

# Class Action

A High School Alcohol-Use Prevention Curriculum

**Second Edition**

**Teacher's Manual**

*Parents, Schools, and  
Communities Preventing  
Youth Alcohol Use*

Developed from Research Funded by the  
National Institute on Alcohol Abuse and Alcoholism



Cheryl L. Perry, Ph.D.  
Sara Veblen-Mortenson, M.S.W., M.P.H.

Carolyn L. Williams, Ph.D.  
Bonnie S. Dudovitz, M.Ed.

■ PROJECT NORTHLAND ■



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**HAZELDEN®**

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## What Is the Purpose of This Teacher's Manual?

The purpose of this Teacher's Manual is to provide step-by-step instructions on how to implement *Class Action*, the fourth curriculum in Project Northland's underage alcohol-use prevention series. It is important that you read through this manual before beginning implementation.

Throughout the manual, you will see




### TEACHING TIPS

These tips and strategies, gleaned from others' experiences, will make program implementation easier for you.

Also, you will find thumbnails of relevant materials from the CD-ROM.

## How to Use the CD-ROM

This Teacher's Manual comes with a CD-ROM that contains resources such as the session handouts and parent/guardian letter that accompany the *Class Action* curriculum. All of these resources are in PDF format, which can be accessed using Adobe Reader. If you do not have Adobe Reader, you can download it free of charge at <http://www.adobe.com>.

This icon  signals that a copy of the resource being discussed is on the *Class Action* CD-ROM. An SP symbol (SP) near the icon indicates that a Spanish version of the document is also available on the CD-ROM.

To access the resources on the CD-ROM, put the disc in your computer's CD-ROM player. Open your version of Adobe Reader, and then open the documents by clicking on the ones you wish to use. The PDF documents cannot be modified, but they can be printed for use in individual classroom settings without concern of copyright infringement. For a complete list of the resources included on your *Class Action* CD-ROM, please see page 87 of this manual. This list is also on your CD-ROM.



## How to Use the Audio CDs

This curriculum also comes with eight audio CDs. These CDs provide the content (The Facts, Affidavits and Depositions, and Defense Argument) for portions of the casebooks. This icon (©))) means the audio CDs will be needed.

To play an audio CD, put the disc in a CD player and press “play.” You may pause the recording as needed at any time while the CD is playing. For a list of the tracks on each CD, see page 95.

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## ACKNOWLEDGMENTS

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Project Northland's high school curriculum, *Class Action*, is the last in a series of curricula designed to prevent underage drinking and related problems. Project Northland programs are the result of more than twenty-one years of research and have produced more than seventy scientific publications. The original research was developed and conducted by faculty and staff from the Division of Epidemiology and Community Health in the School of Public Health at the University of Minnesota. We began Project Northland in 1988 with an initial group of faculty that included John Finnegan, Jean Forster, and Paul McGovern. They met with us for more than a year to develop a proposal for designing and evaluating a multi-component, communitywide program that would reduce the onset and prevalence of alcohol use and alcohol-related problems in adolescents. Our work focused on the goal of changing student, parent, and community norms and expectations about adolescent alcohol use.

The model we used had been developed over a previous ten-year period at the University of Minnesota through studies of alcohol-use prevention and prevention of other health-compromising behaviors of youth, including cigarette smoking, other drug use, unhealthy eating patterns, and sedentary behavior. Drs. Alex Wagenaar, Mark Wolfson, and Leslie Lytle subsequently joined our faculty team, as did Drs. Kelli Komro and Traci Toomey during their doctoral training. Our first grant proposal was submitted to the National Institute on Alcohol Abuse and Alcoholism (NIAAA) in September 1989.

NIAAA funded our initial study in September 1990 (R01-AA08596) to develop and evaluate interventions for students in grades six through eight. The development of prevention programs for the original Project Northland students, once they were in high school, was funded by two new NIAAA grants (R01-AA10791 and R01-AA08596). We were very fortunate to work with a talented team at the NIAAA, headed by its then director, Dr. Enoch Gordis. Dr. Gordis's vision for the institute—that of maintaining sound scientific studies across many important areas ranging from basic science to treatment outcomes to prevention, even during difficult budget reductions—was crucial to the development of the Project Northland



curricula. Over the years, we were competently assisted by our project officer, Dr. Gayle Boyd, and Dr. Jan Howard, formerly chief of Preventive Research.

We worked with a talented team of researchers and youth specialists to develop the high school interventions: Bonnie Manning, desktop publishing; Kathi Peña, production organizing; Robin Larmer, research assistant; Lori Haider, research aide; Randi Bernstein Lachter, youth development coordinator; and Lara Pratt, media coordinator. Glenn Quist, graphic artist, worked closely with our team to develop the original illustrations that appealed to adolescents, their parents, and their teachers. We are appreciative of the Minnesota State Bar Association's Mock Trial Program, especially Lisa Wilde, for sharing ideas and materials with us. Jennifer Bloom, at the Minnesota Center for Community Legal Education at the University of Minnesota, provided a very helpful and thorough review during the final revisions of *Class Action*. Ms. Bloom gave generously of her time and expertise in teaching high school students about the law.

A major reason for the success of Project Northland was the collaboration and cooperation of 2,400 students, parents, teachers, and administrators from several Minnesota school districts. The following school districts participated in the development and testing of Project Northland interventions: Aitkin, Carlton, Cook County, Deer River, Ely, Esko, Floodwood, Grand Rapids, Greenway, Hermantown, Hibbing, Hill City, McGregor, Mesabi East, Mountain Iron-Buhl, Nashwauk-Keewatin, Nett Lake, Proctor, Saint Louis County, South Koochiching, Toivola-Meadowlands, Virginia, and Wrenshall. Several teachers from these and other school districts—Mary Anderson, Kathy Dodge, Lisa Dupuis, Rod MacKay, Bob Perry, Tera Ross, and Deb Vanklei—provided helpful comments on earlier versions of the curriculum. Special acknowledgments go to the Project Northland field coordinators for their efforts in their communities: Tom Burman, Paul Dwyer, Lynette Eck, Kathy Lingren, Judy Lundquist, Judie Maki, Russell Maki, James Pavlek, Peter Pierson, and Sue Wetschka.

We are gratified that the recognition of and support for formal alcohol use prevention education has grown in this country as evidenced by the number of school districts and organizations that have implemented the Project Northland curricula over the past decade. That interest and commitment has led to this second edition and allows for the exciting opportunity to expand the case themes for teachers and students. The two new cases focus on the serious and often ignored issues of binge-drinking and of hazing on athletic teams.

We are grateful to Marta Chou, a lawyer with Barnes & Thornburg LLP in Minneapolis, Minnesota, for applying her legal expertise to the development of these two new cases. Her input and review allowed for legal technical relevance and accuracy of these two cases in particular and, generally, for a more rigorous and salient legal application throughout the curricula. We appreciate her interest and passion for alcohol-use prevention and the importance of making it realistic, accessible, and interesting to young people and teachers in our schools.

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## Introduction

### Welcome to *Class Action!*

*Class Action* is the high school curriculum in the Project Northland series for middle school and high school students. Project Northland is a state-of-the-art alcohol-use prevention program backed by more than eighteen years of research and more than forty-five scientific publications. (See the Research Papers Related to Project Northland document from the CD-ROM.) Research has shown that, in addition to effectively achieving its alcohol prevention goals,<sup>1</sup> Project Northland can significantly reduce teens' marijuana and tobacco use.<sup>2</sup>



### *What Are the Program's Goals?*

The goals of Project Northland are to

- DELAY** the age when young people begin drinking
- REDUCE** alcohol use among young people who have already tried drinking
- LIMIT** the number of alcohol-related problems young people can experience

### *What Is Project Northland?*

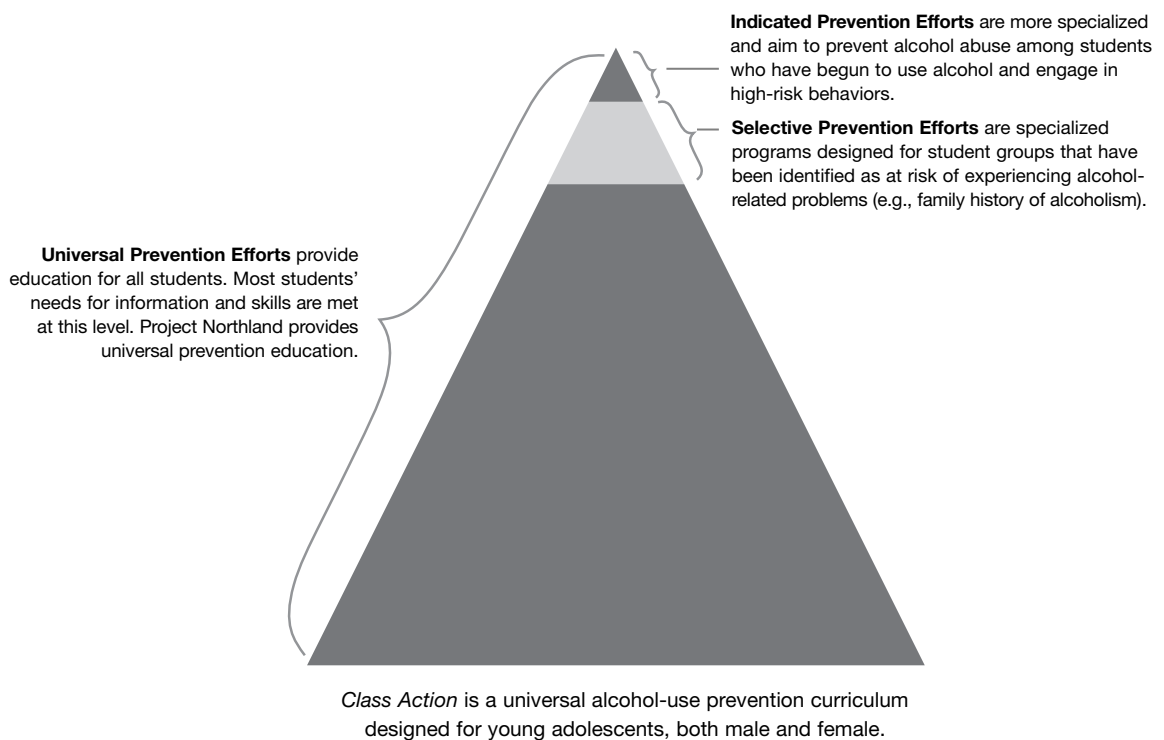
Project Northland is a nationally recognized alcohol-use prevention program. The four Project Northland curricula include *Slick Tracy*, *Amazing Alternatives*, *Power Lines*, and *Class Action*. They are supported by a *Program Guide* for administrators and program coordinators. Project Northland was developed at the University of Minnesota from research funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA).

Project Northland interventions target all students, putting them in the category of *universal prevention efforts* (also known as primary prevention). The needs of most students for information and skills are met at this level. Universal prevention efforts differ from *selective prevention efforts*, or the specialized

programs designed for students who have been identified as at risk—for example, students with a history of behavior problems or those with a family history of alcoholism—and *indicated prevention efforts*, or special programs for students with identified substance abuse problems (see figure 1).

FIGURE 1

**Public Health Approach to Preventing Underage Alcohol Use**



***What Makes Project Northland an Outstanding Prevention Program?***

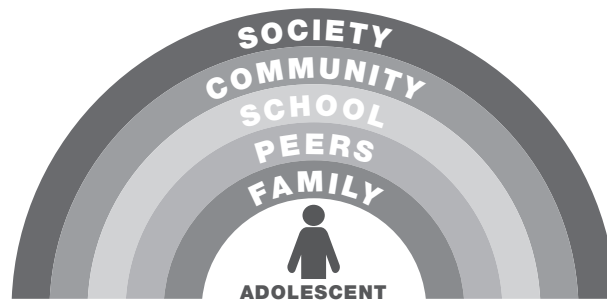
The Project Northland curricula invite participation and experiential learning at home, in the classroom, and in the local community. A vital aspect of Project Northland is this multifaceted approach. Prevention research shows that addressing alcohol use at multiple levels strengthens outcomes. Incorporating best practices for effective prevention, the curriculum engages students as individuals and addresses influences in the family, with peers,

at school, and in the local community and broader society. Project Northland addresses these domains more comprehensively than any other prevention program.

Project Northland’s conceptual framework is captured in figure 2. Each Project Northland curriculum targets the various influences in the adolescent’s world with developmentally appropriate interventions.

FIGURE 2

The World of the Adolescent



Fittingly, figure 2 places the adolescent at the center of his or her world. Each young person brings individual characteristics—such as personal values, attitudes, beliefs, knowledge, behavioral skills, and personality—that can contribute to his or her decision to use alcohol and other drugs. The adolescent’s individual assets are addressed in Project Northland.

Although adolescence is a time of separating from the family, Project Northland interventions recognize the importance of the family, as well as the diversity of today’s families. Universal prevention programs like Project Northland are not intended merely for students from traditional two-parent households. Today’s families often include adults other than parents who live with the student—stepparents, grandparents, foster parents, and guardians, to name a few.

As adolescents begin to separate from their families, the peer group becomes an increasingly important influence on a young person’s behavior. Some peer groups are in the school, and others

---

*Although adolescence is a time of separating from the family, Project Northland interventions recognize the importance of the family, as well as the diversity of today’s families.*

are neighborhood-based or centered on sports or other extra-curricular activities, including after-school jobs. Peer influences create important dynamics within each of the four Project Northland curricula.

Teachers, coaches, administrators, nurses, and others at school are role models who spend considerable time with adolescents. School policies—when enforced consistently—can be effective prevention strategies for underage drinking. After-hours school-based events can provide safe and fun alternatives to risky, unsupervised activities that may include alcohol and other drugs. The Project Northland interventions all include extensive school-based programs designed to reduce underage drinking by students.

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*The Project Northland interventions all include extensive school-based programs designed to reduce underage drinking by students.*

Teens live within communities that include local governments, law enforcement, merchants, media, faith-based organizations, youth-serving organizations, sports teams, and other components that can have a strong positive—or negative—influence on underage drinking or other drug use. Although influences from the broader society are more distant, they can be powerful and include, as examples, state and federal laws and policies, mass media, the beverage industry, and professional sports teams. You will find that Project Northland interventions target many of these influences as well.

Project Northland utilizes peer-led, experiential, activity-driven learning strategies to actively educate students. Parents are enlisted to support a “no-use” message, while communities mobilize to reduce youth access to alcohol and to promote alcohol-free norms for youth. The curricula are user friendly for teachers, fun for students, inviting to families, and effective in preventing alcohol use.

### ***Who Is the Intended Audience?***

The Project Northland prevention program for grades six through twelve provides a sustained and comprehensive model for alcohol-use prevention during middle school and high school. Each program builds on materials presented and learned during earlier years.

For example, peer leaders are introduced in *Slick Tracy* and given more training and responsibilities in the later years. Time Capsules are completed by students at the end of each middle school curriculum and are returned to them at the beginning of the next. For best results, Project Northland implementers have their students begin in fifth or sixth grade, continue participating during grades seven and eight, and follow up with *Class Action* in high school.

*Class Action* is a universal prevention program for students in grades nine through twelve. In a high school setting, *Class Action* fits well into advisory, homeroom, health education, social studies, science, debate, or general life skills classes. Classroom teachers, advisory teachers, counselors, prevention specialists, health educators, volunteers, and others may deliver the program. It also may be used in adolescent treatment and juvenile justice settings.

### ***What Does Research Show about Project Northland's Effectiveness?***

Project Northland grew out of the most rigorous alcohol-use prevention trial ever funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) and was developed in a region that led the nation in alcohol-related traffic fatalities. More than eighteen years of research at the University of Minnesota's Division of Epidemiology and Community Health is the foundation of the Project Northland curriculum series.

Outcomes from the original study showed that, relative to students in the control group, Project Northland participants demonstrated reduced levels of alcohol, marijuana, and cigarette use, and they displayed more resilient behaviors.<sup>3</sup>

Students who participated in Project Northland showed 30 percent lower levels of weekly drinking and 20 percent less monthly drinking. Over time, they engaged in 27 percent less cigarette use and 27 percent less alcohol use by the end of eighth grade. These students also demonstrated markedly lower drug use by the end of eighth grade. Intervention group students

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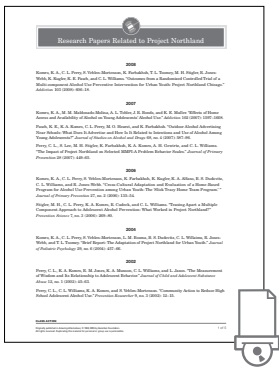


who never drank alcohol at the beginning of sixth grade showed 50 percent less marijuana use and 37 percent less cigarette use by the end of eighth grade.<sup>4</sup>

The Project Northland authors also examined the impact of Project Northland on problem behavior scales from MMPI-A—the adolescent form of the Minnesota Multiphasic Personality Inventory.<sup>5</sup> Students whose risk of drinking was lowered by Project Northland also demonstrated less growth of family problems and less likelihood to use both alcohol and drugs than students in the control group. This suggests that Project Northland may positively impact young lives more broadly than originally had been documented and may be of interest to families and school districts considering adoption of an evidence-based prevention program such as Project Northland.

The authors conducted another large and rigorous research study to examine Project Northland’s effectiveness in large urban school districts. This study, conducted in Chicago, did not confirm program efficacy in urban communities with low-income and minority youth. Chicago educators liked Project Northland, and participation levels were high. Secondary outcome analyses to assess the effects of each program component indicated that the home-based pieces were associated with reduced alcohol, marijuana, and tobacco use.<sup>6</sup> Findings of this study highlight the value of, and need for, additional research with urban communities.

For additional information about the research behind Project Northland, see the Research Papers Related to Project Northland document on the CD-ROM.



**What Is Class Action?**

*Class Action* is Project Northland’s high school component. *Class Action* is an eight- to ten-session curriculum (assuming that at least two cases are used) that looks at the real-world social and legal consequences of teen alcohol use and works toward meeting one of Project Northland’s strategies for high school students:

increasing awareness of the social consequences of alcohol consumption. The curriculum illustrates that it is not just the teen who can be harmed by underage drinking.

The objectives of the program are the following:

1. Students will become aware of the legal issues surrounding underage alcohol use.
2. Students will recognize underage alcohol use as a communitywide problem.
3. Students will discuss and debate the legal intricacies of alcohol-related issues.
4. Students will learn about the social, emotional, economic, and legal consequences of underage alcohol use.
5. Students' norms concerning underage alcohol use will shift in a positive direction.

This curriculum exposes students to legal issues and the potential consequences to society when alcohol is made available to minors and consumed by minors. The class is divided into “legal teams” (one team for each case you use) assigned to represent plaintiffs in hypothetical civil cases where alcohol use leads to personal injury, property damage, or death. The cases involve the following issues:

- the provision of alcohol to minors in a family home, which results in a serious injury due to drinking and driving
- the use of alcohol by a pregnant teen, which results in the birth of a child with fetal alcohol syndrome
- the sale of alcohol to a minor, which leads to violent behavior at a teen party
- the provision of alcohol to minors at a party, which results in the rape of a minor
- the sale of alcohol to minors at a community festival, which results in vandalism
- a football coach's failure to appropriately handle a player's suspected alcohol use, which results in injuries during a game

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*This curriculum exposes students to legal issues and the potential consequences to society when alcohol is made available to minors and consumed by minors.*

- an alcohol-related hazing incident involving rookies on a football team, which results in a teen’s death
- binge-drinking by a teen, which results in her death

Students are given “casebooks” to use in these hypothetical negligence cases. Each casebook provided to students includes (1) the facts of the case, (2) preparation and presentation instructions, (3) affidavits and depositions, (4) a relevant laws file, (5) a case law file, and (6) an info file with articles and fact sheets to support the legal arguments. Separate reproducible worksheets, to be handed out by the teacher, guide the students through preparing and presenting their cases.

After completing group assignments, each team presents its case to the rest of the class members, who act as the jury. An audio recording of the defense lawyer’s closing arguments is played, and the *Class Action* team must provide a final rebuttal. The jury is then asked to decide the case.

While *Class Action* is similar to a mock trial program, there is an important difference. In mock trials, students role-play both sides of legal cases, including defense attorneys and their witnesses. In *Class Action*, students are assigned to act as plaintiff’s attorneys representing individuals who have been harmed in some way by underage drinking. Information from defense attorneys and witnesses is provided in handouts and audio recordings. This structure is used to enhance students’ understanding of the prevention message—underage drinking has broad social consequences. *Class Action* requires teens to become advocates for those harmed by underage drinking. This strategy is designed to emphasize that teens’ individual decisions can have legal consequences.

*Class Action* broadens students’ perspectives beyond personal opinions and beliefs as a way of challenging student norms that underage drinking is an expected and harmless activity. By preparing cases brought by those harmed by underage drinking, students have to consider how state laws and legal precedents

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Class Action requires teens to become advocates for those harmed by underage drinking.

can be used in civil lawsuits. Through this engaging format, important information is taught about the role of alcohol in traffic crashes, fetal alcohol syndrome, sexual assault, vandalism, injuries, and death.

### *Organization*

*Class Action* is completed in eight (if using two cases) or more sessions. Each session is forty-five to fifty minutes in length (with the exception of session 6, which may run longer).

During the introductory session, the teacher explains the objectives of *Class Action* and divides the class into legal teams of four to six students each. The teacher assigns a case to each group, passes out casebooks, and reviews the materials and the assignment. There are eight cases, each featuring a different scenario. Teachers may use all eight cases or select the cases they feel are most appropriate for their classes. Each legal team should have at least four students, as multiple tasks are associated with each case.

Students will read over their cases and determine assignments for their presentations. The curriculum is organized so that each student is responsible for one step (there are six steps for each case). Or, rather than having six individual assignments, teachers can assign students to work in pairs on two of the steps or, alternatively, each team can be divided into two smaller groups of three, with each group having three of the assignments. Prep sheets are included to help students clarify the points of their own case and prepare for their presentation. Teachers should use discretion on whether to implement certain activities in the classroom or assign them as homework. The number of group presentations depends on how many cases the class is working on. Each group presentation will take approximately forty-five to fifty minutes.

Students may work on their presentations outside of class, and all students are expected to present a section of the legal argument. The curriculum details the responsibilities of each

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*Class Action is completed in eight (if using two cases) or more sessions.*

“legal team” member, which include proving responsibility, proving failure to meet that responsibility, discussion of damages suffered, proving that damages were caused by the action of the defendant, presenting evidence obtained from interviewing a community member, and rebuttal of the argument by the defense attorney (played for the class on audio CD during the presentation). The last two assignments, interviewing a community member and preparing a rebuttal of the defense’s argument, are the most challenging. Teachers may want to assign pairs of students to these tasks, choose students with strong verbal skills to prepare the rebuttal, or provide individual encouragement as needed.

The curriculum includes an introduction to each step, detailed descriptions of how the groups should prepare and plan for their presentations, and background material for each case, including information on “precedent-setting” cases, articles on topics relevant to the cases, and other public health information.

Possible answers for the prep sheets (for your consideration in assessing an individual student’s responses) are included on pages 73–85 of this manual. The answers are not meant to be all-inclusive; rather, they should be used as a general guide.

### ***About the Second Edition of Class Action***

The prevention messages and learner outcomes that made the original *Class Action* so successful have remained the same. Two new cases in this revised curriculum focus on the negative consequences of binge-drinking and of hazing on athletic teams.

### ***Why Is Alcohol the Drug Targeted by Class Action?***

Alcohol is the focus of the entire Project Northland program because it is the drug of choice for American teenagers. Use often begins during early adolescence. Alcohol inflicts the most harm at this age, and early use leads to serious consequences in adulthood.

Alcohol is the most commonly used drug among American youth,<sup>7</sup> and for many, initiation of use occurs prior to age thirteen.<sup>8</sup> Results from the 2007 nationwide Youth Risk Behavior Survey

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*The prevention messages and learner outcomes that made the original Class Action so successful have remained the same.*

suggest that nearly one-quarter of youth begin drinking alcohol before age thirteen.<sup>9</sup> In high school (ninth through twelfth grade), almost 73 percent of youth report having used alcohol in their lifetime, and 42 percent used in the past month. Of even greater concern is that nearly one in four high school students reports binge-drinking—having had five or more drinks in a row within a couple of hours—in the previous thirty days.

Such early onset of use has been associated with a number of health and social problems, including alcohol abuse and dependence, alcohol-related violence and injuries, drinking and driving, truancy, traffic crashes, risky sexual behavior, and other drug use throughout adolescence and into adulthood.<sup>10</sup> Some argue that early exposure to alcohol and other drugs is not the cause of later problems, but rather a result of a childhood history of conduct disorders.<sup>11</sup> However, a study spanning thirty years demonstrated that about half of adolescents who began drinking alcohol and using drugs before age fifteen had no history of earlier conduct problems. Furthermore, these normal young teens who began drinking and using other drugs earlier than their peers were more likely to develop substance abuse disorders as adults, test positive for herpes infections, have an early pregnancy, and be convicted of a felony than those who did not begin drinking or using drugs before age fifteen.<sup>12</sup>

Recent research on brain growth and development presents other compelling reasons to reduce the number of teens who drink alcohol. Contrary to past beliefs, tremendous development and maturation occurs in the brain during the second decade of life. These changes are believed to be related to important higher-order functions involving cognitive control over behavior, including decision making, mood regulation, and impulse control. For example, researchers now know that development of the prefrontal cortex—the region of the brain associated with critical thinking and decision making—is not completed until early adulthood.<sup>13</sup> The limbic system, which includes the septal area, hippocampus, and amygdala, increases in volume during adolescence.<sup>14</sup> The hippocampus, because of its association with learning and memory, is the subject

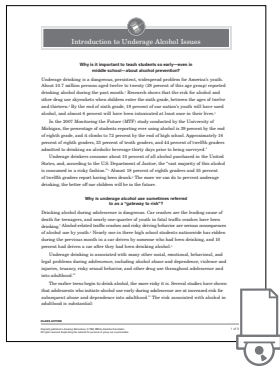
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*Nearly one in four high school students reports binge-drinking—having had five or more drinks in a row within a couple of hours—in the previous thirty days.*

of much current research. In addition, the brain becomes better able to work in an integrated manner as the adolescent matures because of changes that come about from synaptic pruning and myelination.<sup>15</sup>

As research accumulates on the development and maturation of the brain during adolescence, increasing concern is raised about the potential for harm with the introduction of a potent neurotoxin like alcohol into the adolescent’s changing body. There is no information available to recommend a “safe” level of alcohol intake for adolescents. Furthermore, adolescents are cognitively immature in neurological processes related to decision making and response inhibition—processes that can provide internal controls on alcohol intake. For these reasons, experts recommend comprehensive prevention programs like Project Northland that include interventions offering opportunities for the individual to learn and rehearse behavioral skills, as well as programs that allow the family, school, and community to provide environments conducive to no-use norms.<sup>16</sup> Such programs best match the immature neurological development of adolescents.

Introduction to Underage Alcohol Issues on the CD-ROM provides more information on underage drinking and the adolescent brain.



**What Results Can I Expect at My Site?**

For your students to experience the greatest benefits, it is important to implement Project Northland with fidelity—that is, adhering as closely as possible to the authors’ implementation during their research. Of course, you will make some choices to meet the unique needs of your classes, but key features of the model need to be followed.

**What Is the Theory behind Class Action?**

Research on adolescent alcohol and other drug use suggests that factors within a teen’s social environment, personality, and behavior are all important determinants of substance use.

Alcohol and other drug use is viewed as the result of a complex interaction of influences at each of these levels. Alcohol, tobacco, and illicit drug use can be thought of as socially learned behaviors that serve specific functions and purposes for adolescents. Specifically, alcohol and other drug use may provide an opportunity for adolescents to challenge parental and societal authorities, to demonstrate autonomy and independence, to be accepted by a peer group, or simply to relieve the stresses of growing up.

Project Northland uses an understanding of factors that influence alcohol and other drug use as a basis for designing school- and community-level programs to prevent adolescent alcohol experimentation and use. These factors include the following:

- *Environmental influences:* aspects of the environment that support, permit, or discourage alcohol use by adolescents. These include such things as influential role models, social support, specific opportunities to drink, and community norms and standards related to adolescent drinking.
- *Intrapersonal influences:* personality characteristics and ways of thinking that increase or decrease the likelihood of an adolescent using alcohol. These include an adolescent's level of knowledge about alcohol use, personal values, attitudes, and self-efficacy.
- *Behavioral influences:* behaviors that affect alcohol use directly. These include past alcohol use, intentions to drink in the future, and skills to resist offers to use alcohol.

The social environment provides the necessary conditions for adolescent alcohol use. Environmental influences include behaviors of respected role models, social support from family and friends, and home-, school-, and community-level policies and practices. These influences create either opportunities or barriers to use alcohol or to use nondrug alternatives. Numerous studies have documented the strong influence of peers and family members on teens' alcohol use. It has been shown that if close friends or

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*Research on adolescent alcohol and other drug use suggests that factors within a teen's social environment, personality, and behavior are all important determinants of substance use.*



family members drink alcohol, an adolescent is likely to drink in a similar manner or under similar circumstances. In addition, teens who believe their peers support use, or that family members do not discourage their use, are more likely to drink than teens who do not have these beliefs. School- and community-level actions also play a key role in promoting or discouraging alcohol use among teens. For example, the failure or short-lived success of some past classroom programs to reduce adolescent alcohol use may be due in part to a lack of integration of these programs with other community programs and policies that address advertising and availability of alcohol to youth.

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*Though experimentation with alcohol and other drugs generally occurs within social situations, not all teens in high-risk environments choose to use alcohol.*

Though experimentation with alcohol and other drugs generally occurs within social situations, not all teens in high-risk environments choose to use alcohol. Intrapersonal and behavioral influences contribute to an adolescent's response to the social environment. Academic achievement and a sense that one has the ability to refuse offers of alcohol are among the intrapersonal factors that influence an adolescent's decisions to use or not use alcohol. The relative value a teen places on conventional goals—such as doing well in school (versus drinking), a repertoire of skills to refuse offers to drink, and participation in alcohol-free activities—also influences alcohol use or nonuse.

Project Northland's approach to prevention translates known risk and protective factors into methods of preventing alcohol use. Efforts are made to address the functions served by alcohol along with the environmental, intrapersonal, and behavioral influences that put youth at risk for alcohol experimentation and use.

***Is Project Northland Recognized Nationally?***

- Project Northland is included in the National Registry of Evidence-based Programs and Practices of the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA).

- Project Northland is listed as an Exemplary Program by the Office of Juvenile Justice and Delinquency Prevention (U.S. Department of Justice) and the Office of Safe and Drug-Free Schools (U.S. Department of Education).
- Project Northland has received an A rating from Making the Grade by Drug Strategies—a nonprofit research institute that supports efforts to decrease the demand for drugs through prevention, education, treatment, law enforcement, and community initiatives.
- Project Northland meets the Principles of Effectiveness outlined by the National Institute on Drug Abuse (NIDA) for Safe and Drug-Free Schools.

### ***What Are Project Northland's Other Curricula?***

The Project Northland middle school series targets students in sixth through eighth grade. These curricula invite participation and experiential learning at home and in the classroom by teachers and peer leaders. It is recommended that students complete these curricula (especially *Power Lines*) before taking *Class Action*. However, *Class Action* can be used as a stand-alone program.

#### ■ ***SLICK TRACY***

*Slick Tracy*, the first curriculum in the series, is designed for students in sixth grade. The curriculum uses comic-book-style activity booklets to help students and parents discuss alcohol issues. Students engage in fun peer-led activities that introduce the booklets at school. They complete these booklets—ideally with their parents, or with other significant adults as needed—to earn rewards. *Slick Tracy* culminates with a poster fair at which students present their own alcohol-related research projects to family, friends, and community members.





■ **AMAZING ALTERNATIVES**

*Amazing Alternatives* introduces seventh graders to “virtual classmates” through a weekly audio drama featuring students their age. Eight forty-five-minute classroom sessions include peer-led experiential activities: group discussions, games, problem-solving challenges, and role-plays. These activities teach students to identify and resist influences to use alcohol. The primary goal is to delay the onset of youth alcohol use. Parent and guardian participation materials encourage family communication and involvement.



■ **POWER LINES**

*Power Lines*, an eight-session, four-week interactive program for eighth-grade students, is designed to reinforce the messages and behaviors learned in sixth- and seventh-grade Project Northland curricula. *Power Lines* introduces the community’s range of professional and political powers that influence youth alcohol choices. The Anthony Parker audio drama and Franklin community meeting activity provide a dramatic context for the interplay of different groups around the youth alcohol controversy in a fictional community. Through small-group projects, students learn about the influence of real powers in their own communities. These projects empower eighth graders with the opportunity to become positive community influences within their neighborhoods, schools, and peer groups, and with younger students.

***What Is the Project Northland Program Guide for Schools and Communities?***

The *Program Guide* provides step-by-step instructions for administrators and program coordinators to implement the Project Northland alcohol-use prevention series. It includes tips and resources to help with funding needs, family outreach, community mobilization, environmental change, program evaluation, and program sustainability. Like the Project Northland teacher's manuals, the guide is accompanied by a CD-ROM with printable and reproducible resources. The Project Northland *Program Guide* also comes with a DVD that provides a program overview.



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### Class Action Scope and Sequence

Session	Learner Objectives
	<i>Through participation in Class Action, students will</i>
SESSION 1 <b>Introducing Class Action</b>	<ul style="list-style-type: none"> <li>• differentiate between civil and criminal courts</li> <li>• know the definition of <i>negligence</i></li> <li>• analyze an example of negligence</li> <li>• identify key players in a courtroom</li> <li>• know their small-group assignments</li> </ul>
SESSION 2 <b>Launching the Case</b>	<ul style="list-style-type: none"> <li>• know the facts of their case</li> <li>• expand and apply their understanding of negligence</li> <li>• understand their responsibilities as plaintiff's attorneys</li> <li>• begin planning their legal arguments</li> </ul>
SESSION 3 <b>Preparing the Case</b>	<ul style="list-style-type: none"> <li>• know how to present themselves in a court of law</li> <li>• confidently characterize the issues of their case</li> <li>• establish what needs to be proven to win their negligence case</li> <li>• research and gather pertinent case facts and evidence</li> <li>• begin to synthesize research into systematic arguments</li> </ul>
SESSION 4 <b>Continuing Case Preparation</b>	<ul style="list-style-type: none"> <li>• formulate their ideas into argument points</li> <li>• sequence arguments to support the negligence claim</li> <li>• think creatively about presenting their case</li> </ul>
SESSION 5 <b>Completing Case Preparation</b>	<ul style="list-style-type: none"> <li>• be prepared to present their case</li> <li>• anticipate counterarguments</li> </ul>
SESSION 6 <b>Case Presentation, Rebuttal, and Deliberation</b> <i>(repeat this session as needed to cover all cases)</i>	<ul style="list-style-type: none"> <li>• have presented their arguments to the jury</li> <li>• recognize negligent outcomes of irresponsible behavior</li> </ul>
SESSION 7 <b>Post-trial Discussion</b>	<ul style="list-style-type: none"> <li>• integrate their research and the trial experience into real-world understanding</li> <li>• be able to articulate the dangers of alcohol use</li> </ul>

## Meeting National Academic Standards with *Class Action*

*Class Action* will help students meet the following academic standards.<sup>17</sup>

### Health Education

Students will

- know how to make positive health decisions related to injury, sexuality, and alcohol
- know how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community

### English/Language Arts

#### ***Writing***

Students will

- use a variety of prewriting strategies
- use a variety of strategies to draft and revise written work
- evaluate their own and others' writing
- use strategies to address writing to different audiences
- write persuasive compositions that address problems/solutions or causes/effects

#### ***Reading***

Students will

- use context to understand figurative, idiomatic, and technical meanings of terms
- use reading skills and strategies to understand a variety of informational texts
- use a variety of criteria to evaluate the clarity and accuracy of information

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### ***Listening and Speaking***

Students will

- use criteria to evaluate their own and others' effectiveness in group discussions and formal presentations
- ask questions as a way to broaden and enrich classroom discussions
- use a variety of strategies to enhance listening comprehension
- adjust message wording and delivery to particular audiences and for particular purposes
- make formal presentations to the class
- respond to questions and feedback about their own presentations

### **Civics**

Students will

- know formal institutions that have the authority to make and implement binding decisions
- understand the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good

### **Life Skills**

#### ***Thinking and Reasoning***

Students will

- understand and apply the basic principles of presenting an argument
- understand and apply the basic principles of logic and reasoning

#### ***Working with Others***

Students will

- contribute to the overall effort of a group
- display effective interpersonal communication skills
- demonstrate leadership skills

















#### ***Self-Regulation***

Students will

- set and manage goals

## Class Action Session Descriptions and Preparation






The following chart presents an overview of the preparation needed for each session.

Session	Description	Preparation
<p>SESSION 1 <b>Introducing Class Action</b> (45 minutes)</p>	<p>Today's activities introduce the students to <i>Class Action</i> and teach important content. Students practice analyzing negligence and get to know the key players in a typical courtroom. Group activities include a vocabulary matching puzzle and a challenge to differentiate between civil and criminal court.</p>	<ul style="list-style-type: none"> <li>•  Print out the Legal Vocabulary Puzzle Answer Key.</li> <li>•  Copy Legal Vocabulary Puzzle, one per student.</li> <li>•  Copy Civil/Criminal Signs, one set per group.</li> <li>•  Copy the Civil Case Example (see page 35).</li> <li>•  Print out the Civil Case Example Answer Key.</li> <li>•  Copy the Parent/Guardian Letter, one per student.</li> <li>• Write the legal definitions included in the session on poster board for class viewing.</li> <li>•  Fill out the Group Assignment Sheet (optional).</li> </ul>
<p>SESSION 2 <b>Launching the Case</b> (45 minutes)</p>	<p>Students have been introduced to the legal vocabulary used in <i>Class Action</i> and are ready to receive their assignments. Today they will learn about their responsibilities as plaintiff's attorneys and become familiar with the components of their casebooks.</p>	<ul style="list-style-type: none"> <li>•  Copy Step Assignment Sheet, one per student.</li> <li>•  Copy prep sheets, one set per student.</li> <li>•  Copy Who's Who, one per student.</li> <li>•  Copy strategy sheets for steps 1–6, one set per team to be divided according to assigned steps.</li> <li>•  Copy Transcript of Defense Attorney's Argument, one per student working on step 6.</li> <li>• Have CD player and the audio  CDs available.</li> </ul>
<p>SESSION 3 <b>Preparing the Case</b> (45 minutes)</p>	<p>In today's session, teams will focus on what they need to prove. Students will learn strategies for doing research, contacting and deposing a witness, and combining research into step-by-step arguments for their presentation.</p>	<ul style="list-style-type: none"> <li>• Display Legal Definitions poster board.</li> <li>• Have casebooks on hand.</li> <li>•  Have prep sheets completed in session 2 available.</li> <li>•  Copy strategy sheets for steps 1–6, one set per team to be divided according to assigned steps.</li> <li>• Have CD player and the audio  CDs available.</li> </ul>

continued on next page



**Class Action Session Descriptions and Preparation** *continued*

Session	Description	Preparation
<p>SESSION 4 <b>Continuing Case Preparation</b> <i>(45 minutes)</i></p>	<p>In session 3, students began organizing their cases within their step assignments. This session will allow them to sharpen their arguments and think creatively about their presentations.</p>	<ul style="list-style-type: none"> <li>• Display Legal Definitions poster board.</li> <li>• Have casebooks on hand.</li> <li>•  Have completed prep sheets and strategy sheets available.</li> <li>• Have supplies available for making supplemental materials: poster board, markers, etc.</li> </ul>
<p>SESSION 5 <b>Completing Case Preparation</b> <i>(45 minutes)</i></p>	<p>In this last session prior to case presentations, students will work on individual presentation skills, fine-tune transitions between small-group members, and anticipate challenges to their cases.</p>	<ul style="list-style-type: none"> <li>• Display Legal Definitions poster board.</li> <li>• Have casebooks on hand.</li> <li>•  Have completed prep sheets and strategy sheets available.</li> <li>• Write key factors in evaluating presentation (provided in the session) on the board.</li> </ul>
<p>SESSION 6 <b>Case Presentation, Rebuttal, and Deliberation</b> <i>(50–60 minutes)</i>  <i>(repeat as needed to cover all cases)</i></p>	<p>This session contains a trial including presentations from the plaintiff’s legal team, the attorney for the defendant’s counterargument and the subsequent rebuttal, and a time for challenges and clarifications before jury deliberation and the verdict.</p>	<ul style="list-style-type: none"> <li>• Display Legal Definitions poster board.</li> <li>•  Copy and cut jury ballots.</li> <li>• Have CD player ready and cued  up to audio of the case.</li> <li>• Make copies of The Facts for each case being presented.</li> <li>• Prepare classroom as a mock courtroom.</li> <li>• Have easel available (for posters).</li> <li>• Locate a timer (clock, watch, or stopwatch).</li> <li>• Have writing utensils for jurors available.</li> </ul>
<p>SESSION 7 <b>Post-trial Discussion</b> <i>(45 minutes)</i></p>	<p>The verdict is in. This last session reinforces the message of abstinence by having students review what they learned in the case preparation and trial about the effects of alcohol use.</p>	<ul style="list-style-type: none"> <li>•  Read through the discussion questions for each case. Add more, if you feel it’s necessary. Make copies for each student.</li> </ul>






**Note about class sessions and groupings:**

According to your class size and available time, *Class Action* may be completed in eight or more sessions, assuming you have multiple cases. For example, if you have twenty-five to thirty students in your class, you will be able to argue five cases with five or six students in each group. (See an example on the next page.)

### Mr. Clarke's Homeroom Class

This class has five groups (A, B, C, D, E) and five cases. There are thirty students in this class. Each student in a group is responsible for completing one of the six steps to build the group's case:

- Step 1:** Prove responsibility (duty) of the defendant
- Step 2:** Prove that responsibility was not met
- Step 3:** Present evidence of damages
- Step 4:** Prove that the defendant's irresponsibility caused damages to the plaintiff
- Step 5:** Present expert testimony to support the causation argument
- Step 6:** Offer a rebuttal to the defense attorney's statement

<u>Group A</u>	<u>Group B</u>	<u>Group C</u>	<u>Group D</u>	<u>Group E</u>
<b>CASE 1:</b> <i>Foley v. Welby</i> (Drinking and Driving on Trial)	<b>CASE 2:</b> <i>Garcia v. Nordeen</i> (Fetal Alcohol Syndrome on Trial)	<b>CASE 3:</b> <i>Benton v. Dempsey</i> (Drinking and Violence on Trial)	<b>CASE 4:</b> <i>Allen v. Block</i> (Date Rape on Trial)	<b>CASE 5:</b> <i>Brown v. The Bixby Frog Festival Planning Committee</i> (Drinking and Vandalism on Trial)
<b>COURT DATE:</b> Monday, Jan. 17	<b>COURT DATE:</b> Monday, Jan. 24	<b>COURT DATE:</b> Monday, Jan. 31	<b>COURT DATE:</b> Monday, Feb. 7	<b>COURT DATE:</b> Monday, Feb. 14
				
<b>JURY: GROUP B</b> Step 1—Jimmy Step 2—Lisa Step 3—Rosa Step 4—Joe Step 5—Romar Step 6—Abdurakmon	<b>JURY: GROUP C</b> Step 1—Roxie Step 2—Renee Step 3—Sophie Step 4—Willie Step 5—Mary Frances Step 6—Oscar	<b>JURY: GROUP D</b> Step 1—Nate Step 2—LaRhonda Step 3—Jane Step 4—Brayden Step 5—Juliet Step 6—Rina	<b>JURY: GROUP E</b> Step 1—Sam Step 2—Kayla Step 3—Serena Step 4—CeCe Step 5—Jada Step 6—Ross	<b>JURY: GROUP A</b> Step 1—Gwen Step 2—Jesse Step 3—Jason Step 4—Dallas Step 5—Skylar Step 6—Jasmine

# Class Action



A High School Alcohol-Use  
Prevention Curriculum

*Class Action* is the high school component of Project Northland, Hazelden's evidence-based alcohol-use prevention program.

*Class Action* looks at the real-world social and legal consequences involving teens and alcohol. Teens are divided into *Class Action* legal teams to prepare and present hypothetical civil cases in which someone has been harmed as a result of underage drinking. Each team is given a casebook that contains the facts of their case, affidavits and depositions, and other information needed to argue their case. These cases include

- Drinking and Driving on Trial
- Fetal Alcohol Syndrome on Trial
- Drinking and Violence on Trial
- Date Rape on Trial
- Drinking and Vandalism on Trial
- School Alcohol Policies on Trial
- Drinking and Hazing on Trial
- Binge-Drinking on Trial

This manual includes specific outlines for implementing the *Class Action* curriculum, as well as background information and everything else teachers need to skillfully guide teens in developing and presenting solid, dynamic legal cases.

The expanded and newly revised second edition includes updated statistics, a new user-friendly format, and two new hypothetical civil cases. The second edition of *Class Action* maintains fidelity to the original edition and the powerful messages presented.

A CD-ROM of reproducible material is included with the manual and contains a parent/guardian letter in English and Spanish, jury ballots, prep sheets and strategy sheets for each case, and more.

## Hazelden®

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