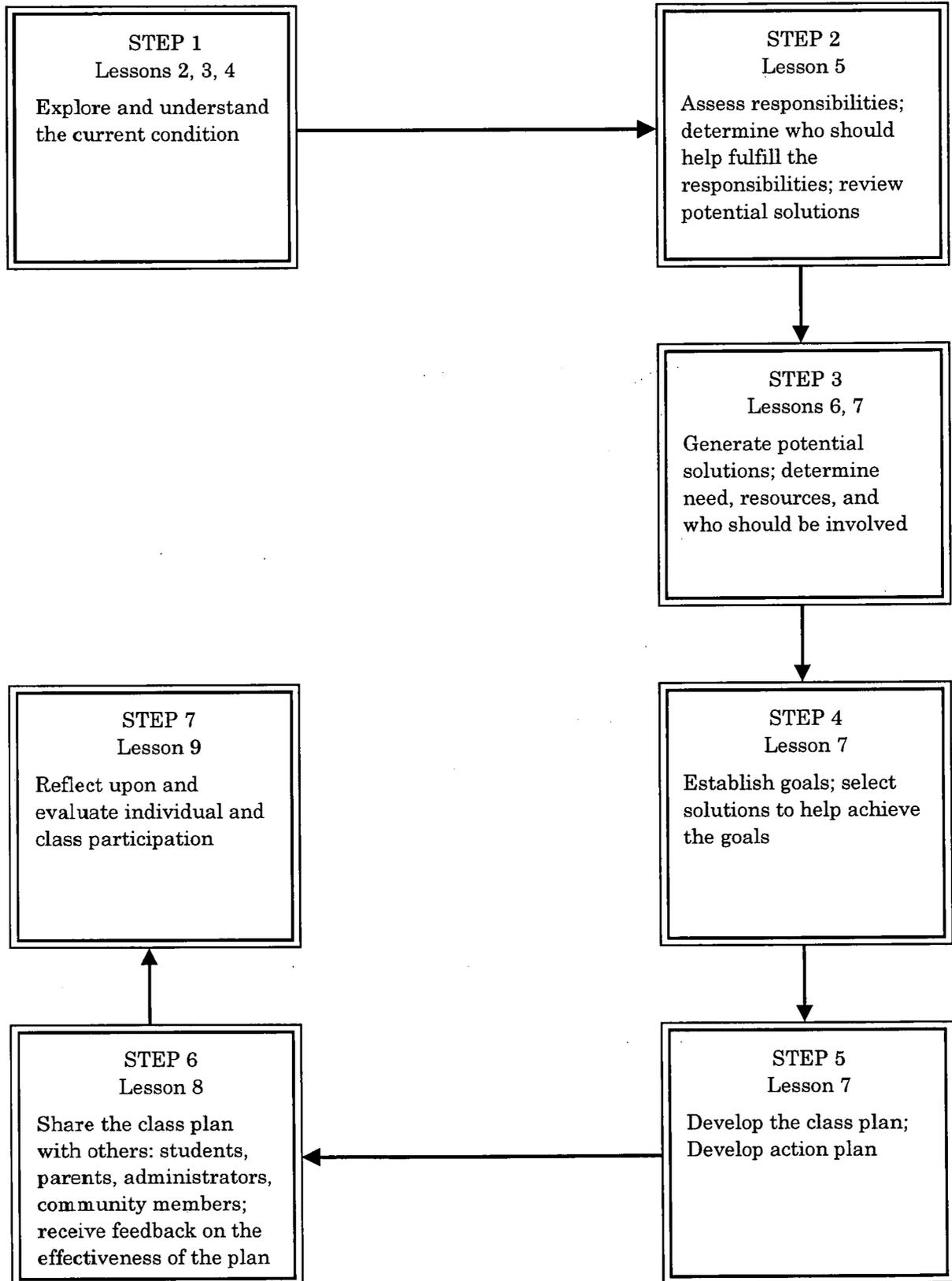
Organization of the Series: A Problem-Solving Model

Each title in the series explores a contemporary issue in a hypothetical middle school. Students systematically investigate the problem and create a plan or design a policy to address the issue.

The lessons are organized around a seven-step procedure. The number of lessons in each step will vary from title to title depending on the complexity of the issue. The steps in the problem-solving model, however, will not vary in that they are designed to accomplish the following:

- STEP 1 - Explore and understand the current condition
- STEP 2 - Assess responsibilities; determine who should help fulfill the responsibilities; review potential solutions
- STEP 3 - Generate potential solutions; determine need, resources, and who should be involved
- STEP 4 - Establish goals; select solutions to help achieve the goals
- STEP 5 - Develop the class plan; Develop action plan
- STEP 6 - Share the class plan with others: students, parents, administrators, community members; receive feedback on the effectiveness of the plan
- STEP 7 - Reflect upon and evaluate individual and class participation

PROBLEM-SOLVING MODEL



Instructional Considerations

Directed class discussions, small group work, and community resource persons are vital components of this instructional program. We also have included research methods that include using the internet. Some instructional issues that should be considered when planning the implementation of this program follow.

Conducting Class Discussions

Effective civic education includes presenting and discussing controversial subject matter. This strategy makes the study of Exercises in Participation exciting for both students and teachers. Through the discussion process, students develop knowledge, decision-making skills, conflict management experience, and a commitment to citizenship participation.

To ensure that the experience with this program is stimulating and rewarding for both you and your students, you may wish to consider the following suggestions for successful classroom discussion of controversial issues and contemporary topics:

- Emphasize the legitimacy of controversy, compromise, and consensus. They are the lifeblood of a democratic society.
- Try to present the central issues of controversy in tangible form. Make allusions to similar problems and dilemmas students face in their lives.
- Emphasize the legitimacy of various viewpoints by encouraging students to examine and present conflicting views in an unbiased fashion. It is incumbent on the teacher to raise any opposing views students may have missed.
- Keep students focused on discussing ideas or positions rather than people. Stress that reasonable people might differ about controversial issues. Encourage students to offer dissenting opinions when they do not agree with the majority — even if they are alone in their opinions.
- Help students identify specific points of agreement or disagreement, places where compromise might be possible, and places where it is unlikely to occur. Emphasize the importance of improving their ability to develop a reasoned position and to express it in a civil manner while respecting the views of others.
- Conclude an activity or discussion by evaluating the arguments presented and exploring the likely consequences of the various alternatives suggested.

Before beginning this program in which class discussion and opinion sharing are critical components, you may wish to establish a few basic rules. For example:

- When expressing an opinion, always be prepared to justify it.
- Politely and respectfully listen to the opinions of others. You may be called on to tell which one (other than your own) you liked best.
- Everyone will get a chance to talk, but only one person will talk at a time.

- Do not argue with people; argue with ideas and reasons.
- You may change your opinion at any time. Be prepared to share your reasons for doing so.
- In the interest of personal privacy, do not use any proper names when discussing your knowledge of any serious problem in your school or community.

Using Effective Questioning Strategies

Question and response sequences are an important feature of this series. The effective use of questions is critical to the learning process and requires careful planning. The primary goal of your questioning strategies should be to help students increase their ability to reach effective, responsible decisions.

There are generally six categories of questions you should consider when planning class discussions. The following is a brief description and example of each:

- **Knowledge.** These questions involve recall of specific facts or information.
Example: What are three possible causes of the problem?
- **Comprehension.** This involves the ability to understand the meaning of the material. This may be shown by translating material from one form to another and by interpreting material.
Example: Create a drawing illustrating a cause of the problem in our nation. What is the central idea of this lesson?
- **Application.** This involves the ability to use learned material in new situations.
Example: What examples can you cite from your own experience where these ideas apply? How might you use this process to resolve a conflict in the future?
- **Analysis.** This involves the ability to break down material into its component parts. This includes identifying the parts and establishing the relationship among the parts.
Example: What are the consequences of your decision? Which consequences are advantages and which are disadvantages?
- **Synthesis.** This involves the ability to put parts together to form a new whole. The emphasis is on creating new patterns of thought.
Example: What argument can you make that we should or should not employ a particular solution to the problem?
- **Evaluation.** This involves the ability to judge the value of material for a given purpose.
Example: How effective will your plan be in preventing future problems of the same nature?

It is possible to structure questions so that students listen and respond to each other and not just to their teacher. You may want to encourage students' active participation in the following ways:

- Pose a question and ask students to discuss the answer with a partner.
- Ask students to clarify their responses. This will benefit the respondent as well as others.
- Ask students to extend their or other students' responses by providing additional facts, information, viewpoints, etc.
- Ask students to generate questions on material presented in class.
- Pause at least seven seconds after asking a question to allow students time to think.
- Ask students to expand on their responses if they provide short or fragmentary answers.
- Call on more than one student per question.
- Encourage students to react to other students' responses.
- Call on non volunteers as well as volunteers.

Encouraging Small Group Learning

The learning exercises in the student text are generally designed as cooperative learning activities with a study partner or in small group environments. Each individual's participation is essential for the successful completion of an exercise. Students are encouraged not only to contribute academically, but to develop and use appropriate interpersonal skills.

Important issues arise for the teacher in planning and implementing cooperative group learning. One such issue concerns the size of groups. Consideration of the research can help you determine the optimum number of students per group within your classroom.

David A. Welton and John T. Mallan in their book, *Children and Their World: Teaching Elementary Social Studies*, Fourth Edition, Houghton-Mifflin, 1991, have identified some general behavioral characteristics of differently sized groups:

- **Groups of two.** High exchange of information and a tendency to avoid disagreement are two features of pairs. In case of disagreement, however, deadlock occurs because there is no support within the group for either participant.
- **Groups of three.** Triads tend to be characterized by the power of the majority over the minority of one. However, triads are the most stable group structure with some occasional shifting of coalitions.

- **Groups of five.** The most satisfying learning group size seems to be five. There is ease of movement within the group. The 2:3 division provides minority members with support. The group is large enough for stimulation, yet small enough for participation and personal recognition.
- **Groups larger than five.** As group size increases, so does the range of ability, expertise, and skill. However, so do the difficulties in keeping all members on task, ensuring everyone has an opportunity to speak, and coordinating group actions.

Another issue teachers face in planning and implementing cooperative group learning is whether to allow groups to self-select or to establish the groups by assignment. Considerations include the following:

- Student-selected groups are frequently homogeneous with high-achieving students selecting other high achievers, males selecting males, and members of different cultural groups selecting those from similar backgrounds.
- There is often more off-task behavior in student-selected than in teacher-selected groups.
- More creative thinking, more frequent giving and receiving of explanations, and greater perspective-taking in discussion seem to occur in heterogeneous groups.

A useful modification of the select-your-own-groups method is to have students list three peers with whom they would like to work. Assign the students with one person they chose and other students selected by the teacher. Careful consideration should be given to building a supportive environment for students no one selects.

You also may want to consider randomly assigning students to groups by having them count off. For example, to establish six groups of five people each in a class of thirty, have the students count off from one to six, repeating the sequence at the end of six. Then place the one's together, the two's together, and so forth. Once groups have been assembled, you may want to consider having them work together over a period of time rather than forming new groups for each activity in the student text.

Below are some general recommendations you may want to consider in implementing small group work in your classroom:

- Give clear instructions for completing work and check for understanding of the process or procedures to be followed during an activity.
- Allow adequate time to complete the assigned task. Think creatively about ways to constructively occupy groups that finish ahead of the others.
- Be explicit in dealing with management issues. If someone must report to the class on the group's work, be sure there is a process for selecting a reporter.

- Think about how your evaluation strategies are affected by the use of small groups. Develop methods to reward group efforts.
- Monitor group work and act as a resource to guide your students' development. You may wish to travel between groups to facilitate discussion and to answer student questions.

Involving Community Resource People in the Program

During instruction in specific lessons, the involvement of people from the community who possess appropriate experiences or expertise can greatly enhance and extend student understanding of the issues they are addressing. Community resource people can contribute in the following ways:

- make the lessons come alive by sharing real-life experiences and applications of the ideas under consideration
- help implement activities in the classroom
- establish an on-going relationship with a class in which the resource person is available regularly by phone to respond to questions or issues that may arise during a particular lesson

The range of individuals who can serve as resource people is as varied as the community itself. Commonly, this includes police officers, lawyers, judges, legislators, state and local government agents, and professors of political science or law. Suggestions of potential resource persons for specific lessons are included in this guide.

Making the involvement of a community resource person as meaningful as possible requires careful planning. Attention should be given to the following considerations:

- Most resource persons are not trained teachers and should not be responsible for classroom management. The teacher should be in attendance during the entire visit.
- A resource person's involvement should be relevant to the lesson.
- The principal mode of involvement should be interaction and participation with students. A resource person should participate in the concluding discussion of a lesson or activity.
- A resource person should offer a balanced picture of the topic, including a variety of perspectives. When objectivity is not possible, you might consider inviting a second resource person to ensure a balanced experience. The guest also should avoid professional jargon and speak as simply as possible.
- Before a visit by a resource person, students should be well prepared to maximize their thoughtful participation when the visitor is present.

- In advance, give the resource person a copy of the lesson in which he or she is to participate. Usually, a pre-visit meeting or phone call is useful to clarify what you expect of the guest.

Owing to busy schedules and the limited length of this program, it is advisable to extend invitations as soon as possible. A committee of students should be responsible for hosting the guests on the day of their visit and for the follow-up thank you letter.

Keeping Journals

Journal writing provides a systematic way for students to maintain a personal record of summary statements, reflections, or questions about what is being learned in a particular lesson. Journal writing encourages students to reflect on the “what,” “why,” and “how” of their learning. Taking time to reflect is a good study habit to develop. Journals have the additional benefit of improving writing skills.

Exercises in Participation provides numerous opportunities for students to reflect on what they are learning. You may want to allow a few minutes at the conclusion of a lesson or at the close of an activity for students to complete a journal entry. You may want to assign journal notations as homework. In their journals, encourage students to

- discuss some aspect of the content studied
- record a personal reaction to the lesson or the outcome of an activity
- record questions the lesson or activity raised about an issue

Whether or not to grade journals is a personal choice. However, you should periodically collect journals to offer students some feedback on the content. Writing comments and personal observations in the journals can be an effective tool in establishing a personal dialogue with students. Encourage students to share their journals with other students and their parents. By so doing, students demonstrate to themselves and others what they have learned.

Evaluating Student Achievement

The methods used to evaluate student achievement during instruction need to be both comprehensive and varied. Progress-measuring strategies may range from traditional paper and pencil tests to performance-based assessments.

Performance assessment differs from traditional tests in that students are not asked to recognize and select correct answers to questions focused on discrete, isolated facts. Teachers who engage students in activities requiring complex knowledge and skills need to measure achievement in a similar context. For example, during the

development and presentation of their prevention plans, students demonstrate their knowledge and skills by addressing the complex questions that this program raises. Because there is often more than one correct answer, students construct a product to demonstrate what they know and can do.

Below are some general recommendations you may want to consider in designing your evaluation of student achievement in this program:

- Structure situations in which students can construct or create appropriate answers rather than select from a menu of choices.
- Assess the process and the quality of a performance or product, not the ability to identify correct answers. Stress the thinking and reasoning that supports a quality performance or product.
- Assess how well students see the connections among a variety of related ideas and skills. Students should combine reading, research, writing, speaking, and critical thinking skills.
- Make the criteria for successful performance clear; when possible, provide models of exemplary performance.
- Provide criteria for effective and successful group work. Teamwork and group interaction are important skills that are given legitimacy when students know they are being assessed.
- Structure opportunities for students to assess their progress, to judge for themselves when they have or have not done well. This will help them internalize high standards and learn to judge for themselves how they measure up.
- Offer many opportunities for students to receive feedback from the teacher, peers, and community resource people who participate in activities with the class.
- Provide opportunities for students to apply their knowledge and skills to real problems in their schools or communities.

Reviewing and Reflecting on the Learning Experience

At the conclusion of their course of study, students review and evaluate the extent to which they achieved the objectives of the program. This includes thinking about content as well as instructional methods.

Drugs in the Schools: Preventing Substance Abuse

Rationale

There is no question that safety and order are essential for learning to occur. Yet the problems of violence, discipline, and drug use confront students and educators to some extent every day in virtually every school in the nation. Schools must proactively address these issues if they are to provide the safe environment and quality education necessary for a healthy and prosperous nation.

Instructional Objectives

As a result of participating in the instructional program, *Drugs in the Schools: Preventing Substance Abuse*, students should be able to

- explain the problem of substance abuse in schools and the effects of the problem on the school and community
- explain some common causes of substance abuse in the schools and identify people who share responsibilities for solving the problem
- work cooperatively with others to develop solutions to the problem by creating a substance abuse prevention plan for a hypothetical middle school
- evaluate the plan to ensure that it achieves stated goals and does not unnecessarily infringe on other important values and interest
- develop strategies to maximize the chances that the plan would be adopted
- take responsibility for their learning by reflecting on the effectiveness of their participation in the program
- exercise an important right and responsibility of citizenship to explore problems and express ideas about how they might be solved

Organization

Drugs in the Schools: Preventing Substance Abuse consists of nine instructional lessons of varying duration. The lessons are based on the problem-solving model on page 3. Each lesson includes a reading and discussion component, critical thinking exercises, and suggestions for extending and enriching the learning experience.

The illustrations in each lesson are intended as an integral part of the instruction, either to stimulate discussion or review ideas presented.

This guide offers specific instructions for teaching each of the nine lessons. Each lesson plan includes an overview, objectives, necessary materials and preparation, and step-by-step suggestions for classroom implementation. We would like to refer teachers to two websites that have additional background information on drugs and their use by teens: [<http://friendsofnarconon.org/series1/glossary.htm>] and [<http://www.anstec.com/doed/List.html-ssi>]. Some lesson plans also recommend the involvement of community resource people and/or additional materials designed to enrich student understanding of the concepts. The purpose of this guide is to serve as a resource for teachers, not to limit their creativity.

A black-line master Certificate of Recognition is in the Appendix at the end of this guide. It can be duplicated and awarded to each student who has participated in the program. Ideally, the certificates would be presented at a formal ceremony in the presence of parents and other community members.

Teaching the Lessons

Introducing Students to *Drugs in the Schools: Preventing Substance Abuse*

After distributing the student books, explain the following to the class:

- They will be studying a special unit on substance abuse in the schools.
- This is a participatory unit in which they will examine cause and effects of the problem of substance abuse in our schools and then propose solutions to reduce and prevent the problem.
- They will not be considered “part of the problem,” but problem solvers. The program addresses the problem of substance abuse in schools, not individual substance abuse.
- During the unit the class will examine carefully the problem at a hypothetical school called Jackson Middle School and then develop solutions to solve Jackson’s substance abuse problem. Examining a hypothetical school can help the class approach the problem in a rational and objective manner.
- At the conclusion of the program, the class will share their solutions with parents, school administrators and/or other community members
- The student text and this guide offer many opportunities for students to relate the problem at the hypothetical Jackson Middle School to similar problems in their own schools and communities. Some teachers and students may want to use the knowledge and skills they have acquired through their participation in the program to develop a substance abuse prevention plan for their own school.

First have the class examine the cover of the book. Ask them to note the full title of the program.

- What actions does the title imply?
- What type of student involvement does the illustration on the cover suggest?
- Before developing a substance abuse prevention plan, what information might be helpful for the class to learn?
- What might be some effective procedures to get all students in the class involved?

With the class, read the “Introduction” on pages 1–2 of the student text. Next, ask the students to write a list of questions they would like to have answered during the study of this program. If you are having students keep journals, you may want them to complete this exercise there. Ask students to share their questions with the class, but do not attempt to answer them at this time.

1

What opinions do people in your class have about drugs?

Lesson Overview

In this lesson, students will begin to explore their attitudes about substance abuse. Students will be asked to clarify and express their individual opinions about this issue. Students will also explore and respectfully consider the diversity of opinions among their classmates about this issue and why it is important in schools and communities.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. explain and clarify his or her position regarding the use and abuse of tobacco, alcohol, and other drugs
2. describe the positions of their classmates
3. explain why it might be important to combat the problem of substance abuse in the schools
4. identify questions they may have about substance abuse in the nation

Preparation/Materials Required

Student text pages 3-6

Teaching Procedures

A. Introducing the Lesson

Before beginning Lesson 1, you may want to involve students in establishing some ground rules for group work and class discussions. Please see page 4 of this guide for recommendations on conducting class discussions.

In the interest of personal privacy, proper names should not be used when discussing any drug problem in your school or community.

To begin the lesson, write the term **SUBSTANCE ABUSE** on the chalkboard or chart paper. Ask students to describe what comes to mind when they think of the term substance abuse and record their responses. Remind students of the definition they learned in the introduction to the text. Check to see if students have any questions about the definition.

Substance abuse may be defined as the use of illegal drugs or the excessive and abusive use of legal substances such as over-the-counter drugs, alcohol and tobacco. Alcohol is an illegal substance for people under 21 years of age. Tobacco is illegal for people under 18 years of age. According to the Amendments Section 1471, Title 1, of the Drug Free Schools and Communities Act, the term illicit drugs means the use of illegal drugs and the abuse of other drugs and alcohol, including anabolic steroids. The term drug abuse education includes prevention, early intervention, rehabilitation referral, and education related to the use or abuse of controlled, illegal, addictive, or harmful substances, including anabolic steroids and tobacco.

B. Introductory Exercise

What is your opinion about the use of drugs?

Direct attention to "What is your opinion about the use of drugs?" on page 3 of the student text. Ask students to individually complete their responses to numbers 1 and 2.

C. Small Group Discussion

What opinions do others in your group have about the use of drugs?

If you have not previously made small group assignments, you should do so at this time. Afterwards, designate or have your students select a group recorder and spokesperson(s). Please see page 6 of this guide for suggestions for implementing effective small groups.

Next, write the words consensus and dissent on the chalkboard or on chart paper. Explain that the goal of this activity is to reach a group consensus or agreement about

which words best represent student attitudes about substance abuse. If the group cannot come to a consensus, have individuals note why they dissent or disagree with the majority opinion. Emphasize that each individual not only has the right to express his or her opinion, but also the responsibility to respect the opinions of others.

Have each group begin working together to complete items 1 and 2 in the section “What opinions do others in your group have about the use of drugs?” To encourage full participation, you may wish to distribute two markers to each student. Each time a student speaks, he or she should hand a marker to the group spokesperson. All markers must be used by the end of the group session. This learning strategy will help maximize student participation and will reinforce the idea that each individual’s opinion is important and should be valued. You may wish to travel between the groups to facilitate discussion and to answer any student questions. You may want to suggest that each group create an illustration of their ideas about substance abuse.

Reassemble the class. Ask each group spokesperson to present the views of his or her group. Encourage other group members to clarify or amplify the spokesperson’s presentation. If the group was unable to reach consensus, be sure to ask those with dissenting points of view to express them. After each presentation, students from other groups should be given an opportunity to ask questions about the positions taken by the presenting group.

Remind students that the purpose of this exercise is to help them understand and clarify their individual perceptions and attitudes about substance abuse. At this point they should not have to defend their positions or argue whether or not one person’s position is more valid than another’s.

To begin this activity, you may want to post signs around the room for each of the words on the list. All presenters can then be asked to stand near the sign that best represents the views of his or her group. This would provide an opportunity to quickly see how much or how little consensus exists among the entire class.

D. Class Discussion

What opinions do you now have about the use of drugs?

As indicated in the student text, ask each student to write a short paragraph about why it might be important to deal with the issue of substance abuse in schools. Ask students to share their responses with the class. On chart paper, create a list of students’ reasons as to why it might be important to deal with the issue of substance abuse in schools. You may want to save this list for future reference and use as students prepare their substance abuse prevention plans for the hypothetical Jackson Middle School.

E. Concluding the Lesson

To conclude the lesson, ask each student to reflect on the various opinions they heard expressed during the discussions and answer the questions in “Thinking about the lesson” on page 5 of the student text. Ask students to share their responses with the class and to record any questions they may have about substance abuse in the nation in their journals. As a result of the discussion, did they think of any ideas for decreasing or preventing substance abuse? If so, have them record these ideas in their journals for future reference.

2

How serious is the problem of substance abuse at Jackson Middle School?

Lesson Overview

In this lesson, students will be introduced to Jackson Middle School. They will examine a series of incidents involving substance abuse at this imaginary school. The class will determine what effects these incidents might have on students, teachers, administrators, parents, and other community members. Finally, students will begin to identify people who may have a shared responsibility for solving the problems caused by substance abuse.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. explain ways in which a serious substance abuse problem can affect students, teachers, administrators, parents, and the community at large
2. identify the people they think should be responsible for dealing with substance abuse at the hypothetical Jackson Middle School

Preparation/Materials Required

Student text pages 6–9

Optional: Invite community people, such as parents, police officers, business people, school administrators or school board members to discuss their opinions about substance abuse in the schools with your students. Please see page 6 of this guide for recommendations on effectively involving community resource people in the classroom.

Teaching Procedures

A. Introducing the Lesson

To begin the lesson, direct attention to the illustrations on page 7 of the student text and ask the class to respond to the questions posed in the captions.

Conduct a class discussion based on the following questions:

1. Do you think substance abuse is a serious problem in our nation's schools? Why or why not?
2. What are some examples of incidents you may have heard about or read about involving substance abuse on school campuses or related to school activities?
3. Do you think such examples are isolated events or common occurrences in our schools.
4. How might substance abuse affect our nation's schools.

Explain to the class that during this lesson they will be examining the effects of substance abuse on Jackson Middle School and the community it serves. Emphasize that Jackson Middle School is an imaginary school and may or may not reflect the schools in their community or their school in particular. Any resemblance to a specific school is coincidental. Remind students that most middle schools are free of serious substance abuse. As the teacher, you should decide in advance whether or not to encourage students to draw parallels, if any exist, to the situation in your school.

B. Reading and Discussion

What is the problem of substance abuse at Jackson Middle School?

Have the class read "What is the problem of substance abuse at Jackson Middle School?" and the introductory material that precedes it on pages 6–7 of the student text. You may suggest that they underline key words or phrases that will help them answer the question posed in the lesson title: "How serious is the problem of substance abuse at Jackson Middle School?" While students are reading, draw a timeline on the chalkboard listing the months from August through February. Ask students to recall the incidents at Jackson Middle School. Record their responses next to the corresponding month. Ask students how they think students, teachers, and administrators might have felt after each event.

During the discussion, help students understand the relationship between the school and community by examining specific characteristics of some of the incidents. For example, how might the death of a student right before the start of the school year have an impact on the school? How is drug possession at an off-campus community-sponsored event related to student behavior and attitudes at school?

You may want to ask whether or not there are any positive consequences about learning that a substance abuse problem exists in a school. For example, the problem might be brought to the attention of the school principal, nurse, guidance counselor, or other individuals who might be able to help students deal with their substance abuse.

C. Problem Solving Exercise

What are the effects of the problem?

Have students work with a study partner or in small groups of five to complete the exercise, “What are the effects of the problem?” on page 8 of the student text. Allow adequate time for students to respond to the items in the exercise.

Reassemble the class and ask students to share their responses. Record the responses on the board. Based on the discussion, you may wish to make a list on the chalkboard or on chart paper of other people, groups, or events that might be affected by a school drug and alcohol problem. Possible responses might include:

- younger siblings
- taxpayers (the public cost for police, medical services, and the judicial system)
- insurance companies and people who pay insurance premiums

This lesson provides an opportunity to involve community resource people in the instructional process. The resource persons can participate in the small group discussions and in the class discussion at the conclusion of the lesson. The resource people can confirm what students believe are the effects of substance abuse in the schools and can provide additional insights that the class might not otherwise consider.

D. Concluding the Lesson

To conclude the lesson, discuss the questions in “Thinking about the lesson” on page 9 of the text. You may want to focus attention on question 3 in which Ms. Sage wonders if all drug use at Jackson Middle School was being reported. Ask students why it might be important to know the extent of the problem and how Ms. Sage might gather more information. During the discussion, help students to understand the following:

- Having accurate information about the types of substance abuse and who is involved is an essential component in planning prevention strategies and policies. For example, knowing the number and types of incidents that occur in restrooms can lead to improved monitoring or physical alterations to the facility.

- Even minor incidents of substance abuse may lead to more serious abuse. If these incidents go unreported, students may not receive help until it is too late.
- Substance abuse involves providers, users, and bystanders. The drug trade may involve related problems of intimidation, harassment, and violence over turf. Explore the significance of these roles and issues in designing a plan to combat substance abuse. (For additional background information on these related issues, you may want to review the other publication in the Exercises in Participation Series titled *Violence in the Schools: Developing Prevention Plans*.)
- Schools are an integral part of the community. Substance abuse in the schools has an impact on the community and community substance abuse has an impact on the schools. Solving the problems created by substance abuse is a shared responsibility.

Have students work individually or in small groups to create a diagram or chart illustrating the substance abuse problem at Jackson Middle School and those it affects.

To develop their diagram or chart, have students list the events at Jackson Middle School. In two parallel columns, ask them to record the effects of each event on the school and on the community. Encourage students to refer to the list of effects recorded earlier in the lesson.

Have the students share their diagrams and charts with the class. You may want to use them to initiate a bulletin board on the effects of substance abuse on the schools and community. Students should be encouraged to bring relevant newspaper articles to class for posting on the bulletin board.

Direct students to look at the incidents of drugs at Jackson Middle School. All the responses were punitive. Have students brainstorm alternative solutions and address the question “why.” Is punishment always the best response in all cases? How else could the school respond to these issues, e.g., counseling, rehabilitation, etc.

3

What can you learn from newspapers about the national substance abuse problem?

Lesson Overview

Many schools are free of substance abuse. Jackson Middle School's substance abuse problem, however, is common to many schools in our nation. In this lesson, students will begin to understand the scope of the national problem of substance abuse in the schools. Students will examine several newspaper articles to determine how serious the problem is nationally and to explore some of the causes and effects of substance abuse on young people and schools. They will also assess the usefulness of newspaper articles as sources of information about the substance abuse problem.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. describe the seriousness of the substance abuse problem as reported in several newspaper articles
2. describe the causes and effects of substance abuse in the schools as reported in several newspaper articles
3. assess the usefulness of newspapers as sources of information about the substance abuse problem

Preparation/Materials Required

Student text pages 10–16

Optional: Invite a newspaper reporter to the class. Draft a press release for your local paper about the program and the activities in which the students and community members will be involved.

Teaching Procedures

A. Introducing the Lesson

To introduce the lesson, direct attention to the illustration on page 16 of the student text. Ask students to respond to the question in the caption “What might Jackson Middle School students learn from newspapers about the national problem of teenage substance abuse?”

With the class, discuss the usefulness of newspapers as sources of information about the problem of substance abuse in schools and in the community. You may want to discuss how the media in general helps shape our perceptions of the seriousness of the problem.

B. Reading and Discussion

What do you think?

Before students read the news articles in this lesson, review with the class the questions in the “What do you think?” section on page 15 of the student text.

Ask students to read the introductory paragraphs on page 10 of the student text and the first four the newspaper articles on pages 10–13. You may want to suggest that students underline the key information presented in each article. Students will address article five on page 13 later in this exercise.

With the class, discuss the questions in “What do you think?” on page 15 of the student text.

1. What did you learn from the articles about the seriousness of the substance abuse problem in our nation’s schools?

Student responses may include:

- serious substance abuse does occur among very young children (articles 1 and 2)
- drug-trafficking does occur among students of middle school ages (article 3)

2. What did you learn from the articles about the effects of substance abuse on students, parents and the community?

Student responses may include:

- cocaine or heroin use may result in death (article 1)
- drug-trafficking may result in arrests which will have serious consequences (for the student arrested as well as his or her family and friends) (article 3)
- drug-trafficking in or near schools creates an unsafe environment for all students (article 4)

3. What stories have you heard about substance abuse in your community?

Remind students that in the interest of personal privacy, proper names should not be used when discussing any substance abuse in your school or community.

4. What stories or information have you gotten from television?

5. How useful are newspapers as sources of information about the issue of substance abuse in the schools?

Students should think about whether the articles help them determine if the incidents described in the articles are isolated cases or if they reflect a widespread problem.

The articles do not include the names of those students whose arrests were reported. You may want to ask your students why these young people were not identified by name and whether they think young offenders names should be printed in the newspaper.

6. How might newspapers and television help to shape our perceptions of the seriousness of the problem of substance abuse in the schools?

Student responses may include:

- newspaper reports may create the perception that the problem is more widespread and serious than it really is
- newspapers seldom report on the vast majority of students who do not engage in substance abuse

You may want to remind students that by focusing attention on serious incidents such as the death of the nine-year-old boy from cocaine, newspaper reports may help prevent future deaths.

If you have invited a newspaper reporter to the class, ask the resource person to discuss recent articles from local newspapers with the students and to establish some perspective on the extent and seriousness of the problem in your community. Students also may want to discuss with the resource person whether the news media create an exaggerated sense of the seriousness of the problem by the way they report substance abuse. Students may want to know how a newspaper makes decisions about what information to report. The class should prepare questions for the resource person in advance of the visit.

Article 5, "Parents, Teens Differ on Drug Issues" on page 13 of the student text is designed to help students understand the different perceptions of the substance abuse problem. The reliability of perception data will be explored further in Lesson 4.

Ask the class to read article 5 and underline the key points of the article. A misperception that "everybody does it" may lead students to believe that substance abuse is acceptable behavior. Whenever possible, discussion should focus on the positive

behaviors of the vast majority of students. Therefore, you may want to direct special attention to the survey data included in the article which found that the overwhelming majority of teenagers agree that illegal drugs are “so dangerous that you cannot safely use them, even once.” In discussing this article, you may want to use the following questions:

- How is this article different from those they analyzed earlier in the exercise?
- What factors do you think account for the differences between parent and teenager perceptions of the seriousness of the substance abuse problem at the national level?
- According to the survey, the closer questions came to their own neighborhoods, the further apart were the perceptions of parents and teenagers about the seriousness of the problem. What might account for this difference?
- Why might a large majority of parents and teenagers agree that alcohol abuse is a bigger problem than other drugs for young people in their community?
- Why might nearly 90% of the parents say they have had a “serious talk” with their teenagers about illegal drugs and fewer than half of the teenagers report having such a talk with their parents?
- How was this data collected? Do you think the way in which the data was gathered would help to ensure that the conclusions accurately reflect how most parents and teenagers throughout the United States feel about substance abuse?

C. Optional Critical Thinking Exercise

Writing a news article

Divide the class into small groups of three to five students. Have each group select one of the incidents described in Lesson 2 involving substance abuse at Jackson Middle School. Ask each group to write a news article about the incident they have selected. A spokesperson for each group should read the article to the class and be prepared to answer any questions about it. The groups may want to design an illustration or a cartoon to accompany their article. If the articles and illustrations are done on chart paper they can be posted around the room.

D. Concluding the Lesson

To conclude the lesson, ask students to consider the information shared during the class discussions and briefly summarize what they have learned from this lesson in their journals.

Finally, assign students one of the activities suggested in “Thinking about the lesson” on page 16 of the student text.

4

How serious is the national substance abuse problem?

Lesson Overview

Ms. Sage, the principal of Jackson Middle School, has seen the effects of substance abuse at her school. She wanted to learn more about the national problem of substance abuse.

In this lesson, students will examine statistical data related to substance abuse in the United States, especially among teenagers. Using a variety of sources, students will learn more about the extent of the problem and the effects of substance abuse on young people. Students will further identify possible causes of substance abuse. Working in cooperative teams, some students will collect data from electronic and printed sources while other students will gather information and opinions about substance abuse in their local communities through interviews with other students, school staff, parents and relevant community members.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. use statistical data to describe the extent of the substance abuse problem among young people in the United States
2. use statistical data to infer some causes of substance abuse among young people
3. use statistical data to describe the effects of substance abuse on individual students and on schools and communities
4. gather data about the problem of teen substance abuse from local community members

Preparation/Materials Required

Student text pages 17–30

Optional: You may want to involve the math teacher at your school in Critical Thinking Exercises B and C on the next page.

You may want to involve the school librarian or district media specialist in Critical Thinking Exercise F on page 29.

Teaching Procedures

A. Introducing the Lesson

Have students read the introduction to the lesson on pages 17–19 of the student text. Ask students to compare and contrast the causes of substance abuse identified by Ms. Sage with what they have already learned about causes in Lessons 1 and 3. Explain that in Lesson 2 they explored the effects of substance abuse on schools and communities as a whole, while the list of effects they have just read in Lesson 4 refers to effects on individual students.

Ask students why it might be important to gather information about the national substance abuse problem. Remind students that the substance abuse prevention plan for Jackson Middle School that they will be developing will be more effective if it is based on the most accurate, reliable, and current information possible.

Direct attention to the illustration on page 18 of the text. Ask students to respond to the question in the caption, “How might Ms. Sage determine whether statistical information comes from a reliable source?”

With the class, discuss the importance of critically analyzing statistical data to better understand what the figures mean. Explain to students the importance of knowing who gathered the information, when and how it was gathered and compiled, and how it is being used. For example, why might a drug abuse prevention agency

- use statistics to show that substance abuse is increasing?
- use statistics to show that substance abuse is decreasing?

While the statistical data in this lesson may at times seem overwhelming, it is important to maintain a balanced perspective. The extent of substance abuse may be decreasing or increasing depending on many factors, such as, age, and the type of substance being considered. Substance abuse is a serious problem and requires attention. However, a misperception that “everybody does it” may lead students to believe that substance abuse is acceptable behavior. Whenever possible, discussion should focus on the positive behaviors of the vast majority of students. For example, in

examining the data on table 1 on page 19 of the student text, students should note that although 10.9% of young people between the ages of 12 and 17 (in 1995) reported drug use within the past 30 days, 89.1% did not.

B. Critical Thinking Exercise

What did Ms. Sage learn about the national problem?

The purpose and use of graphs and charts is to create visual images of statistical data and information. Discuss how graphs, charts and other visual representations can help students better understand a problem. If school scheduling permits, you may want to coordinate this activity with the math teacher at your school.

Direct attention to table 1 on page 19 of the text. Review the information in the table. Check that students understand the age distributions, the percentages of respondents and the types of illicit drug use identified in the note at the bottom of the chart. On the board or on chart paper, demonstrate the construction of a graph based on the data for respondents of all ages 12 and older. Have students in groups of three to five construct graphs 1, 2 and 3 on page 20 of the student text.

C. Critical Thinking Exercise

What conclusions might we reach based on the information on the graphs?

Remaining in their same groups, students should respond to the questions in the section, "What conclusions might we reach based on the information on the graphs?" Reconvene the class and ask each group to share their responses. Record responses to question 5.

D. Reading and Discussion

What did Ms. Sage learn about the problem of substance abuse on school campuses?

This exercise narrows the focus of the lesson to the problem of alcohol and drugs on school campuses. Begin by clarifying the role of the United States Center for Disease Control and Prevention (CDC) and the meaning of "risk behavior surveillance." The CDC is an agency of the United States Department of Health and Human Services (HHS). The Youth Risk Behavior Surveillance System (YRBSS) was developed to monitor priority health-risk behaviors that contribute to the leading causes of mortality, morbidity, and social problems among youth and adults in the United States. The YRBSS consists of national, state, and local school-based surveys of representative samples of 9th through 12th grade students and a national household-based survey of 12-through 21-year-olds. The national surveys are conducted by the CDC. The state and local surveys are conducted by state and local education agencies. The school-based

surveys are conducted biennially with a self-administered questionnaire. The household-based survey was conducted as a supplement to the 1992 National Health Interview Survey with an audiotape mode of administration and a similar questionnaire. Ask students whether they think this would be a reliable source of data and the reasons why it might or might not be reliable.

Have students read the section, "What did Ms. Sage learn about the problem of substance abuse on school campuses?" on page 21 of the text. Ask students what conclusions they might draw from the data presented and what further questions the data suggest. For example, the data are based on surveys of high school students, how might the picture be different on middle school campuses?

E. Reading and Discussion

What other questions did Ms. Sage consider?

Ask the class what other questions Ms. Sage might have that have not been addressed in the data she has collected so far. Record responses. Have students read the section, "What other questions did Ms. Sage consider?" and compare and contrast Ms. Sage's questions with the list of questions they generated. Ask students if there are any other questions Ms. Sage might need to think about in addressing the problem at Jackson Middle School.

F. Critical Thinking Exercise

How should your class gather information about the problem?

Divide the class into five groups and assign each group one of the tasks outlined in the student text pages 23–25. The forms provided in the student text may be useful in clarifying the assignments. During the team meetings, you may want to circulate among the groups to make sure each group clearly understands its assigned task. To avoid being overwhelmed by the amount of data available, the groups using the internet may need assistance with narrowing the focus of their search. The groups conducting interviews may need some guidance in selecting appropriate adults for the interviews and gaining their permission to be interviewed by your students. This exercise may need to extend over several class periods before each group makes its final report. Some of the tasks may need to be conducted outside of class. Data collected should be kept for subsequent use in the development of the class plan. You may want to involve the school librarian or the district media specialist in this exercise.

Reconvene the class and have each group share its findings. Ample time should be given to the final reports from each group to allow students to begin to synthesize and

see how the data from different sources fit together. Students from other groups should be able to question the group making a presentation.

As they collect data from community members, it is likely that students will discover differing perceptions of the problem among the respondents and between the perceptions of the local problem and the national data. Students should note and be encouraged to hypothesize about the reasons for these differences.

G. Concluding the Lesson

Have students respond to the questions suggested in "Thinking about the lesson" on page 25 of the student text. Students may work individually or in small groups. You may want to have students record their individual responses in their journals.

5**How can Jackson Middle School meet its responsibility to deal with the problem of substance abuse?****Lesson Overview**

Ms. Sage thought about what could be done about the problem of substance abuse at Jackson Middle School. She made a list of the responsibilities of her school in addressing the problem. Before crafting a solution, she decided the next step was to investigate what other schools were doing to decrease and prevent substance abuse.

In this lesson, students will identify the school's responsibilities in maintaining a safe and healthy learning environment, enforcing the law, protecting individual rights, and protecting the welfare of the community. Students will evaluate various components of some typical substance abuse prevention programs as to their effectiveness in addressing those responsibilities. They will begin to consider the resources needed to implement these solutions.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. identify the various responsibilities of a school in dealing with substance abuse
2. describe the problem of substance abuse in the schools as a joint responsibility of students, administrators, other school staff, parents, and community members
3. evaluate some proposals aimed at dealing with the substance abuse problem to determine whether or not they might help the school fulfill its responsibilities
4. explain how fulfilling one set of responsibilities might conflict with other responsibilities or with the rights of individual citizens

Preparation/Materials Required

Student text pages 31–44

Optional: A copy for each student of the “Amendments to the United States Constitution,” “Case Studies on the Bill of Rights,” and “United States Supreme Court Rulings” in the appendix, at the back of this guide.

Invite your school principal, school board member, attorney or representative of the juvenile justice system

Teaching Procedures

A. Introducing the Lesson

Have students brainstorm a list of what they think are the school’s major responsibilities. Post the responsibilities they have identified in various locations around the room. Ask students to stand in front of the responsibility they believe is most important and be prepared to tell the class why they think the responsibility they have chosen is the most important. Call on one or two students from each group to defend their position and give other students a chance to move if they are persuaded to change their choice. If there are no students standing in front of one of the responsibilities, ask students to hypothesize as to the reason no one selected that responsibility as important. The objective of this activity is to get students to begin thinking about why all of these responsibilities are important rather than to reach a conclusion about the overriding importance of any one responsibility.

B. Critical Thinking Exercise

What are the school’s responsibilities?

Direct attention to the illustrations on page 32 of the student text. Ask students to respond to the captions. Have students read the introductory paragraphs on page 31 of the student text. While they are reading, post the following responsibilities on the board:

1. educate all students
2. provide for the health and safety of students
3. enforce school rules and the laws
4. protect individual rights
5. protect the welfare of the community

Divide the class into five groups. Assign each group one of the responsibilities you posted on the board. Ask the groups to read the material concerning the responsibility they have been assigned and prepare a brief presentation to the class explaining that responsibility.

Allow adequate time for the groups to complete their work. Then have each group present the information to the class. As the groups are presenting, record pertinent information next to the corresponding responsibility posted on the board. Ask the class how Ms. Sage's list of the school's responsibilities differs from the responsibilities they brainstormed at the beginning of the lesson.

At the conclusion of the presentations, ask students to make recommendations about what might be done to help the school meet each of its responsibilities. The following are some suggestions for discussion:

1. educate all students
 - What educational programs might the school implement to help students understand the health consequences of substance abuse?
 - What educational programs might the school implement to help students understand the legal consequences of substance abuse?
2. provide for the health and safety of students
 - How might the school help students who are using tobacco, alcohol or other drugs?
 - What security measures might the school implement to keep drug dealers from the school campus or the surrounding neighborhood?
 - Where on campus do students feel safe? Where do they feel less safe? What might be done to make students feel safer?
3. enforce school rules and the laws
 - What might be done to ensure that other students understand the rules and laws and the reasons they exist? What opportunities might be provided for students to voice their opinions and to assist in making school rules?
 - What methods might students suggest for discovering students who are breaking the rules or laws related to substance abuse, confiscating illegal drugs, and enforcing penalties for those found guilty of breaking the rules or laws?
4. protect individual rights
 - What might be done to ensure that procedures for discovering substance abuse and substance abusers do not violate students' rights to privacy?
 - What might be done to ensure that
 - students who violate the rules are informed of the charges against them?
 - they have an opportunity to respond to the charges?
 - others are allowed to speak in their behalf?
 - decisions are made in a fair manner?
 - penalties are reasonable?

5. protect the welfare of the community

- How might administrators and teachers learn more about substance abuse in the surrounding neighborhood that might be affecting students on their way to and from school?
- How might administrators and teachers inform parents and law enforcement agencies about substance abuse problems they know or hear about?

The question of protecting the welfare of the community while respecting the rights of individuals is a current and very important topic. You may wish to have your class explore the dilemma that often results from conflicts between the government's duty to protect the fundamental rights of Americans and the government's duty to promote the general welfare.

During the discussion of responsibilities, you may want to develop students' understanding of the school's legal responsibilities in reporting substance abuse and the constitutional provisions that require those in positions of authority to respect the rights of individuals. Citizens of the United States have the constitutional right to be protected from unreasonable search and seizure and the right to due process. It is important that students observe laws related to substance abuse and constitutional protections when designing their substance abuse prevention policies and applying the "Constitutional Checklist" in Lesson 7.

Substance abuse laws vary among jurisdictions throughout the country. You may want to invite a community resource person from the juvenile justice system (juvenile court judges, probation officers, child advocates, etc.) to visit the class and clarify the laws in your jurisdiction.

If you have invited the principal, a school board member, or an attorney to visit the class, you may want them to explain the legal requirements with which the school must comply in enforcing laws related to substance abuse. For example, under what circumstances are school administrators legally required to report drug possession to law enforcement authorities?

The student handouts that can be found in the appendix at the back of this guide can help students learn more about relevant amendments to the Constitution and some related Supreme Court cases that define how such protections apply in a school environment.

With the class, review the constitutional amendments in Student Handout 5-1 in the appendix. Then have the students work with a partner to respond to the problems in the "Case Studies on the Bill of Rights" in Student Handout 5-2 in the appendix. Ask them to share their responses with the class. Finally, review and discuss with the class the "United States Supreme Court Rulings" in Student Handout 5-3 in the appendix.

Since these rulings are quite complex, you may want the assistance of an attorney in explaining how they apply to schools.

C. Optional Critical Thinking Exercise

Deciding a Supreme Court Case

You may want to involve students in a moot court activity based on one of the “Case Studies on the Bill of Rights” in Student Handout 5-2 in the appendix. A moot court is a simulated Supreme Court hearing in which nine students serve as the Supreme Court Justices who will decide the case. The rest of the class is divided into two groups who will advocate positions for the appellants and the defendants. Unlike a mock trial, the facts are not in dispute. Students will argue and decide the case based on the constitutionality of the lower court decision. If you are not familiar with this useful instructional strategy you will find more information in the appendix at the back of this guide. You also may have an attorney assist you. Local Bar Associations can direct you to an attorney who will be pleased to be involved with you and your class in conducting a moot court.

D. Reading and Discussion

In the school and community, who is responsible for Jackson Middle School’s substance abuse problem?

With the class, read the introductory paragraph in “In the school and community, who is responsible for Jackson Middle School’s substance abuse problem?” on pages 34–35 of the student text. In small groups, have students respond to the questions that follow the introductory paragraph. Reconvene the class and have each group share its responses. You may want to record and save the responses for student use when they develop recommendations for preventing substance abuse at Jackson Middle School in Lesson 8.

E. Reading and Discussion

What actions have other schools taken to help them fulfill their responsibility successfully?

Read with the class, “What actions have other schools taken to help them fulfill their responsibility successfully?” on pages 35–38 of the student text. Make sure that students understand each of the proposals.

F. Critical Thinking Exercise

Which substance abuse programs can be most effective at Jackson Middle School?

In this exercise, students will evaluate the proposals they have just read as to their effectiveness in addressing the responsibilities of the school in preventing or reducing substance abuse. Students also will begin to consider some of the realities related to the resources that might be necessary to implement an effective substance abuse prevention program. You may need to help students understand that resources often involve money that might have to come from other valuable programs.

After reading “Which substance abuse programs can be most effective at Jackson Middle School?” with your students, divide the class into groups of five students. Assign each student within the group one of the following roles:

- student
- parent
- teacher
- school staff (administrators or support staff)
- community members (police officers, social agency staff, health professionals, concerned citizens, etc.)

Ask each group to use the outline in “Evaluating Substance Abuse Programs” on pages 39–43 of the student text to evaluate the proposals in “What actions have other schools taken to help them fulfill their responsibility successfully?” on pages 35–38 of the student text. To save time, you may want to divide the proposals among the groups instead of having each group review the entire list. Students within each group should evaluate the proposals from the point of view of the role they have been assigned. Allow adequate time for the groups to complete the exercise. When the groups have finished their work, reconvene the class and ask each group to share their responses with the class. Finally, ask the class which of the proposals they would recommend and the reasoning that supports their recommendations.

G. Concluding the Lesson

Ask students if they have thought of any other proposals that might prevent or reduce substance abuse in the schools. Have students work individually or in small groups to complete the exercises in “Thinking about the lesson” on page 44 of the student text.

6**What makes a good rule?****Lesson Overview**

Ms. Sage decided that she wanted to revise the Jackson Middle School Code of Conduct. She appointed a committee of students, parents, administrators, and community members to work on the task. It is important to remember that rules (the Code of Conduct) are part of the plan and not the plan itself. Discuss how rules are an important part of a society because they establish boundaries and set standards for behavior.

In this lesson, students will examine several problems and the rules designed to resolve them. Students will learn to evaluate rules in a systematic way by applying a set of criteria useful in determining whether a rule is a good one or whether it should be changed. The process presented in this lesson will be useful when students create their substance abuse prevention plan for Jackson Middle School in Lesson 7.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. identify the characteristics of a good rule or law
2. evaluate rules and laws using the criteria learned in this lesson
3. apply the criteria learned in this lesson in writing a rule to address the problem of school substance abuse

Preparation/Materials Required

Student text pages 45–49

Optional: Student Handout 6-1 in the appendix

Invite your school principal to the class

Teaching Procedures

A. Introducing the Lesson

Begin the lesson by asking the class to read the introductory paragraph on page 45 of the student text. Ask students why Ms. Sage might want to include so many people in the process of revising Jackson Middle School's Code of Conduct. Are there others who should be included? Should any of the people on Ms. Sage's list be omitted from the process? Why might it be a good idea to regularly review any school's Code of Conduct?

Direct attention to the illustration on page 47. Ask students to respond to the question in the caption. Then ask the following questions:

- What information might be helpful in deciding whether the rules at Jackson Middle School are effective and fair?
- How might Ms. Sage balance students' rights to privacy with the school's responsibility to keep students safe?

B. Critical Thinking Exercise

What ideas are useful in making good rules?

Have the class read "What ideas are useful in making good rules?" on page 45 of the student text. With the class, review the criteria for determining what makes a good rule outlined in the section, "How can we evaluate a rule?" on pages 45–46 of the student text. Help students see that before they can evaluate a rule they should understand the purpose of the rule, alternative ways of dealing with the problem, and the possible consequences of the **rule including** which consequences might be advantages and which might be disadvantages.

Draw a chart on the board similar to the "What makes a good rule?" chart on page 48 of the student text. Using the questions in "How can we evaluate a rule?" have students evaluate each of the seven situations presented in "How can we evaluate these rules and laws?" on pages 46–47 of the student text. You may wish to begin as follows:

- Read the rule made by Mrs. Abernathy in the first situation.

- Ask students why they think Mrs. Abernathy made this rule. Help students understand that the purpose of the rule was to prevent the use of tobacco by middle school students. What other things might Mrs. Abernathy have done to achieve the same goal?
- Next, ask students what the consequences of her rule might be. For example:
 - The school would have to pay someone to supervise the detention room.
 - The school might have to find transportation for the students who are kept in detention after school.
 - The middle school would need to get full cooperation from the senior high school to enforce the rule.
 - The penalties for violating the rule might be so severe that it might not accomplish its intended purpose.
- Ask students which of the consequences they have identified might be advantages and which might be disadvantages.
- Ask students to examine the strengths and weaknesses of the rule using the criteria in “How can we evaluate a rule?” question 5, What are the strengths and weaknesses of the rule? on page 46 of the student text.
- Ask students, “Would you keep the rule as it is, change it, or do away with it? Why?” Encourage students to support their opinions with reasoning.
- Finally, have students fill in the first row of the chart for rule 1. Under “Weakness,” for example, students might say the rule is not fair and that the punishment it imposes is excessive. Under “A good rule should” students might say that a good rule should be fair and not call for excessive punishment.

Divide the class into six groups. Assign each group one of the remaining examples in the text. Members of each group should evaluate the rule assigned to them according to the questions in “How can we evaluate a rule?” on page 46 of the student text. One member of the group should be responsible for recording the group’s responses. Students may use the chart on page 48 in their texts to record their suggestions.

After the groups have completed their work, ask a spokesperson from each group to read and explain the group’s conclusions about the rule. Use each group’s responses to complete the chart on the board.

The completed chart might be similar to the following:

What Makes a Good Rule?		
Rule	Weakness	A good rule should
1	not fair excessive punishment	be fair and not call for excessive punishment
2	cannot be understood	be easy to understand
3	too vague	be specific
4	violates basic rights	not violate basic rights
5	cruel and unreasonable	be appropriate and reasonable
6	no relation to the problem	be well designed to achieve its purpose
7	discriminatory	not discriminate unfairly

C. Critical Thinking Exercise

Can you develop a rule of your own?

Have the class read “Can you develop a rule of your own?” on page 49 of the student text. Allow time for each student to write a rule. Have students work in pairs to share their rules. Each student should read his or her rule to a study partner. The partner should then apply the criteria to the rule. Allow time for students to revise their rules based on their partner’s suggestions. Reconvene the class and ask for volunteers to share their rules with the class. You may want to have students record their rules in their journals for use in developing the class substance abuse prevention plan for Jackson Middle School.

D. Critical Thinking Exercise

How would you revise Jackson Middle School’s Student Code of Conduct?

Students can evaluate Jackson Middle School’s Student Code of Conduct by working as a class or with one other student. Have partners work together to evaluate the rules according to the criteria introduced in this lesson. Subsequently, each team should complete a chart similar to the one found on page 48 of the student text. Have students share their work with the class. Instead of using the hypothetical Jackson Middle School Code of Conduct, handout 6–1 in the appendix at the back of this guide, you

might decide to have students apply the criteria they have learned in this lesson to your own Student Code of Conduct. Before making that decision you may want to consult your school principal and carefully consider the advantages and disadvantages of an examination of the rules at their own school.

E. Concluding the Lesson

Conduct a class discussion about the questions in “Thinking about the lesson” on page 49 of the student text. Have students note their responses in their journals.

7

How can your class develop a substance abuse prevention plan for Jackson Middle School?

Lesson Overview

Ms. Sage believed that students could recommend some good solutions to the problem of substance abuse in Jackson Middle School. If students helped make the plan, they would have a better understanding of and respect for it.

In this lesson, students will synthesize and evaluate what they have learned during the previous six lessons by creating a class plan or policy for decreasing and preventing substance abuse at Jackson Middle School. The prevention plan will include the following components: education, discovery, and response. First students will work in small groups to develop suggestions to address the components of the prevention plan. Then the class will reconvene to devise a final plan and to evaluate that plan according to criteria established in the lesson. Students will also design an action plan which will identify the people who can approve and support the policy and the steps necessary for its implementation.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. identify several things a school can do to decrease and prevent substance abuse
2. identify several things a school can do to determine who is responsible for substance abuse and ways to respond to substance abuse on campus
3. develop a proposal for decreasing and preventing substance abuse at Jackson Middle School

4. evaluate their proposal for decreasing and preventing substance abuse at Jackson Middle School
5. develop an action plan to ensure that their proposals for Jackson Middle School would be implemented

Preparation/Materials Required

Student text pages 50–61

Notes and charts from previous lessons

Invite the school principal to the class period devoted to the action plan

Teaching Procedures

A. Introducing the Lesson

Have students turn to Lesson 7 and read the introductory material on page 50 of the student text. Direct attention to the illustration on page 50. Ask the class to suggest answers to the question posed in the caption: “What goals should an effective substance abuse prevention plan attempt to achieve?”

B. Reading and Discussion

What are the goals of our prevention plan for Jackson Middle School?

Remind the class that during their study of this program they have been exploring the problem of substance abuse at Jackson Middle School. They have learned about:

- the scope of the problem
- some causes and effects of the problem
- some potential solutions to the problem
- the responsibilities of the school related to substance abuse
- some criteria for good rules

Ask students to identify Jackson Middle School’s needs in terms of substance abuse prevention. Post their responses on the board or on chart paper. Encourage students to think of the school’s short- and long-term needs.

- What does Jackson Middle School need to do to decrease current substance abuse?
- What does Jackson Middle School need to do to prevent substance abuse on and off campus during the next five years?
- What resources might be required to address the needs the class has identified?

- Who should be involved in helping decrease and prevent substance abuse at Jackson Middle School? What role should students play in the process?

Have students work with a study partner to complete the section, “Goals of Our Prevention Plan,” on page 57 of the student text. Explain to the class that the goals they establish for Jackson Middle School will help direct the plan or policy the entire class will develop. Remind the class that their goals should be realistic and designed to establish the purpose for creating their policy.

After students have completed writing their goals, have them share their ideas with the class. Have the class select three or four goals for Jackson Middle School’s substance abuse prevention plan.

C. Critical Thinking Exercise

What should we include in our group’s prevention plan for Jackson Middle School?

Have students read “What should we include in our group’s prevention plan for Jackson Middle School?” Explain to the class that they will work in groups of five to develop a policy to decrease and prevent substance abuse at Jackson Middle School. On the board or on chart paper, post the three components that each plan must address:

- education
- discovery
- response

Discuss each component with the class and check for understanding. Remind students that in developing their policy they should use what they have learned about

- the causes and effects of substance abuse
- the responsibilities of the school
- programs other schools have found effective in reducing substance abuse
- the criteria for good rules

Remind students also that their plans should not violate the individual rights protected by the United States Constitution and the Bill of Rights. Divide the class into groups of five students. Ask each group to appoint a recorder to keep notes of the group’s discussion and a reporter to share the group’s recommendations with the class. Distribute to each group a sheet of chart paper and a set of markers with which to record their ideas for their presentation to the class. Suggest that students use their journals and any other notes or forms they have completed during prior lessons as they work together to create a prevention plan. They may want to begin by reviewing those materials. Allow adequate time for the groups to complete their work.

D. Critical Thinking Exercise

How can we evaluate our group's prevention plan? How can we prepare to share our group's prevention plan with the class?

Before the small groups present their work to the class, they should evaluate their plans. Have students read "How can we evaluate our group's prevention plan?" on page 55 of the student text and review the "Evaluation Checklist" included in this section. Have the groups apply the evaluation checklist to their proposed prevention plans. Allow time for the groups to make any necessary revisions that result from the evaluation.

Once the groups have completed their evaluation, ask them to present their ideas to the class. "How can we prepare to share our group's prevention plan with the class?" on page 57 of the student text includes some suggestions that may facilitate the presentations. The reporter in each group should explain how the group developed each of the three components of the policy. Encourage others in the group to respond to questions or to elaborate on details of the policy.

E. Critical Thinking Exercise

How can we develop our class prevention plan to deal with substance abuse at Jackson Middle School?

Have the class read "How can we develop our class prevention plan to deal with substance abuse at Jackson Middle School?" on page 57 of the student text. Ask the class to identify similarities among the plans. Discuss each prevention plan following the steps outlined in this section. During the discussion, make sure the students think about the following:

- What might be some of the consequences of implementing each of the recommendations?
- Which consequences might be advantages and which might be disadvantages?
- Which features of the various plans best address the goals established at the beginning of the lesson?
- Based on the resources available, which features of the various plans are most practical?

Next, have the class develop a policy using the best suggestions of each group. Be sure that the policy includes the following:

- a statement of purpose, or goals
- the three components: education, discovery and response

It is not important that the plan be in final form at this time. It may be revised during the next activity and will be further refined for presentation during Lesson 8.

F. Critical Thinking Exercise

How can we be sure our plan does not violate individual rights?

Direct attention to the illustration on page 58 of the student text. Ask students to respond to the question in the caption, “How can Jackson Middle School students ensure that their substance abuse prevention plan does not violate the U. S. Constitution?”

Have the class read “How can we be sure our plan does not violate individual rights?” on page 58 of the student text and the “Constitutional Checklist” on pages 59–60. Divide the class into small groups and have them apply the constitutional checklist to their class prevention plan.

Reconvene the class and have each group report on the result of their application of the checklist. To save time, you may want to assign just one of the elements of the checklist per group instead of having each group review the entire checklist.

If the class finds that their plan does violate a constitutional limitation, allow time to make any necessary revisions.

G. Concluding the Lesson

How can we develop support for our proposed plan?

Understanding the process for getting recommendations adopted and implemented is essential to effective civic participation. This exercise is designed to help students develop the planning skills involved in that process and to learn ways to gain approval and support for their proposed prevention plan.

Begin by having students read “How can we develop support for our proposed plan?” on page 60 of the student text. Ask the school principal to outline the steps necessary for adoption of a school policy.

Remind students that in Lesson 5 they learned that decreasing and preventing substance abuse is a shared responsibility. Ask the class to brainstorm a list of individuals or groups in the school or community who could help implement their class prevention plan. Students should then consider how they might get these individuals or groups to approve and/or support their plan. Finally, have the class complete the “Action Plan” form on page 61 of the student text.

8**How can we share our plan with other people in the community?****Lesson Overview**

Ms. Sage was proud of the substance abuse prevention plan the students created for Jackson Middle School. She decided to ask the students to share their plan with school staff and other members of the community.

This lesson is the culminating activity of the program. Students will present their substance abuse prevention plans to an appropriate audience. The presentation will have two components: a display or portfolio that illustrates their plan and an oral presentation explaining their recommendations. Students will work in groups to prepare the various elements of the presentation.

Lesson Objectives

At the conclusion of the lesson, students should be able to do the following:

1. inform an audience about the seriousness of the problem of substance abuse in the schools
2. explain the details of their substance abuse prevention plan for Jackson Middle School
3. answer questions an audience might have about their prevention plan for Jackson Middle School
4. demonstrate what they have learned during their study of substance abuse in the schools

Preparation/Materials Required

Student text pages 62–67

Optional: Invite community members, such as representatives of the P.T.A., School Board, school district administration, law enforcement, relevant social agencies or local legislators to the presentation

Award certificates for each student

Teaching Procedures

A. Introducing the Lesson

Begin by acknowledging the accomplishments of the class in developing their prevention plan for Jackson Middle School. Explain that the class will now have an opportunity to demonstrate what they have learned and explain their plan to community members who are interested in their recommendations. Ask the class to think of some community members with whom they would like to share their ideas. Remind the class of the list of people they identified for the “Action Plan” they developed for Lesson 7. You may want to consider having students write letters of invitation to the community members they have identified.

Ask students to think about the strengths and weaknesses of any presentations they may have seen. Have students brainstorm a list of things to consider in making a presentation. Student responses might include the following:

- when, where and how long the presentation will be
- the key elements of the plan they want to share
- how the whole class might be involved in the presentation
- how audio-visual aids might be used to enhance the presentation

B. Critical Thinking Exercise

How should we organize and prepare the presentation of our class’s plan?

Have the class read “How should we organize and prepare the presentation of our class’s plan?” on page 62 of the student text. Make sure students understand the tasks that will be assigned to each group.

Divide the class into the five groups outlined in this section of the student text. Allow adequate time for each group to complete its assigned task. This exercise may need to extend over several class periods. Some of the tasks could be conducted outside of class.

C. Critical Thinking Exercise

How should we present our class's substance abuse prevention plan?

Have students read "How should we present our class's substance abuse prevention plan?" on page 65 of the student text. You or the class should designate a student to be the moderator for the class presentation. Have students rehearse the entire presentation. To ensure that the class presentation stays within the overall time limit, you may want to allocate equitable time limits for individual group presentations. During this "dress rehearsal," you may want to assume the role of the audience in asking questions about the presentations. At the end of the "dress rehearsal," students should be encouraged to critique their own presentations and make positive and constructive suggestions for improvement.

D. Concluding the Lesson

Culminating Exercise

The class should make its public presentation of the substance abuse prevention plan for Jackson Middle School. At the conclusion of the presentation you might want to have an appropriate member of the audience present each student with a program award certificate. You may want to design your own certificate or reproduce the one found in the appendix in this guide.

9

How can we evaluate what we learned by participating in this program?

Lesson Overview

In this lesson, students will review and reflect on what they have learned during their participation in this program. They will evaluate their learning experience as a class, as members of small groups, and as individual students. As part of this reflection process, students will have an opportunity to value their positive contributions and to think about how they might apply the skills they have learned to resolving other community problems in the future.

Lesson Objectives

At the conclusion of the lesson, students should be able to do the following:

1. evaluate what they have learned about substance abuse prevention as a result of participation in this program
2. evaluate what they have learned about working in groups to solve problems as a result of participation in this program
3. identify the strengths of their individual problem-solving skills
4. identify ways to improve their problem-solving skills
5. apply what they have learned through developing a prevention plan for Jackson Middle School to similar problems at their own school

Preparation/Materials Required

Student text pages 68–73

Teaching Procedures

A. Introducing the Lesson

Begin the lesson by again acknowledging student work in developing a substance abuse prevention plan for Jackson Middle School. Explain that they will now have an opportunity to think about and evaluate what they may have learned from participation in this program. Ask the class why it might be a useful idea to take the time to reflect on their experience.

B. Critical Thinking Exercise

How can we evaluate what we learned by participating in this program?

With the class read “How can we evaluate what we learned by participating in this program?” on page 68 of the student text. In pairs or small groups, have students respond to the questions in “Reviewing what we learned in this program.” Reconvene the class and discuss each of the questions; make sure differences of opinion are aired and respected.

Depending on student responses to question 7, students may want to develop a substance abuse prevention plan for their own school. Whether or not to carry out that kind of real-life application of student learning is a decision that you and your students will undoubtedly want to consider carefully.

C. Concluding the Lesson

Reflecting on our experience with this program

Ask each student to individually respond to the questions under “Reflecting on our experience with this program” on pages 69–72 of the student text. Have students share their responses with the class.

Direct attention to the illustration on page 73 of the student text. Ask the class to respond to the question in the caption, “How might Jackson Middle School students make use of their new problem-solving skills in the future?” Remind the class that developing prevention plans applies to other problems that might arise in society. The problem-solving skills they have developed and will continue to develop are essential to civic participation in a democratic society.

Encourage your students to send their work to the Center for Civic Education so that other schools may share their information. See “Sending reports to the Center for Civic Education” on page 73 of the student text.



Appendix

Amendments to the United States Constitution

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press....

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

...nor [shall any person] be deprived of life, liberty, or property, without due process of law....

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial...to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment XIV

...nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Case Studies on the Bill of Rights

Read each of the cases below. First determine which amendment applies in the case. Then explain how you would decide the case and your reasons.

1. All athletes at James Acton's school were required to take drug tests. Refusing to take the tests meant suspension from the football team. James' parents refused to let him take the tests. They said the tests violated James' right of privacy. They claimed that before officials can conduct a search they need some reason to believe the person is doing something wrong.

2. T.L.O. was a junior high student suspected by a teacher of smoking in the girls' bathroom. When T.L.O. denied that she had been smoking, the assistant principal opened her purse and found not only cigarettes, but also rolling papers, a small quantity of marijuana, and notes indicating she had been selling marijuana to fellow students. T.L.O. claimed that her suspension from school violated her rights.

3. Several public high school students were suspended from school for up to ten days for misconduct. School officials refused to give the students a hearing to determine the facts prior to suspension. The students claimed that the suspension without a hearing deprived them of an education in violation of their rights.

United States Supreme Court Rulings

Case #1

Vernonia School District 47J v. Acton, 115 S. Ct. 2386, 132 L. Ed. 2d 564 (1995)

The U.S. Supreme Court ruled in a 6-3 decision that public school children must expect less privacy when they choose to participate in athletics. In deciding the case, the Court said that preventing drug use was more important than the minor invasion of student privacy.

Case #2

New Jersey v. T.L.O., 105 U.S. 733 (1985)

The Supreme Court found that students do have a constitutionally protected expectation of privacy. However, the Court ruled that a warrant need not be obtained prior to a search inside a school. The justices said that requiring warrants might interfere with the need for swift and informal disciplinary procedures in the schools. In addition, the Court lowered the level of suspicion required to authorize a search from “probable cause” to “reasonable cause.” The Court said that the lower standard provided an appropriate balance between the need to maintain order and discipline in the school and the interests of students in protecting their privacy. Thus, a search in school is justified if reasonable grounds exist that the search will uncover evidence of a violation of criminal law or a school rule or regulation.

Case #3

Goss v. Lopez, 419 U.S. 565 (1975)

The Court upheld the suspension of the students. The Court concluded that the Constitution requires that “some kind of notice... and some kind of hearing” be given to students before they are suspended, but that the hearing that is required can be quite informal. Even a meeting between the student and the person applying the disciplinary measures is adequate, as long as the student is informed of the charges and is given an opportunity to tell his or her side of the story.

Lesson 5: Moot Court — Instructional Information

A moot court is patterned on an appeals court or Supreme Court hearing. The court, composed of a panel of judges or justices, is asked to rule on a lower court's decision. No witnesses are called, nor are the basic facts in a case disputed. Arguments are prepared and presented on the application of a law, the constitutionality of a law, or the fairness of previous court procedures. In many ways the moot court is like a debate, for each side presents arguments for the consideration of the justices.

Since moot courts are not concerned with the credibility of witness testimony, they are an effective strategy for focusing student attention on the underlying principles and concepts of authority, privacy, responsibility, and justice.

How to Proceed

1. Clarify topic. Help students understand the facts and the legal or constitutional issues in the case. The cases are clearly identified in the lessons in the student text and in the teacher's guide. You may also want to ensure that students understand the purpose and procedures observed in appellate court proceedings.
2. Contact resource persons. Invite an attorney or judge to act as a resource person.
3. Assign roles. Assign students to play the roles of justices of the court (in intermediate appellate courts members of the panel are called judges. In the federal or state supreme courts they are called justices). You may establish a court of five, seven, or nine justices. Divide the remaining students into two teams representing the litigants in the case. One team will represent the person or group bringing the challenge before the court, or the plaintiff. The other team will represent the person or group defending against the challenge, or the defendant. Sometimes terms like petitioner or respondent, or appellant and appellee, are used to identify the litigants in an appellate case. For pedagogical purposes, it is best to keep it simple by using the terms plaintiff and defendant.
4. Prepare presentations. Each team should meet to prepare arguments for its side of the case. The team should select one or two students to present the arguments. Specific directions in the lessons in the student text and teacher's guide coordinate the use of the intellectual tools with student preparation for participation in this activity.

The justices should meet to discuss the issues involved and any questions they feel need to be addressed in order for them to reach a decision. The justices should select one student to serve as chief justice. The chief justice will preside over the hearing. He or she will call on each side to present its case or (move realistically) justices (judges) should ask questions without needing to be recognized (i.e., judges should feel free to interrupt lawyers' presentations whenever they want).

Participants should take it as given that the factual details presented in the summary of the case were established by a trial and are not subject to further dispute.

Arguments should not concentrate on legal technicalities. Any argument that is persuasive from a philosophical, theoretical, conceptual, or practical standpoint can be made. Teams should rely on principles found or implied in the United States Constitution.

5. Arrange the classroom. Set up the classroom to resemble an appellate court. The justices should be seated at a table at the front of the room. The attorneys for each side should sit on opposite sides of the room facing the justices. Other team members should sit behind their respective attorneys. You may want to take the class to an appellate courtroom or to a mock trial room at a law school.
6. Conduct the moot court. The chief justice should preside over the proceedings and begin by calling the court to order. The chief justice should observe the following procedures:
 - a. Each side should be allotted five to ten minutes for the initial presentation and five minutes for rebuttal. The chief justice should call for presentations in the following order:

Plaintiff	Initial presentation
Defendant	Initial presentation
Plaintiff	Rebuttal presentation
Defendant	Rebuttal presentation
 - b. During and/or after each presentation, the justices can and should actively question the attorneys in an effort to clarify the arguments. Attorneys may request time to consult with other members of their team before answering questions. For clarity and continuity, it is suggested that during the initial presentations lawyers be given three minutes to present their cases before being interrupted.
 - c. After arguments have been presented, the justices should organize themselves in a circle. They should consider the arguments and make a decision by a majority vote. Each justice should give reasons for his or her position. The rest of the class may sit outside of the circle and listen, but they may not talk or interrupt the deliberations.
7. **Debrief the activity.** Debriefing questions vary according to the case. Begin by asking the justices to share with the class their decision and the reasoning supporting it. Justices should present dissenting opinions. Discuss the arguments presented in the case and evaluate the strengths and weaknesses of the positions taken. Also ask students to evaluate their experience with the appellate process itself. Conclude the debriefing by having students discuss the effectiveness of this activity as a tool for learning, including how well they performed their role in it. If a resource person assisted with the activity, that person should be included in the concluding discussion.

In an actual case, you should share the Court's decision with the class during the debriefing. In order to dispel the notion that there is one "right" answer, also share relevant parts of the dissenting opinion. Help students understand the reasoning which supports both the majority and dissenting opinions.

Jackson Middle School Code of Conduct

1. Bikes may be ridden through the parking lot but must be walked on campus at all times.
2. Students are expected to respect the rights of Jackson Middle School's neighbors.
3. Non-students may not be on campus between 7:00 a.m. and 3:00 p.m. Visitor's passes will not be issued.
4. All students are expected to wear neat and appropriate dress. Metal jewelry with sharp points and clothing, headgear, or symbols associated with group intimidation are not permitted.
5. Students who leave class during the period for any reason must have a hall pass.
6. Students are expected to show proper respect for all staff and fellow students.
7. Students who bring tobacco on campus will be subject to disciplinary action that will include a semester of social probation.
8. Student lockers are the property of the school and are subject to random searches by the school administration.

I have read all the information on this sheet and understand the content.

Print your name _____ Grade _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

PROPERTY OF

National Criminal Justice Reference Service (NCJRS)
Box 6000
Rockville, MD 20849-6000

Certificate of Recognition
presented to

for participating in the

Substance Abuse Prevention Program
DRUGS IN THE SCHOOLS



Principal

Date

Teacher

Date

a project of the Center for Civic Education

