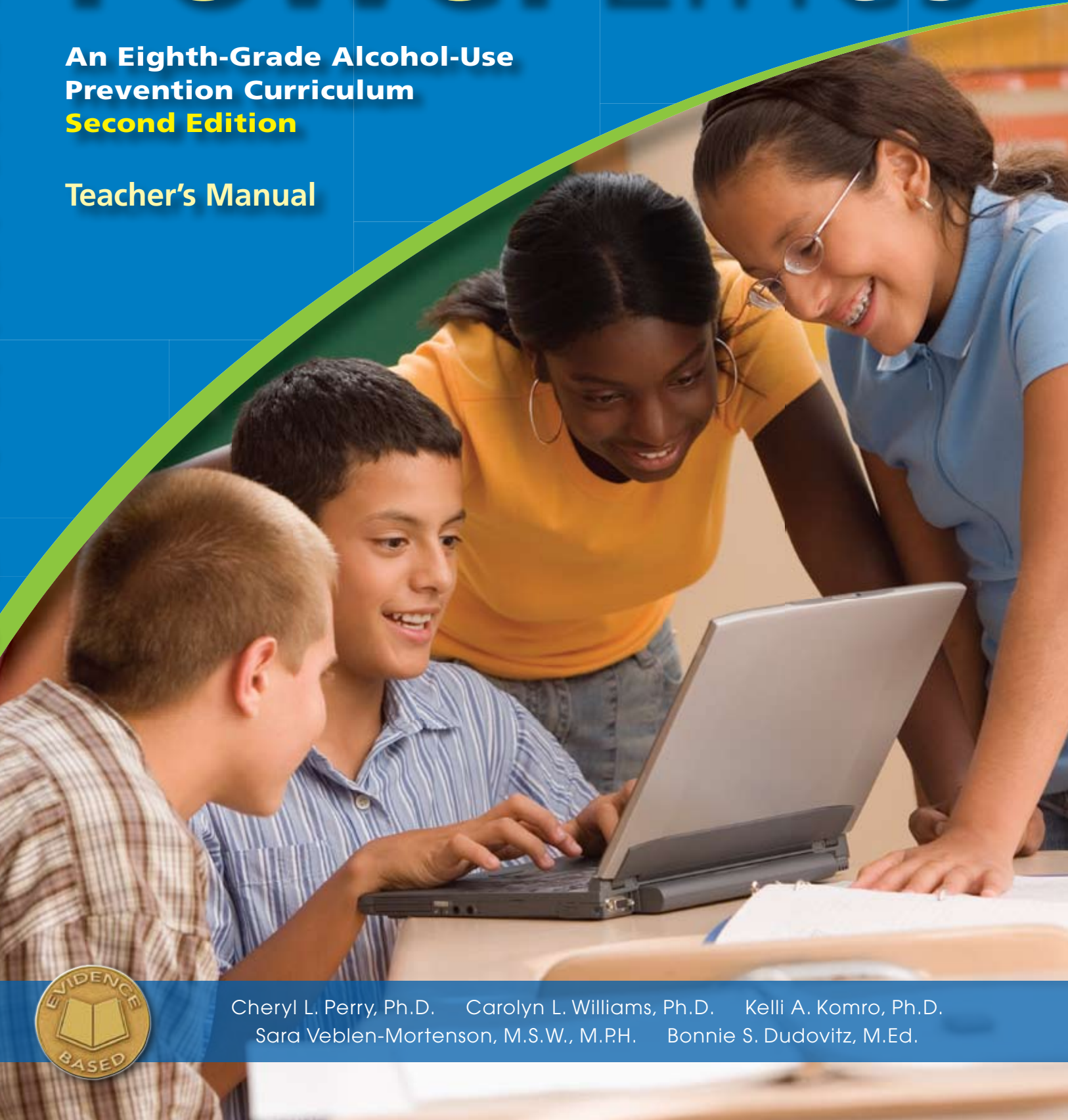


PowerLines

**An Eighth-Grade Alcohol-Use
Prevention Curriculum
Second Edition**

Teacher's Manual



Cheryl L. Perry, Ph.D. Carolyn L. Williams, Ph.D. Kelli A. Komro, Ph.D.
Sara Veblen-Mortenson, M.S.W., M.P.H. Bonnie S. Dudovitz, M.Ed.

■ PROJECT NORTHLAND ■



Power Lines

An Eighth-Grade Alcohol-Use Prevention Curriculum

TEACHER'S MANUAL

SECOND EDITION

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

Cheryl L. Perry, Ph.D., Carolyn L. Williams, Ph.D.,
Kelli A. Komro, Ph.D., Sara Veblen-Mortenson, M.S.W., M.P.H.,
and Bonnie S. Dudovitz, M.Ed.

HAZELDEN®

Hazelden
Center City, Minnesota 55012
hazelden.org

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Hazelden, a national nonprofit organization founded in 1949, helps people reclaim their lives from the disease of addiction. Built on decades of knowledge and experience, Hazelden offers a comprehensive approach to addiction that addresses the full range of patient, family, and professional needs, including treatment and continuing care for youth and adults, research, higher learning, public education and advocacy, and publishing.

A life of recovery is lived “one day at a time.” Hazelden publications, both educational and inspirational, support and strengthen lifelong recovery. In 1954, Hazelden published *Twenty-Four Hours a Day*, the first daily meditation book for recovering alcoholics, and Hazelden continues to publish works to inspire and guide individuals in treatment and recovery, and their loved ones. Professionals who work to prevent and treat addiction also turn to Hazelden for evidence-based curricula, informational materials, and videos for use in schools, treatment programs, and correctional programs.

Through published works, Hazelden extends the reach of hope, encouragement, help, and support to individuals, families, and communities affected by addiction and related issues.

For questions about Hazelden publications, please call **800-328-9000** or visit us online at **hazelden.org/bookstore**.



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 *Power Lines*, the third 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 the following:



RESEARCH FACTS

These facts highlight some of the important research findings of Project Northland's distinguished author-researcher team and other researchers.



IMPLEMENTATION HIGHLIGHTS

These features are a sampling of experiences shared by the many prevention professionals who have worked with Project Northland in a variety of settings and roles during the program's ten-year history.



TEACHING TIPS

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




PREVENTION RAINBOW


This icon corresponds to the prevention framework described on page 3. It helps increase your awareness of which domains (adolescent, family, peers, school, community, or society) are impacted during different sessions of the *Power Lines* curriculum.

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, templates, and parent letters that accompany the *Power Lines* 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 www.adobe.com.

Whenever you see this icon , it signals that a copy of the resource being discussed is on the *Power Lines* CD-ROM. There will be a number on the icon that corresponds to the number of the document on the 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 *Power Lines* CD-ROM, please see pages 115–117 of this manual. This list is also on your CD-ROM. 

How to Use the Audio CD

This manual also comes with an audio CD. This recording provides content for sessions 3 and 4. When you see this icon (©)), it means the audio recording should be used.

To play the audio CD, put the disk in a CD player and press “play.” You may pause the recording as needed at any time while the CD is playing.

. . .

What Do People Say About Project Northland?

“I absolutely love Project Northland, and so do the students!”

— SHALA GODWIN, CERTIFIED PREVENTION PROFESSIONAL
Teacher and Program Coordinator

“Project Northland is powerfully engaging for students and certainly youth-centered. The visual elements are very appealing to youth and adults. The program gets youth thinking about their futures.”

— INEZ R. DRUMMOND, ED.D.
Manager, Safe and Drug-Free Schools and Communities,
Chicago Public Schools

“One of [my] favorite initiatives, both because of its curb appeal and because of promising data, is Project Northland. Project Northland is an alcohol prevention program that addresses alcohol use at multiple levels . . . The program approaches the topic of alcohol use among adolescents from a very comprehensive perspective . . . The context and strategies used in Project Northland are grade specific . . . Data indicate that the program works.”

— AARON WHITE, PH.D.
*Keeping Adolescence Healthy: Exploring the Issues Facing Today's
Kids and Communities*

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Introduction

Welcome to *Power Lines*!

Power Lines is the eighth-grade curriculum in the Project Northland series for middle school and high school students. This state-of-the-art alcohol-use prevention program is backed by more than eighteen years of research and more than forty-five scientific publications. A list of research articles can be found on the accompanying CD-ROM. Research has shown that, in addition to effectively achieving its alcohol prevention goals,¹ Project Northland can significantly reduce teens' marijuana and tobacco use.²



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 of young people

What Is Project Northland?

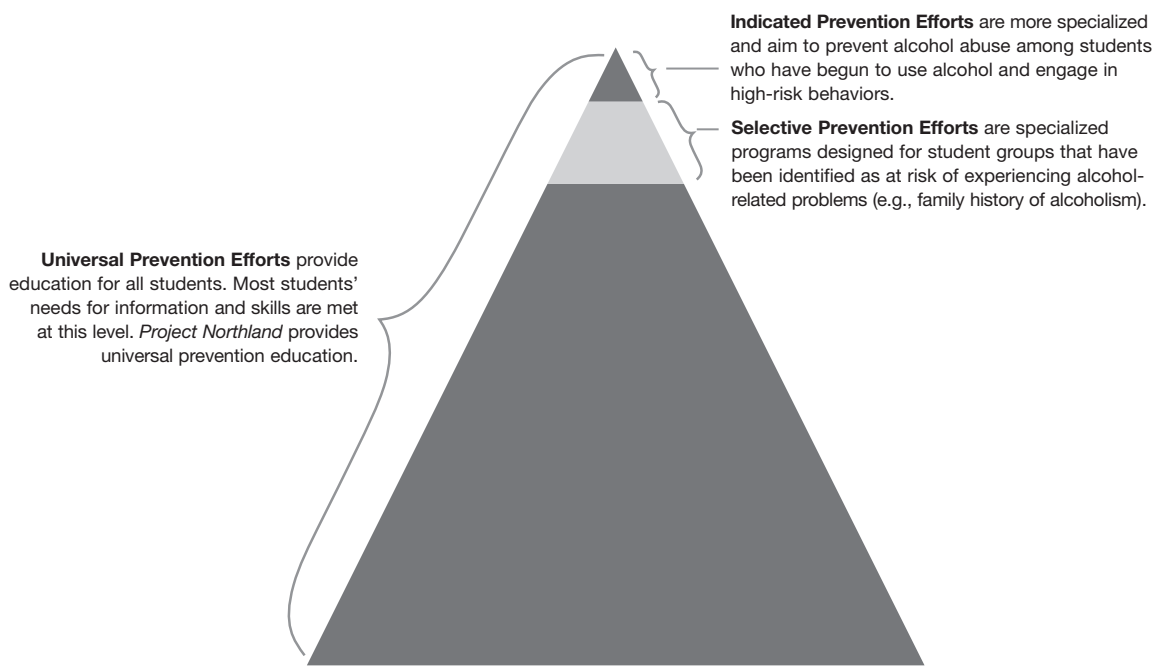
Project Northland is a nationally recognized alcohol-use prevention program. The four Project Northland curricula include *Slick Tracy*, *Amazing Alternatives*, *Power Lines*, and *Class Action*. They are supported by a *Program Guide* for administrators and program coordinators. Project Northland was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

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



Power Lines is a universal alcohol-use prevention curriculum designed for young adolescents, both male and female.

What Makes Project Northland an Outstanding Prevention Program?

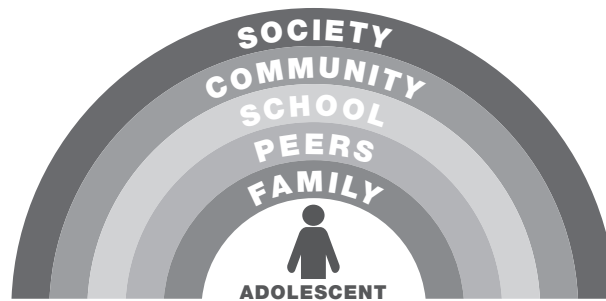
The Project Northland curricula invite participation and experiential learning at home, in the classroom, and in the local community. A vital aspect of Project Northland is this multifaceted approach. Prevention research shows that addressing alcohol use at multiple levels strengthens outcomes. Incorporating 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 nicely in figure 2. Each Project Northland curriculum targets the various influences in the adolescents’ 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, like personal values, attitudes, beliefs, knowledge, behavioral skills, and personality characteristics, 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 well as others like siblings, cousins, or anybody with long-standing and binding ties.

As adolescents begin to separate from their families, the peer group becomes an increasingly important influence on a young

IMPLEMENTATION HIGHLIGHT

“I had five teachers with no experience teaching the program and they all liked it. They liked it, and they were successful.”

ADMINISTRATOR (ALABAMA)

person’s behavior. Some of these peer groups are in the school, and others are neighborhood-based or centered on sports or other extracurricular 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.

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 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.

IMPLEMENTATION HIGHLIGHT

“At first the teachers all say, ‘We’re already teaching that. We have [a different program].’ Once they get to know Project Northland and how well done it is, they get on board.”

CHEMICAL HEALTH DIVISION
PLANNER, STATE DEPARTMENT OF
HUMAN SERVICES (MINNESOTA)

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 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.

Power Lines is a universal alcohol-use prevention curriculum designed for eighth-grade students, both male and female. *Power Lines* fits well into advisory, homeroom, health education, social studies, science, or general life skills classes. Related academic standards are listed on pages 17–20. Classroom teachers, prevention specialists, health educators, volunteers, and others may deliver the curriculum.

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 & 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.⁴

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 who never drank alcohol at the beginning of sixth grade showed 50

RESEARCH FACT

Project Northland students who had never tried alcohol at the beginning of sixth grade showed 50 percent lower marijuana use and 37 percent lower cigarette use by the end of eighth grade.³

 **IMPLEMENTATION HIGHLIGHT**

“Our results show significant positive change in kids’ perception that alcohol is harmful and in their knowledge about alcohol.”

SAFE AND DRUG-FREE SCHOOLS
PROGRAM COORDINATOR
(NORTH CAROLINA)

percent less marijuana use and 37 percent less cigarette use by the end of eighth grade.⁵

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.⁶ 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.⁷ 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, a publications list is available on the CD-ROM.



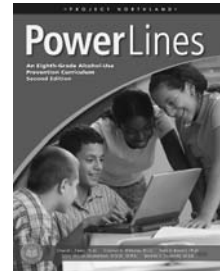
RESEARCH FACT

What have the authors discovered about student exposure to alcohol advertising?

Project Northland researchers examined outdoor alcohol advertisements within 1,500 feet of sixty-three school sites. A total of 931 alcohol advertisements were found. Results showed that exposure to alcohol advertising in the sixth grade was significantly associated with subsequent intentions to use alcohol in the eighth grade. This association held even when taking into account sixth graders who had never used alcohol.⁸

What Is Power Lines?

Power Lines is the third curriculum in Project Northland’s alcohol-use prevention series. It includes eight classroom sessions that reinforce and build upon the messages and behaviors learned in *Slick Tracy* and *Amazing Alternatives*. *Power Lines* introduces eighth graders to the range of professional and political powers that influence youth alcohol choices. *Power Lines* includes several key elements: shared peer leadership, a focus on community, community projects, and family connections.



Shared peer leadership in *Power Lines* provides many students with leadership opportunities. While teachers are effective sources of factual information for teens, same-age peers are among their most credible sources of social information concerning alcohol use. For this reason, students do many *Power Lines* activities in small, peer-led groups. *Power Lines* differs from Project Northland’s previous curricula in that there is no separate training session for a select leadership group. In *Power Lines*, student groups select facilitators, recorders, timekeepers, and reporters for each major activity, and emphasis is placed on practicing cooperative shared leadership in these roles.

Power Lines aims to enlighten and empower eighth graders through a sequence of activities that redefine their understanding of community and the role of their generation in it. *Power Lines*’s **Franklin, U.S.A. audio drama** involves the controversial arrest of a star quarterback after an unsupervised teen party. The incident occurs at a key point in the teen’s high school career, and he may lose the opportunity to play in front of college scouts at a key game. **The Franklin Community Meeting** provides a dramatic context for the interplay between different groups around youth-related alcohol policies. The class works in four student groups to plan and present policy from the perspective of Franklin’s parents, teens, high school staff members, and police.

The *Power Lines* community projects teach students about the real power dynamics that exist in their own communities and give teens the opportunity to become positive community influences

IMPLEMENTATION HIGHLIGHT

“I loved Power Lines. We got very involved, went to city council meetings, and really got into it.”

ADMINISTRATOR (ALABAMA)

 **IMPLEMENTATION HIGHLIGHT**

“Everyone really likes it; what to do is prescribed, and the number of lessons is good.”

CHEMICAL HEALTH DIVISION
PLANNER, STATE DEPARTMENT OF
HUMAN SERVICES (MINNESOTA)

 **RESEARCH FACT**

In the authors’ Chicago study, secondary outcome analyses to assess the effectiveness of each program component indicated that the home-based pieces were associated with reduced alcohol, marijuana, and tobacco use.⁹

within their neighborhoods, schools, and peer groups, as well as with younger students.

Home Team materials are sent home weekly to help engage parents and other key caregivers. Four of these are informational pieces designed for adults. The remaining four include games that promote fun family interaction and important adult-teen discussion around key topics like peer pressure and goal setting.

The materials needed to implement *Power Lines* include this manual and the CD-ROM and audio CD that come with it. You will need a CD player to use the audio recording in class. Instructions for using both the CD-ROM and the audio CD are on pages iii–iv, and a complete list of the CD-ROM materials may be found on pages 115–117. Items for you to consider prior to teaching *Power Lines* are detailed in the Getting Ready to Teach *Power Lines* section of this manual beginning on page 25.

On the first page of each session, you will find a description of the session with learner outcomes and an at-a-glance summary of all the session parts, followed by checklists of all the materials and preparation needed. Background information for each session is also included. The session lesson plans include scripted questions and statements with detailed instructions about how to present each activity.

About the 2009 Edition of Power Lines

The prevention messages and learner outcomes that made the original *Power Lines* so successful have remained the same. This revised curriculum is more culturally sensitive and reflects more cultural diversity than the original version. Many additional resources have been added, including Home Team materials, shared leadership resources, fidelity guidelines, assessment tools, planning forms, tips, and ideas.

Two community projects (Row, Row, Row Your Boat and Let It Snow, Let It Snow, Let It Snow) from the original version of *Power Lines* have been retired. Four new projects have been added: The Sports Report, Tell It to TEENA, The Marijuana Mess, and

Brain Power. The Comic Relief project from the original version has been renamed Looney 'Toons.

Why Is Alcohol the Drug Targeted by Power Lines?

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,¹⁰ and for many, initiation of use occurs prior to age thirteen.¹¹ Results from the 2007 nationwide Youth Risk Behavior Survey suggest that nearly one-quarter of youth begin drinking alcohol before age thirteen.¹² By eighth grade, 39 percent of youth report having used alcohol in their lifetime, and 16 percent used in the past month.¹³ Of even greater concern is that nearly one in five eighth graders report ever having been drunk, and 10 percent report heavy episodic use—having had five or more drinks in a row in the previous two weeks.¹⁴

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.¹⁵ Some argue that early exposure to alcohol and other drugs is not the cause of later problems,¹⁶ but rather a result of a childhood history of conduct disorders. 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,

**THE POWER LINES
COMMUNITY PROJECTS**

- Rules for Schools
- The Older Generation
- On the Air!
- Lights, Camera, Action!
- Can We Talk?
- *Slick Tracy Rides Again!*
- Read All About It
- Looney 'Toons
- All Points Bulletin
- It's a MADD, MADD World
- Don't Leave Home Without It
- I Get By with a Little Help from My Friends
- The Sports Report
- Fun City
- Top Cops
- What's the Big ID?
- It's My Party
- It's a SADD, SADD World
- Here Comes the Judge!
- Tell It to TEENA
- The Marijuana Mess
- Brain Power

 **RESEARCH
FACT**

“Seventy percent of eighth-grade Project Northland students say they don’t drink any alcohol, compared with 51 percent of the eighth-grade comparison group.”

WILDER RESEARCH (MINNESOTA)

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.¹⁷

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, we 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.¹⁸ The limbic system, which includes the septal area, hippocampus, and amygdala, increases in volume during adolescence.¹⁹ The hippocampus, because of its association with learning and memory, is the subject 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.²⁰

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

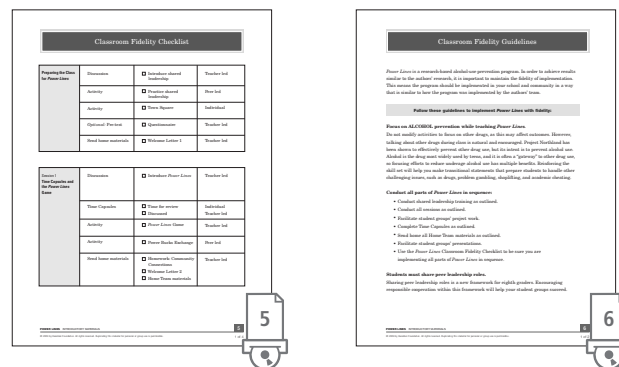
to no-use norms.²¹ Such programs best match the immature neurological development of adolescents.

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



Can I Expect Similar Results 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 there are key features of the model that need to be followed. Consulting the Fidelity Checklist and Fidelity Guidelines on your CD-ROM will help ensure that you include all the essentials.



IMPLEMENTATION HIGHLIGHT

Have Project Northland Customers Experienced Positive Outcomes?

“According to our survey data, collected over a period of more than fifteen years, local eighth graders exposed to Project Northland scored markedly better than their peers nationally on four key indicators: resisting binge drinking, perceiving alcohol use as harmful, disapproving of alcohol use, and engaging in less monthly alcohol use. Additionally, the more three-year Project Northland cycles schools had completed, the better their students scored. By contrast, local eighth graders who did not participate were 11 percent to 46 percent more likely than their national counterparts to engage in binge drinking, and they were about 12 percent more likely to have engaged in underage drinking during the past month. A survey by the University of Illinois’s Center for Prevention and Research Development concurs with our local findings.”

— COMMUNITY COALITION DIRECTOR, REGIONAL OFFICE OF EDUCATION (ILLINOIS)

Is Project Northland Recognized Nationally?

- The Project Northland series 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).
- *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—has bestowed its “A” rating upon the program.
- 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 Middle School Curricula?

The Project Northland series targets sixth and seventh graders in the *Slick Tracy* and *Amazing Alternatives* curricula.



- ***Slick Tracy*** includes several key elements: same-age peer leaders in the classroom, family involvement with the *Slick Tracy* Home Team Program, and the *Slick Tracy* Poster Fair. Peer leaders are elected by the students, are trained by an adult, and perform an essential role in the classroom by providing social information to their peers about alcohol use. The *Slick Tracy* Home Team Program aims to connect sixth-grade students with their families to discuss alcohol-related issues. Four weekly activity booklets are sent home to stimulate discussion through fun and educational activities. The *Slick Tracy* Poster Fair is the culminating event for this program. At this

event, students present alcohol-related research projects to their families and community.

- ***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. Their purpose is to change the acceptability of alcohol use and to encourage alcohol-free alternatives. The primary goal of the program is to delay the onset of youth alcohol use. Parent participation materials encourage family communication and involvement.



What Is the High School Component of Project Northland?

To strengthen program outcomes, many communities choose to reinforce students’ middle school experiences with *Class Action*, Project Northland’s high school component. *Class Action* is an eight- to ten-session curriculum that looks at the real-world social and legal consequences involving teens and alcohol. Students are grouped as legal teams to prepare and present hypothetical civil cases in which someone has been harmed as a result of underage drinking. The six cases included in *Class Action* are

- Drinking and Driving on Trial: *Foley v. Welby*
- Fetal Alcohol Syndrome on Trial: *Dixon v. Nordeen*
- Drinking and Violence on Trial: *Benton v. Dempsey*
- Date Rape on Trial: *Allen v. Block*
- Drinking and Vandalism on Trial: *Brown v. The Bixby Festival Planning Committee*
- School Alcohol Policies on Trial: *Hunt v. Wilson*

Using a casebook, recorded affidavits, and depositions as resources, teens build legal cases and present them to a jury of their peers.



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 filled with printable and reproducible resources. The Project Northland *Program Guide* also comes with a DVD that provides a program overview.

• • •

Power Lines Scope and Sequence

	Session 1: <i>Time Capsules and the Power Lines Game</i>	Session 2: <i>Community Influences</i>	Session 3: <i>Franklin U.S.A.</i>	Session 4: <i>Franklin Community Meeting</i>
Students will . . .	<ul style="list-style-type: none"> • Review goals they had set for themselves last year • Review consequences and alternatives to underage drinking • Review refusal skills • Review ways that advertisers try to influence teen alcohol use 	<ul style="list-style-type: none"> • Define the word <i>community</i> • Define the word <i>influence</i> • Examine community influences on teen alcohol use • Examine ways that teens influence aspects of the community 	<ul style="list-style-type: none"> • Examine and discuss influences, consequences, and responsibility related to underage drinking • Examine different community members' perspectives on underage drinking issues 	<ul style="list-style-type: none"> • Outline and propose community strategies to prevent teen alcohol use • Examine and compare proposals from different groups • Assess strategies to select the best ones
Home Team Adults get . . .	<ul style="list-style-type: none"> • A tip sheet about worries typically experienced during the teen years and why families need to worry about underage alcohol use • An interactive game to help strengthen communication with their teen while having fun together 	<ul style="list-style-type: none"> • Parent/guardian-directed information about how brain development during the teen years is reflected in typical teen behaviors and how underage alcohol use endangers normal brain development 	<ul style="list-style-type: none"> • A tip sheet featuring ideas about handling peer pressure to use alcohol • An interactive game that provides opportunities for adults to help their teen resist peer pressure to drink and to practice resistance skills 	<ul style="list-style-type: none"> • Parent/guardian-directed tips for how to protect their teens—both as guests and as hosts—from alcohol use at teen parties

continued on next page

Power Lines Scope and Sequence continued

	Session 5: Coming Full Circle: Community Projects	Session 6: Community Projects	Session 7: Time Capsules and Community Projects	Session 8: Community Project Presentations
Students will . . .	<ul style="list-style-type: none"> • Identify individual and community responsibilities around underage drinking issues • Identify individual and community consequences of teen alcohol use • Identify ways that eighth graders can influence their community's underage drinking issues 	<ul style="list-style-type: none"> • Examine alcohol-related laws, resources, influences, and policies in their own community • Identify ways that eighth graders can positively influence their community's underage drinking issues 	<ul style="list-style-type: none"> • Examine alcohol-related laws, resources, influences, and policies in their own community • Identify ways that eighth graders can positively influence their community's underage drinking issues • Set goals to remain alcohol free 	<ul style="list-style-type: none"> • Examine different community members' perspectives on underage drinking issues • Examine community influences on teen alcohol use • Identify laws and policies that influence teen alcohol use in their community • Identify ways that eighth graders can positively influence their community's underage drinking issues
Home Team Adults get . . .	<ul style="list-style-type: none"> • A tip sheet about parents staying in touch with their teen's friends and activities • An interactive game that helps families discuss important qualities for friends in a thoughtful way 	<ul style="list-style-type: none"> • Parent/guardian-directed information about expecting the unexpected and addressing uncomfortable dilemmas before they grow into serious problems 	<ul style="list-style-type: none"> • A tip sheet about addressing media messages that encourage teens to drink alcohol • An interactive game to help teens and their adults set and attain important goals 	<ul style="list-style-type: none"> • Parent/guardian-directed information that describes warning signs of a teen experimenting with alcohol and suggests ways to keep teens safe

Meeting National Academic Standards with *Power Lines*

Using *Power Lines* will help you meet the following national academic standards, reprinted here with permission:²²

Health Education

Students will

- understand how various messages from the media, peers, and other sources impact health practices
- know influences that promote alcohol, tobacco, and other drug use
- know strategies for resisting negative peer pressure
- know ways to recognize, avoid, and respond to negative social influences and pressure to use alcohol, tobacco, and other drugs
- know strategies to manage stress and difficult feelings
- know appropriate ways to build and maintain positive relationships with peers, parents, and other adults
- know safety rules and practices to be used in home, school, and community settings
- know changes that occur during puberty
- know the short- and long-term consequences of the use of alcohol, tobacco, and other drugs
- know community resources that are available to assist people with alcohol, tobacco, and other drug problems

English/Language Arts

WRITING

Students will

- use general skills and strategies of the writing process
- gather and use information for research purposes
- use a variety of resource materials to gather information for research topics
- organize information and ideas from multiple sources in systematic ways

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READING

Students will

- establish and adjust purposes for reading
- reflect on what has been learned after reading and formulate ideas, opinions, and personal responses to text
- use reading skills and strategies to understand and interpret a variety of informational texts
- use new information to adjust and extend personal knowledge base
- draw conclusions and make inferences based on explicit and implicit information in texts

LISTENING AND SPEAKING

Students will

- contribute to group discussions
- play a variety of roles in group discussions
- ask questions to seek elaboration and clarification of ideas
- use strategies to enhance listening comprehension
- listen to and understand persuasive messages
- understand elements of persuasion
- respond to questions and comments

VIEWING AND MEDIA

Students will

- use viewing skills and strategies to understand and interpret visual media
- understand basic elements of advertising in visual media
- understand how symbols, images, sound, and other conventions are used in visual media
- know that people with special interests and expectations are the target audience for particular messages or products in visual media

Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education is the copyrighted work of McREL, www.mcrel.org/standards-benchmarks, 303-337-0990.

- understand techniques used in visual media to influence or appeal to a particular audience
- know that a variety of people are involved in creating media messages and products
- understand the different purposes of various media
- understand ways in which image makers carefully construct meaning
- understand influences on the construction of media messages and images

Civics

Students will

- know ways people can influence the decisions and actions of their government
- know individuals or groups who monitor and influence the decisions and actions of local, state, tribal, and national governments

Life Skills

THINKING AND REASONING

Students will

- use facts from books, articles, and databases to support an argument
- make basic distinctions between information that is based on fact and information that is based on opinion
- know how personal health can be influenced by society
- analyze problems that have confronted people in the past
- generate alternative courses of action and compare the possible consequences of alternatives
- select the most appropriate strategy or alternative for solving a problem
- identify situations in the community and in one's personal life in which a decision is required

Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education is the copyrighted work of McREL, www.mcrel.org/standards-benchmarks, 303-337-0990.

- secure factual information needed to evaluate alternatives and use it to predict the consequences of selecting each alternative
- take action to implement a decision, monitor progress, and adjust when needed

WORKING WITH OTHERS

Students will

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

SELF-REGULATION

Students will

- set and manage goals
- consider risks
- demonstrate perseverance
- restrain impulsivity

For a printable version of this list, see the CD-ROM.



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Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education is the copyrighted work of McREL, www.mcrel.org/standards-benchmarks, 303-337-0990.

Power Lines Session Descriptions and Preparation

Here is an overview of the preparation you'll need to do to conduct each *Power Lines* session:

Session Title	Session Description	Preparation Needed
<p><i>Preparing the Class for Power Lines</i> 45 minutes</p>	<p>Introduce shared leadership roles and have students practice shared leadership. Use the Town Square handout to begin considering the local community. The optional <i>Power Lines</i> Questionnaire may be administered as a pre-test.</p>	<ul style="list-style-type: none"> • <i>Optional:</i> Use the Shared Leadership Groups Planning Form for Sessions 1 and 4 to create four student groups. • <i>Optional:</i> Copy Questionnaire (one per student). • Copy blank <i>Amazing Alternatives</i> Time Capsules for new students. • Copy Helpful Hints for Shared Leadership (one per student). • Copy Town Square Handout (one per student). • Copy Shared Leadership 3-2-1 (one per group). • Get Welcome Letter 1 signed by your principal, make copies (one per student), and send home.
<p>Session 1 <i>Time Capsules and the Power Lines Game</i> 45 minutes</p>	<p>Introduce <i>Power Lines</i> and return seventh-grade Time Capsules to students. In four competing teams, the class plays the <i>Power Lines</i> Game, reviewing consequences and alternatives to underage drinking, refusal skills, and society's messages about alcohol use. Use the Power Bucks Exchange to highlight the personal power garnered by teens who make wise choices, and assign the Community Connections Puzzle as homework.</p>	<ul style="list-style-type: none"> • Get <i>Amazing Alternatives</i> Time Capsules (in sealed envelopes). • Use the Shared Leadership Groups Planning Form for Sessions 1 and 4 to create four student groups. • Copy Facilitator Sheet 1 (one per group). • Copy Community Connections Puzzle (one per student). • Sign and copy Welcome Letter 2 (one per student). • Copy Home Team Game: Match-2-Match (one per student). • Prepare Images 1 and 2 for projection as needed. • <i>Optional:</i> Copy, laminate, and cut <i>Power Lines</i> Game Question Cards. • <i>Optional:</i> Copy, laminate, and cut Power Bucks.

Session Title	Session Description	Preparation Needed
<p>Session 2 Community Influences 45 minutes</p>	<p>Use the Town Square Handout and Community Connections Puzzle to define and discuss “community.” Student groups explore and explain how different community groups influence underage alcohol use, and the class creates a web showing community influences. Assign the Franklin, U.S.A. articles as homework.</p>	<ul style="list-style-type: none"> • Use the Shared Leadership Groups Planning Form for Session 2 to create seven student groups. • Get four large sheets of paper and seven colored markers. • Copy “Under the Influence” Activity Pages (one unique set per group). • Copy Group Signs (one sign per group). • Copy Franklin, U.S.A. Newspaper Articles (one set per student). • Copy Home Team Hotline: Brain Science Alert (one per student). • Prepare Images 3 to 7 for projection as needed.
<p>Session 3 Franklin, U.S.A. 45 minutes</p>	<p>Students present the Franklin, U.S.A. articles, and the class hears recorded statements about the incident. Use questions provided in the scripts to lead a large-group discussion about influences, responsibilities, and consequences related to underage drinking in Franklin, U.S.A.</p>	<ul style="list-style-type: none"> • Get the <i>Power Lines</i> audio CD. • Get CD player. • Copy Franklin, U.S.A. Scripts (one set per student). • Copy Home Team Game: Puttin’ On the Pressure (one per student).
<p>Session 4 Franklin Community Meeting 45 minutes</p>	<p>Four student groups, assuming the roles of four different community groups in Franklin, U.S.A. (parents, teens, police, and school staff members), plan strategies to prevent underage alcohol use. The groups present their proposals at a community meeting, and everyone votes to select the five best strategies.</p>	<ul style="list-style-type: none"> • Use the Shared Leadership Groups Planning Form for Sessions 1 and 4 to create four student groups (or use the same groups created in session 1). • Get four large sheets of paper and four colored markers. • Copy Facilitator Sheet 2 (one per group). • Copy Group Information Sheets (one per student). • Copy Home Team Hotline: Party Pointers (one per student). • <i>Optional:</i> Provide gavel, ballots for voting.

Session Title	Session Description	Preparation Needed
<p>Session 5 <i>Coming Full Circle: Community Projects</i> 45 minutes</p>	<p>The teacher shares the results of last session's vote and brings the concept of "community" back to a local context by launching the <i>Power Lines</i> projects. Student groups begin their project work to learn about real alcohol-related laws, resources, influences, and policies in their own community.</p>	<ul style="list-style-type: none"> • Identify peer groups of up to four students each and select a community project for each group. • Post the four large sheets of paper from session 4. • Copy Community Project Handouts (one set per group member). • Copy Facilitator Sheet 3 (one per group). • Copy Home Team Game: Friends and Connections (one per student). • Provide general supplies for student projects: easel paper, craft paper, markers, pencils, writing paper, drawing paper. • Provide project-specific resources, as per pages 88–89 of the manual.
<p>Session 6 <i>Community Projects</i> 45 minutes</p>	<p>Student groups work on their community projects to learn about alcohol-related laws, resources, influences, and policies in their own community.</p>	<p>Provide the same general supplies, forms, and project-specific resources for community projects as session 5.</p> <p><i>ALSO:</i></p> <ul style="list-style-type: none"> • Copy Home Team Hotline: What's a Parent to Do? (one for each student).
<p>Session 7 <i>Time Capsules and Community Projects</i> 45 minutes</p>	<p>Groups continue work to complete their community projects. Students individually set their own goals about remaining alcohol free.</p>	<p>Provide the same general supplies, forms, and project-specific resources for community projects as sessions 5 and 6.</p> <p><i>ALSO:</i></p> <ul style="list-style-type: none"> • Get envelopes (one per student). • Post the large sheets of paper from session 4. • Copy Power Lines to the Future Time Capsule (one per student). • Copy Five Tips for a Terrific Class Presentation (one per student). • Copy Home Team Game: Goal for It! (one for each student).

Session Title	Session Description	Preparation Needed
<p>Session 8 Community Project Presentations <i>45 minutes</i></p>	<p>Community project presentations are the main focus of this session. Students are required to actively observe the presentations of their peers. Guests may be invited, too.</p> <p>Students also create individualized goal statements. The Project Northland middle school program is concluded.</p>	<ul style="list-style-type: none"> • Post a large sheet of paper, or use a section of white board or chalkboard. • Get sticky notes, index cards, or small pieces of paper for goal cards. • Gather project presentation materials prepared by each group and any equipment needed for presenting (projectors, video monitors, CD players, etc.). • Copy Home Team Hotline: Watch for Warning Signs (one for each student). • <i>Optional:</i> Copy the Peer Observation Form for Community Project Presentations (students will need one form for each presentation). • <i>Optional:</i> Copy the Certificate of Completion (one for each student).

For a printable version of this chart, see the CD-ROM.





Getting Ready to Teach *Power Lines*

The Role of the Teacher

The role of the teacher is essential to this curriculum. The program is designed to include many student-led activities, but the teacher must guide the process to ensure that the lesson plans are followed as presented.

During this program, your job will be to

1. **MOTIVATE**, **GUIDE**, and **EXCITE** students to do the program activities.
2. **GUIDE** students to assume shared leadership responsibilities effectively.
3. **ENCOURAGE** each student to try a variety of different shared leadership roles.
4. **ANSWER** any questions students might have about the program.
5. **REMIND** students to deliver Home Team materials and complete homework assignments at home.
6. **ASK** students to bring in old magazines from home that can be used for their *Power Lines* community projects.
7. **HAND OUT** Home Team materials and homework assignments.
8. **ASSIST** facilitators with leadership of *Power Lines* community projects.
9. **SUPERVISE** students as they work on their *Power Lines* community projects.
10. **FACILITATE** group presentations of the *Power Lines* community projects.



The *Power Lines* program is designed to be interesting and age appropriate to engage students. We hope you enjoy the program along with your class. Your enthusiasm is the key to motivating positive student participation.

How Can I Prepare to Effectively Teach Power Lines?

First and foremost, make sure you have reviewed the curriculum. Use the Classroom Fidelity Checklist (found on the CD-ROM) to plan for success. Make sure your materials are prepared in advance and ready when you need them. This section of the manual will help you think through some important points before you begin teaching the curriculum.

Who Is Available to Help?

Power Lines is designed to be a user-friendly curriculum, but there may be times when you would like help. Student volunteers can be a great resource to help you get materials ready, and having students assist you in this way can have multiple benefits. There may also be adults available to help. Does your school or district have a Project Northland coordinator to help with implementation? Is your program supported by a partner organization that is willing to help? Is there a volunteer pool, such as a community coalition, that you could tap into? These people may be available as resources both for you and for your students, especially while working on their *Power Lines* community projects.

IMPLEMENTATION HIGHLIGHT

“It’s user friendly. Everything is spelled out. It’s motivational for the students, and anybody could teach it. All the materials are provided.”

ADMINISTRATOR (ALABAMA)

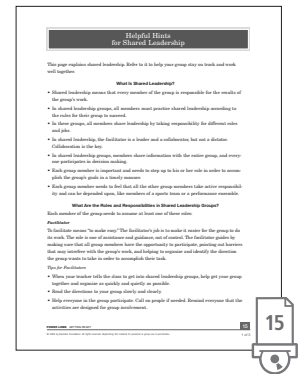
Peer-Led Groups and Shared Leadership

While teachers are effective sources of factual information for students, same-age peers are among the most credible sources of social information concerning alcohol use. Project Northland incorporates this principle—many activities in the curricula are led by students who have been selected by their peers. Students will do many *Power Lines* activities in small, peer-led groups.

Power Lines differs from Project Northland’s previous curricula in how peer leaders function. In *Slick Tracy* and *Amazing*

Alternatives, a select group of peer leaders was chosen by their classmates and then trained by an adult. There is not a separate training session for a select group in *Power Lines*, as there was in the earlier grades. In *Power Lines*, student groups select different peer leaders for each major activity, and emphasis is placed on practicing shared leadership. This provides many students with leadership opportunities.

A handout called *Helpful Hints for Shared Leadership*, available on the CD-ROM, explains the shared leadership roles and responsibilities. Students can refer to this handout while working in groups to help them practice shared leadership effectively. For each activity, groups will receive handouts with detailed instructions.



Peer Leaders' New Role in a Shared Leadership Framework

Shared leadership means that every member of the group will be responsible for the results of the group's work. This is quite different from the peer leadership model used during the previous two years. In shared leadership, collaboration is the key. Designated facilitators, recorders, timekeepers, and reporters share responsibility for and leadership of each group. Emphasize to the students that each group member is important and needs to step up to his or her role so everyone can accomplish their goals in a timely manner.

It is important that the students understand they must practice shared leadership well in order for their groups to function successfully. Groups need to encourage their members to fill the various leadership roles. All group members need to participate actively and influence group decisions. Each member needs to feel that the others are sharing the responsibility and can be depended upon, like members of a sports team or a performance ensemble. Also, it is essential to share information effectively within one's group to ensure everyone has equal and worthwhile participation in group decisions.

Shared Leadership Roles

The shared leadership roles are defined below. Roles may be adjusted for groups with fewer than four students. For example, in a group of three students, the role of timekeeper may be shared by the different members on a rotating basis, in addition to their other roles.

- **Facilitator:** To facilitate means “to make easy.” The facilitator’s job is to make it easier for the group to do its work. The role is one of assistance and guidance, not of control. The facilitator guides by making sure that all group members have the opportunity to participate, pointing out barriers that may interfere with the group’s work, and helping to organize and identify the direction the group wants to take in order to accomplish their task.

The facilitator will lead discussions to coordinate the group’s overall efforts during community project work, ensuring that all group members complete their parts responsibly, checking in with the teacher as needed, and bringing any problems the group needs help with to the teacher’s attention.

- **Recorder/notetaker:** The recorder has two main jobs. During brainstorming, the recorder writes down exactly what people say. The recorder’s other job is to take notes summarizing key discussions and recording important decisions that are made during group meetings. He or she notes who takes responsibility for each action, and highlights unfinished issues for the group to revisit. This is how the recorder creates notes that the group will find useful at their next meeting.

The reporter will make sure the group’s ideas and speakers are organized into an appropriate outline for the group’s community project presentation.

- **Timekeeper:** The timekeeper’s responsibility is to ensure that the group stays on task within the time allotted. The timekeeper minds a clock or watch, redirects group members who may get off track, and reminds the group when they are getting close to the end of their session. In this way, the timekeeper ensures that the group is on track for timely completion of assignments.

The timekeeper will shape the group’s outline into a schedule and help keep everyone on track during the group’s five-minute community project presentation.

- **Reporter:** The job of the reporter is to listen carefully to what each group member has to say and to pull that information together, restating it back to the group as a whole. The reporter is also responsible for updating the teacher on the group’s progress and for serving as the spokesperson for the group to the class.

The reporter will coordinate production of any speeches and display materials needed for the group’s community project presentation.

Power Lines Groups for Shared Leadership Activities

During sessions 1 and 4, students will work in four small groups. During session 2, students work in seven groups. You will want to plan these student groupings ahead of time. Use the forms provided on the CD-ROM to divide your class into groups of four to seven students each. Print a separate copy to prepare groups for each of your classes.

Shared Leadership Groups Planning Form for Sessions 1 and 4

Use this sheet to divide your class into four groups. All four to seven students each.

Group Name	Number of Members	Members
Group 1	4	1. _____ 2. _____ 3. _____ 4. _____
Group 2	4	1. _____ 2. _____ 3. _____ 4. _____
Group 3	4	1. _____ 2. _____ 3. _____ 4. _____
Group 4	4	1. _____ 2. _____ 3. _____ 4. _____

9

Shared Leadership Groups Planning Form for Session 2

Use this sheet to divide your class into seven groups. For classes of three to seven students, you may wish to create four groups. Include at least one group of seven students to be an important influence on the group's shared work in your community.

Group Name	Number of Members	Members
Group 1	4	1. _____ 2. _____ 3. _____ 4. _____
Group 2	4	1. _____ 2. _____ 3. _____ 4. _____
Group 3	4	1. _____ 2. _____ 3. _____ 4. _____
Group 4	4	1. _____ 2. _____ 3. _____ 4. _____
Group 5	4	1. _____ 2. _____ 3. _____ 4. _____
Group 6	4	1. _____ 2. _____ 3. _____ 4. _____
Group 7	4	1. _____ 2. _____ 3. _____ 4. _____

10

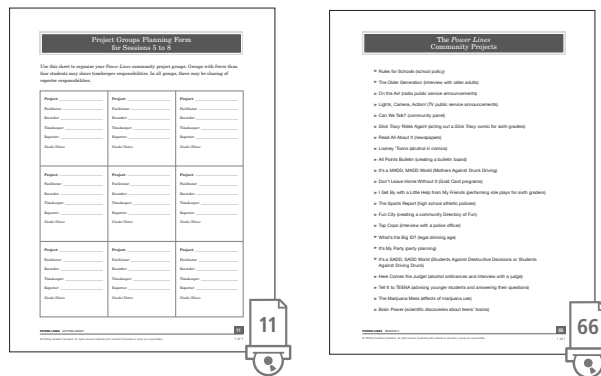


Plan to meet with the facilitators between sessions 5 and 6 to be sure everyone understands their jobs and their projects.

Power Lines Groups for Community Projects

During session 5, you will reorganize the class into new groups of two to four students each for their community projects. Divide the students into groups yourself or let them choose their groups. Do whatever works best with the students. Then, assign a project to each group. Group members will decide on the shared leadership roles they will stay in for project work during the remaining *Power Lines* sessions.

The Project Groups Planning Form for Sessions 5 to 8, available on the CD-ROM, can be used to record the project groups, their facilitators, and their project topics. Print a separate copy of this page to prepare groups for each of your classes. You can find more information about the projects on pages 87–90. A complete list of the community projects is available on page 97 and on the CD-ROM.



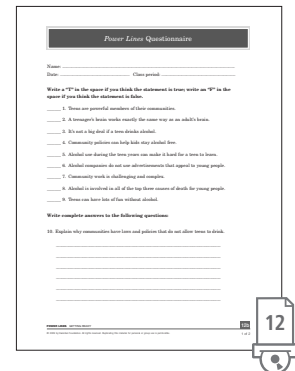
Time Capsules

During session 1 you will return to your students the Time Capsules that they created during *Amazing Alternatives*. Check with the seventh-grade teachers or your site coordinator to find out where to get these. Keep the Time Capsules sealed in their envelopes, with your students' names on the outside, to keep them private. Prior to this event, you may give blank Time Capsules to any new students—who may attach photos from last year and complete their written responses reflecting back upon seventh grade—so they, too, will receive Time Capsules with the rest of the class.

Preparing the Class for the *Power Lines* Curriculum

To prepare students for session 1 of *Power Lines*, it is a good idea to introduce them to the concept of shared leadership and complete the Town Square activity ahead of time. For grading purposes, you may also choose to administer the *Power Lines* Questionnaire, provided on the CD-ROM, as a pre-test.

A class session to provide this preparation is on pages 37–44 of this manual. You may choose to do these activities either in one session as outlined or over two to three class sessions. Remember, use of the questionnaire is optional.



Home Team Materials

Home Team materials are provided on the CD-ROM. These are materials for you to send home weekly. The first set, Home Team Game: Match-2-Match, includes a game for parents/guardians to play at home with their teens. It also contains an informative tip sheet formatted like an online forum. The second set, Home Team Hotline: Brain Science Alert, includes parent/guardian tips and information only. Distribute the Home Team materials at the end of each of the eight *Power Lines* sessions. The formats alternate between interactive games and parent/guardian information.

Letters welcoming parents, guardians, and other adults to *Power Lines* are also included. Welcome Letter 1 needs to be signed by your principal, copied for all of your *Power Lines* students, and



TEACHING TIP

It's a good idea to place extra copies of the Home Team materials in a central location like the main office, where parents and guardians may frequently pass. Make sure that office staff and others know what these materials are, so they can offer them to eighth-grade parents and guardians. This can help ensure that all families receive their Home Team materials.

These materials can be especially valuable resources at the end of eighth-grade "readmit" meetings for out-of-school suspensions. Offer them in a casually helpful way, and be sure to explain that these are part of a health program for all eighth graders. You might check to see whether or not the student has been bringing these to his or her family, and explain a little bit about the *Power Lines* program.

sent home before the program begins. You may want to send this letter by U.S. mail. Welcome Letter 2 should be signed by you, copied for all your students, and sent home with the other Home Team materials at the end of session 1.

Who Are the Home Team Adults?

Although *Power Lines* was originally designed for teens to experience with their parents, we know that many children are cared for by people other than their parents. Family heads include grandparents and other relatives, stepparents, foster parents, and other guardians. Noncustodial parents are also appropriate participants, and children in shared custody arrangements may want take-home materials for both sets of parents. There are many other caring adults involved in students' lives, too.

Spanish Materials

Spanish versions of all Welcome Letters and Home Team materials are included on the CD-ROM. Please make these available to all families whose primary language in the home is Spanish. You may wish to consult with a social worker or English Language Learner (ELL) coordinator regarding which families would benefit from receiving Spanish-language materials.

Images for Classroom Use

The materials needed for sessions 1 and 2 include several images that are provided on the CD-ROM. These can be shown to the class in a variety of ways. You may choose to print them for projection using a document camera, enlarge printed images to make larger posters, make them into overhead transparencies, or create a digital slide show. Choose the method that best suits the technology available for showing these images to your class.

Assessment

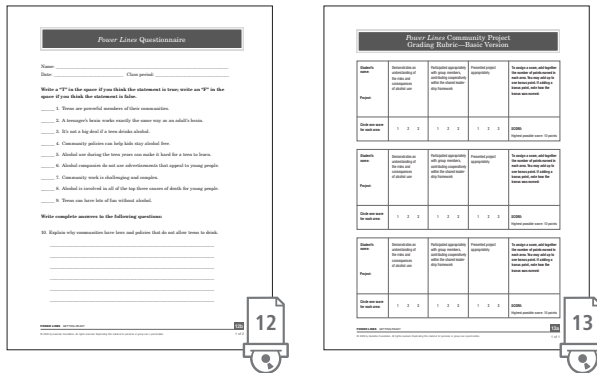
An optional questionnaire and a project-grading rubric are provided to assist teachers with grading. You may choose to administer the

IMPLEMENTATION HIGHLIGHT

“Seventy-two percent of eighth-grade Project Northland students say it is ‘true’ that their parents talk with them about problems drinking alcohol can cause young people, compared to 59 percent of the eighth-grade comparison group.”

WILDER RESEARCH (MINNESOTA)

questionnaire as a pre-test before the first session, as a post-test after the final session, or both. You may use the grading rubric to assess the community projects. A basic version and a detailed version are included. The questionnaire (including instructions and an answer key) and grading rubrics are on the CD-ROM.



Evaluation

It is recommended that Project Northland implementers use formal program evaluation to inform their progress. For this reason, your program coordinator may ask you to help collect data about students' attitudes and behaviors. Then this information can be compared to data collected from the students at other times to help determine the impact of Project Northland in your community and to help identify areas in which implementation may be improved. Evaluation tools are included with the Project Northland *Program Guide* for program administrators.

Your administrator may ask you to help with evaluation. For example, you might help with a confidential survey of student attitudes and behaviors for your class. If used, it is important to keep this survey absolutely confidential. Students are *not* to write their names on these, and teachers are *never* to read them. It is possible that your evaluator will use a code to match pre- and post-surveys for research purposes. Student identification numbers may be used for this code, but never translate coded surveys for teacher use.

 IMPLEMENTATION HIGHLIGHT

“Feedback on the first grant cycle was super positive.”

COMMUNITY COALITION
COORDINATOR (MINNESOTA)

Although program evaluation may seem like a luxury, or like extra work, it is fast becoming a necessity with today’s demands for professional accountability. Any grantors funding your Project Northland implementation will probably expect to see evaluation results.

Special Challenges

Teaching about alcohol prevention may reveal that some of the students in your class live with alcohol issues in their homes. It may also reveal students who are experimenting with alcohol or other substances themselves. For example:

- Students who have experimented with drinking alcohol may be reluctant to deliver Home Team materials to their parents or guardians.
- You might overhear students discussing, or even flaunting, drinking experiences.
- A student caring for a parent or guardian with alcoholism at home may approach you for help.

Students often do not understand their own personal challenges with sufficient clarity to ask for help when they need it, and they may simply act out due to feelings of confusion, shame, or anger. As caring adults who want to help these students succeed, teachers should keep these suggestions in mind:

- **Be professionally responsible.** Use the appropriate channels to follow up on questions and concerns, and get accurate and helpful information for yourself and your students. Let students know the degree to which you can keep their information confidential. If your site has a Project Northland program coordinator, part of that person’s job is to help you with these challenges. Otherwise, ask an administrator, a guidance counselor, your school nurse, or a colleague.
- **Know your school’s policy for reporting concerns.** To whom and in what situations are you required to report?

 IMPLEMENTATION HIGHLIGHT

“This is an excellent program, and we had great results based on our evaluations.”

ADMINISTRATOR (RHODE ISLAND)

Is there an established policy for addressing this type of concern? What actions can you expect others will take to follow up on your report? Will confidentiality be maintained? What other resources are available to help? Ask an administrator or trusted colleague. Let students know ahead of time that you need to report to the appropriate authorities if they are in danger. You may also want to consult the additional resources listed on your CD-ROM.

- **You are one person, and there are limits to what you can accomplish.** As the teacher, you are doing your job by teaching *Power Lines*, by helping all students participate, by providing clear and accurate information, and by being available to answer your students' questions. It is in a teacher's nature to care and to want to do more, but make sure that the expectations you place upon yourself are reasonable.

• • •



IMPLEMENTATION HIGHLIGHT

“We have found this to be a very effective program in the local school districts that use it. The teachers keep it in their lesson plans year after year.”

COORDINATOR (PENNSYLVANIA)



IMPLEMENTATION HIGHLIGHT

“Survey questions focusing on peer pressure and peer support . . . show [an] interesting difference between the Project Northland students and the comparison group. Students were asked how much encouragement they get from different people not to use alcohol with a response scale from 1 to 5 . . . 1 indicates “a lot” and 5 means “hardly any.” Fifty-six percent of Project Northland eighth graders responded with a 1 or a 2 for support from their friends compared to 44 percent of the comparison group.

WILDER RESEARCH (MINNESOTA)

Project Northland Works Now Better Than Ever

Alcohol is the drug most widely used by teens. Studies show that many teens begin drinking before age thirteen. This early alcohol use is associated with health and social problems, including alcohol abuse and dependence, alcohol-related violence and injuries, issues related to drinking and driving, truancy, risky sexual behavior, and other drug use throughout adolescence and into adulthood.

Hazelden's Project Northland series for middle school and high school students 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. Students participating in Project Northland showed a 30 percent reduction in weekly drinking and a 20 percent reduction in monthly drinking. Research also shows that Project Northland can significantly reduce teen marijuana and tobacco use.

Delivering Project Northland is now easier than ever before. The second edition is completely redesigned to be more portable and user-friendly, and it includes helpful new resources to

- reflect greater diversity
- present realistic situations facing today's youth
- maintain fidelity to the original version and its powerful prevention messages

PowerLines

The third of the Project Northland curricula, **PowerLines** is intended to empower eighth graders as emerging members of the adult community. Complete with new parent materials, shared leadership roles for peer-led activities, a re-enactment of an alcohol-related controversy, and an array of fun community projects, **PowerLines** gives students opportunities to become positive influences at and away from school, in their peer groups, and with younger students.

Project Northland includes

- Program Guide: For Effective Alcohol-Use Prevention in Schools and Communities
- Slick Tracy: A Sixth-Grade Alcohol-Use Prevention Curriculum
- Amazing Alternatives: A Seventh-Grade Alcohol-Use Prevention Curriculum
- Power Lines: An Eighth-Grade Alcohol-Use Prevention Curriculum
- Class Action: A High School Alcohol-Use Prevention Curriculum

For complete information about Hazelden's comprehensive line of K–12 prevention materials, visit hazelden.org/bookstore.

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