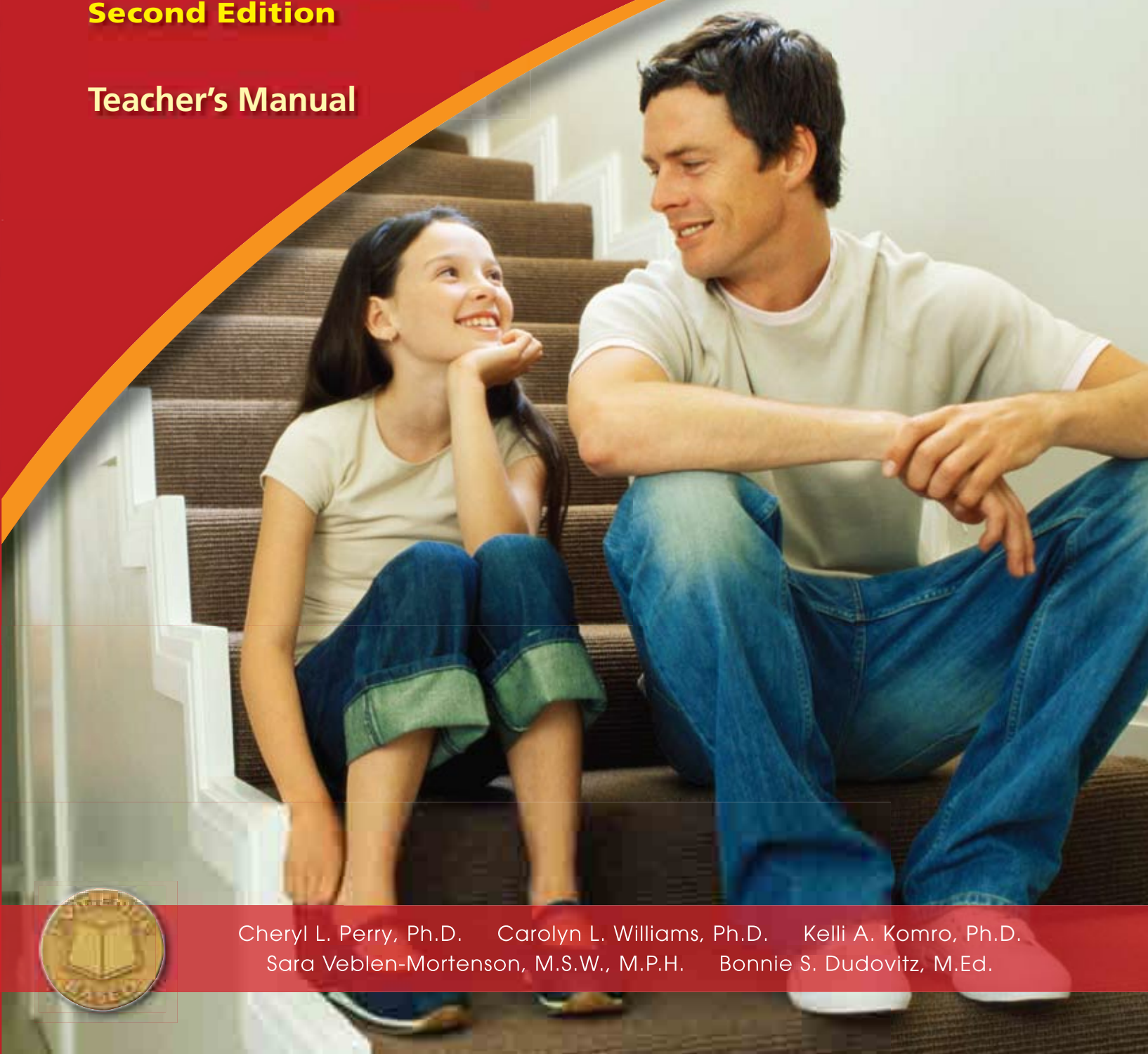


Slick Tracy

**A Sixth-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 ■



Slick Tracy

A Sixth-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

© 1998, 2009 by Hazelden Foundation
All rights reserved
First edition 1998. Urban version 2004. Second edition 2009
Printed in the United States of America

The content of the 2009 second edition draws from both the
1998 first edition and the 2004 urban version.

Unless a statement on the page grants permission to duplicate or permission has been obtained from the publisher, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopying, recording, scanning, or otherwise. Failure to comply with these terms may expose you to legal action and damages for copyright infringement.

ISBN: 978-1-59285-729-6

Editor's note

The names, details, and circumstances may have been changed to protect the privacy of those mentioned in this publication.

Alcoholics Anonymous and AA are registered trademarks of Alcoholics Anonymous World Services, Inc.

Cover design by Kinne Design
Interior design and typesetting by Kinne Design
Slick Tracy comic book illustrations by Glenn Quist
Illustration on page 123 and artwork on pages 112 and 131 © by Michael Thone

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 *Slick Tracy*, the first 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 *Slick Tracy* curriculum.

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

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 letters that accompany the *Slick Tracy* 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>.

Whenever you see this icon , it signals that a copy of the resource being discussed is on the *Slick Tracy* 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 *Slick Tracy* CD-ROM, please see pages 133–135 of this manual. This list is also on your CD-ROM.



. . .

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

CONTENTS

Acknowledgments	ix
Introduction	1
Welcome to <i>Slick Tracy!</i>	1
<i>Slick Tracy</i> Scope and Sequence	14
Meeting National Academic Standards with <i>Slick Tracy</i>	16
<i>Slick Tracy</i> Session Descriptions and Preparation	20
Getting Ready to Teach <i>Slick Tracy</i>	23
The Role of the Teacher	23
Considering Your Class	27
Family Involvement	32
Preparing Materials	34
Assessment	37
Evaluation	37
Who’s Dick Tracy?	38
Peer Leader Training	41
Classroom Sessions 1–4	57
Overview	57
Recommendations	57
Session 1: Facts and Myths about Alcohol	59
Session 2: Advertising Messages	73
Session 3: Peer Pressure	83
Session 4: Underage Drinking—Consequences and Alternatives	95
Classroom Sessions 5–8 and the <i>Slick Tracy</i> Poster Fair	105
Overview	105

Recommendations	105
Session 5: Post-test and Beginning the Poster Projects	107
Poster Fair Projects Annotated List	115
Sessions 6 and 7: Optional but Recommended Poster Preparation	119
Session 8: Finishing Touches and Time Capsules	121
The <i>Slick Tracy</i> Poster Fair	127
Suggestions for a Successful <i>Slick Tracy</i> Poster Fair	130
<i>Slick Tracy</i> CD-ROM Materials	133
Notes	137
About the Authors	141

ACKNOWLEDGMENTS

We are grateful for and acknowledge the support, cooperation, and partnership of students, parents, teachers, community members, and administrators in our participating Minnesota and Chicago public schools.

The Minnesota school districts included Aitkin, Babbitt-Embarrass, Biwabik, Carlton, Coleraine, Cook County, Deer River, Ely, Esko, Floodwood, Grand Rapids, Hermantown, Hibbing, Hill City, McGregor, Mountain Iron-Buhl, Nashwauk-Keewatin, Nett Lake, Proctor, St. Louis County, South Koochiching, Toivola-Meadowlands, Tower-Soudan, Virginia, and Wrenshall. In Chicago, Dr. Inez Drummond, manager of the Office of Specialized Services, Chicago Public Schools, served as our primary district-level contact and helped us navigate the logistics of the school district in a timely and positive manner. Special acknowledgments go to our Minnesota- and Chicago-based community organizers for implementation of the school/youth and/or community interventions. In Minnesota, that included Tom Burman, Lynette Eck, Kathy Lingren, Judy Lundquist, Judie Maki, Russell Maki, James Pavlek, Peter Pierson, and Sue Wetschka. In Chicago, the organizers included Mirlene Cadichon, Britt Garton, Francisco Hernandez, Tamika Hinton, Carol G. Johnson, Oscar Lester, Angelique Orr, Maria T. Ramos, Gloria R. Riley, and Kate Weinans, and the community action team members who worked diligently on alcohol-use prevention initiatives. Special thanks go to our Youth Action Team coordinators (Minnesota High School phase).

Other management, development, and evaluation staff that deserve special acknowledgment and who worked on both the Minnesota and Chicago studies include Kian Farbakhsh for data analysis, Glenn Quist for graphic artistry for project materials, and Verla Johansson and Bonnie Manning for outstanding secretarial and creative support with desktop publishing and graphic design.

The studies were also fortunate to have expertise provided by Drs. Alex Wagenaar, Traci Toomey, and Rhonda Jones-Webb on the development of the community intervention, alcohol policies and ordinances, cultural adaptations, and program evaluation; the program design and implementation skills of Randi Bernstein Lachter with the youth action teams, Lara Pratt with the community and media programs, and Dr. Robert Cudeck for his advice on growth curve analysis.

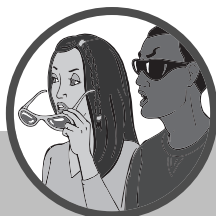
Additional thanks in the Chicago study go to Karen Alfano, the evaluation director; Linda Bosma, the community organizing director during the first three

years of the project, followed by Mirlene Cadichon during the last year of the intervention; Barb Dahlquist, Susan Fitze, Jessica Hayssen, Karen Severson, and Mary Ann Thoma-Cox, our exceptional intervention and evaluation implementation support staff; and Mary Hearst, Kari Kugler, and Keryn Pasch, our productive and bright research assistants, who helped with intervention and evaluation development and implementation.

This edition of Project Northland has benefited from the thoughtful input of reviewers Debra Mayconich Baron, Eduardo Hernandez-Alcaron, Becky Hudlow, and Janet Jones. Many thanks to these individuals for the important prevention work they do with communities and for sharing their ideas and experience with us.

The Minnesota and Chicago Project Northland studies were funded by grants from the National Institute on Alcohol Abuse and Alcoholism awarded to Dr. Cheryl L. Perry, PI (Minnesota: RO1-AA08596, 1990–1995, 1994–1995, 1995–1999), Dr. Carolyn Williams, PI (Minnesota: RO1-AA10719, 1995–1999), and Dr. Kelli A. Komro, PI (Chicago: R01-AA13458, 2001–2007; R01-AA016549, 2008–2012).

. . .



Introduction

Welcome to *Slick Tracy*!

Slick Tracy is the first curriculum of 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?

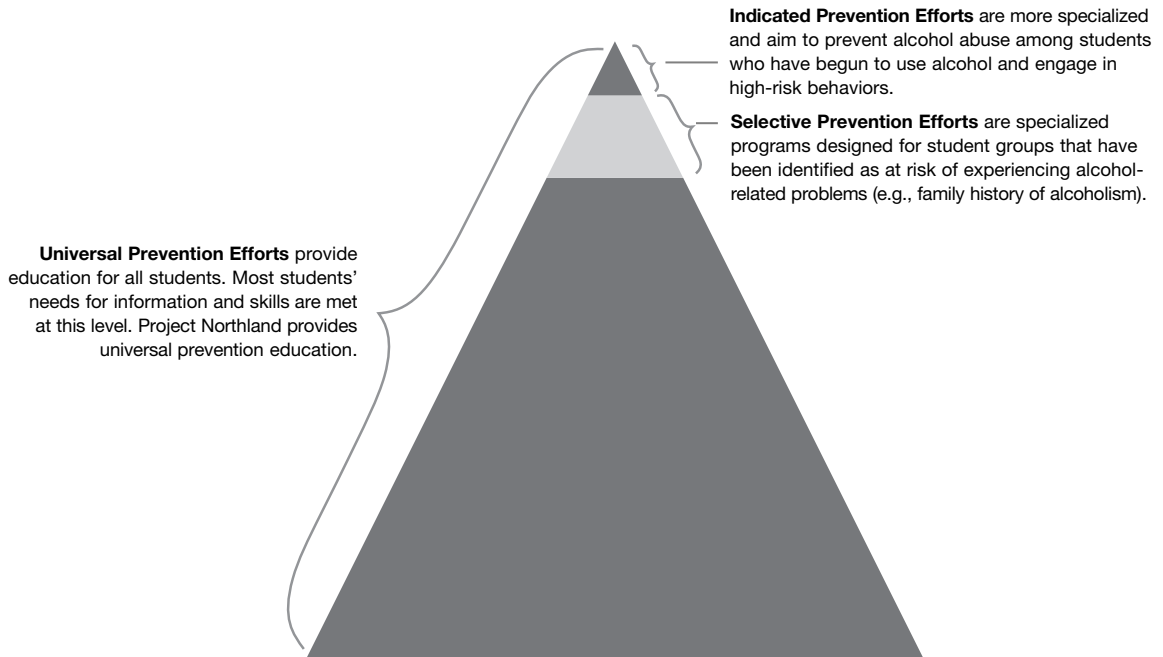
Project Northland is a nationally recognized alcohol-use prevention program. The four Project Northland curricula were developed at the University of Minnesota from research funded by the National Institute on Alcohol Abuse and Alcoholism. *Slick Tracy* is the first curriculum in the Project Northland series.

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



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

 **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)

IMPLEMENTATION HIGHLIGHT

“Seventy-two percent of 8th 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 8th grade comparison group.”

WILDER RESEARCH,
JUNE 2006 (MINNESOTA)

TEACHING TIP

You can find more information about Project Northland’s theoretical foundation on the CD-ROM.



other extracurricular activities, including after-school jobs. Peer influences are covered extensively in 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 can include alcohol and other drugs. Every year of Project Northland interventions includes extensive school-based programs designed to reduce underage drinking by your students.

Your students live in communities with local governments, law enforcement, merchants, media, youth-serving organizations, sports teams, and the like, all of which 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. Families 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 interventions for grades six through twelve provide a sustained and comprehensive program 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 curriculum and are returned to them at the beginning of the next. For best results, Project Northland implementers have their students begin with *Slick Tracy* in fifth or sixth grade, continue with *Amazing Alternatives* in seventh grade and *Power Lines* in eighth grade, and participate in *Class Action* during high school.

Slick Tracy is a universal alcohol-use prevention curriculum designed for sixth grade students, both male and female. Schools may use the program in fifth grade if they find this a better fit with the needs of their students. *Slick Tracy* fits well into advisory, homeroom, health education, social studies, science, or general life skills classes. Related academic standards are listed on pages 16–19. Classroom teachers, prevention specialists, health educators, volunteers, and others 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 of the country 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

RESEARCH FACT

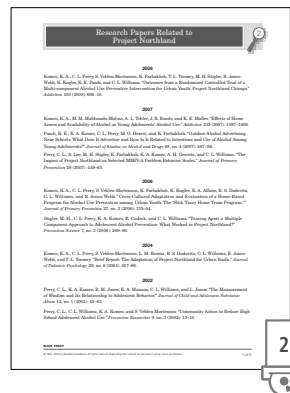
Project Northland students who had never tried alcohol at the beginning of sixth grade showed 50 percent lower marijuana use and 37 percent lower cigarette use by the end of eighth grade.³

50 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. The 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.



What Is Slick Tracy?

Slick Tracy is the first curriculum in Project Northland’s alcohol-use prevention series. *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, and they are trained by an adult before the program begins. No previous leadership skills or experience are required. During Peer Leader training, these youth learn to encourage appropriate student participation, introduce new materials to their classmates, and lead small-group activities in class. When they later apply this training in class, Peer Leaders perform an essential role as they provide social information about alcohol use to other students.

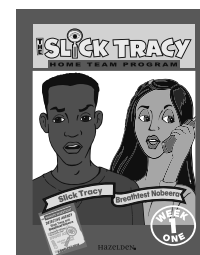
The *Slick Tracy* Home Team Program includes four thirty-five-minute classroom sessions that aim to connect young people with their families to discuss alcohol-related issues. Four weekly activity booklets are sent home to stimulate discussion through fun and educational activities. Because each booklet features an age-appropriate comic strip, and students generally call them “comic books,” they will be referred to as comic books in this manual. For effective implementation, be sure to allow at least one week between classroom sessions for Home Teams to complete their assignments. It is recommended that teachers review each session prior to introducing it in class and ensure that their materials are ready in advance.

Preparation for the ***Slick Tracy* Poster Fair** immediately follows completion of the *Slick Tracy* Home Team (comic book) Program. This is the culminating event in the *Slick Tracy* curriculum. It gives students the opportunity to present their own alcohol-related research projects to their families and community. The amount of class time devoted to preparation of these projects varies, depending upon both the amount of classroom time available and the amount of guidance and supervision needed by the students. A minimum of two sessions is recommended.

IMPLEMENTATION HIGHLIGHT

“I believe it is the curriculum that makes the most impact with the students, as it includes parent involvement.”

TEACHER
(SOUTH CAROLINA)



Four weekly activity booklets, often called “comic books,” are sent home to help launch important family discussions.

IMPLEMENTATION HIGHLIGHT

“The new comic books are wonderful.”

DIRECTOR OF PREVENTION PROGRAMS (FLORIDA)

The materials needed to implement *Slick Tracy* include this manual, the accompanying CD-ROM, and a class set of each of the four weekly comic books. A scoreboard poster is included to help track participation. Instructions for using the CD-ROM are on page ix, and a complete list of the CD-ROM materials may be found on pages 133–135. Items for you to consider prior to teaching *Slick Tracy* are detailed in the Getting Ready to Teach *Slick Tracy* section of this manual on pages 23–39.

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

About the 2009 Edition of Slick Tracy

The prevention messages and learner outcomes that made the original *Slick Tracy* so successful have remained the same. This revised curriculum is more culturally sensitive and reflects more diversity than the original. The popular art from *Slick Tracy*’s urban edition is used. Both Spanish and English single-language comic books are offered. Many additional resources have been added, including fidelity guidelines, evaluation tools, planning forms, tips, and ideas.

Why Is Alcohol the Drug Targeted by Slick Tracy?

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,⁸ and for many, initiation of use occurs prior to age thirteen.⁹ Results from the 2007 nationwide Youth Risk Behavior Survey¹⁰ suggest that nearly one-quarter of youth begin drinking alcohol

IMPLEMENTATION HIGHLIGHT

*“Now **that’s** what I’m talking about!”*

SEVENTH GRADER COMMENTING ABOUT THE NEW COMIC BOOK ART (MINNESOTA)

before age thirteen. By eighth grade, 39 percent of youth report having used alcohol in their lifetime, and 16 percent used in the past month.¹¹ 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.¹²

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.¹³ Some argue that early exposure to alcohol and other drugs is not the cause of later problems,¹⁴ 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, 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.¹⁵

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.¹⁶ The limbic system, which includes the septal area, hippocampus, and amygdala, increases in volume during adolescence.¹⁷ 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

IMPLEMENTATION HIGHLIGHT

“We used [a different program] before. Teachers weren’t getting the results that they wanted, and they found it dry and stale.”

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

IMPLEMENTATION HIGHLIGHT

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

COMMUNITY COALITION COORDINATOR (MINNESOTA)

work in an integrated manner as the adolescent matures because of changes that come about from synaptic pruning and myelination.¹⁸

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, experts¹⁹ 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. Such programs best match the immature neurological development of adolescents.

Introduction to Underage Alcohol Issues, on the CD-ROM, provides more information about research on 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 in your classes, but there are key features of the model that need to be followed. Consulting the classroom checklist on your CD-ROM will help ensure that you include all the essentials.

Accompanying this checklist, you can find data that describe Project Northland’s original implementation. This quantitative information about levels of parent participation, levels of student participation, and other important aspects of the program can

Classroom Checklist			
Section 1 Classroom Preparation	Introduction	<input type="checkbox"/> Introduction of the class (page 10) <input type="checkbox"/> Introduction of the teacher <input type="checkbox"/> Introduction of students	Checklist 1a
	Class books	<input type="checkbox"/> Introduction <input type="checkbox"/> Distribution	Checklist 1b and 1c
	Activities	<input type="checkbox"/> A.L.S.I.C. (page 12) <input type="checkbox"/> Role-playing	Checklist 1d
	Homework plan	<input type="checkbox"/> Homework plan (page 13)	Checklist 1e
Section 2 Classroom Management	Homework materials	<input type="checkbox"/> Parent/Teacher Letter 1 (page 14) <input type="checkbox"/> Parent/Teacher Letter 2 (page 15) <input type="checkbox"/> Student Letter Book	Checklist 1f and 1g
	Introduction	<input type="checkbox"/> Introduction of class (page 16) <input type="checkbox"/> Introduction of students	Checklist 2a
	Class books	<input type="checkbox"/> Introduction <input type="checkbox"/> Distribution	Checklist 2b and 2c
	Activities	<input type="checkbox"/> A.L.S.I.C. (page 17)	Checklist 2d
Homework plan	Homework plan	<input type="checkbox"/> Collection of assignments <input type="checkbox"/> Distribution of assignments	Checklist 2e and 2f
	Homework materials	<input type="checkbox"/> Student Letter Book	Checklist 2g



help guide you and your colleagues. Use these numbers as targets. The closer your site gets to these targets, the more closely you can expect your results to reflect those of the authors' research.

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 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.



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 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."

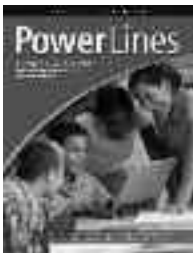
COMMUNITY COALITION DIRECTOR, REGIONAL OFFICE OF EDUCATION (ILLINOIS)

What Are Project Northland's Other Middle School Curricula?

The Project Northland series targets seventh and eighth graders in the *Amazing Alternatives* and *Power Lines* curricula.



■ ***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.



■ ***Power Lines*** brings into eighth-grade classrooms the community’s range of professional and political powers that influence youth alcohol choices. Students reenact the Anthony Parker audio story and the Franklin community meeting, which provide a dramatic context for the interplay of different groups around a fictional community’s youth alcohol controversy. Through small-group projects, students learn about local stakeholders—police, parents, businesses—and the impact these have upon 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. The eight classroom sessions reinforce and build upon the messages and behaviors learned in *Slick Tracy* and *Amazing Alternatives*. Parent participation materials are also included.

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 for teens who use alcohol. Students are divided into 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?

This *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 containing reproducible resources. The Project Northland *Program Guide* also comes with a DVD that provides a program overview.

• • •



Slick Tracy Scope and Sequence

	Session 1: <i>Facts and Myths about Alcohol</i>	Session 2: <i>Advertising Messages</i>	Session 3: <i>Peer Pressure</i>	Session 4: <i>Underage Drinking—Consequences and Alternatives</i>
Students will . . .	<ul style="list-style-type: none"> • Describe myths about alcohol use • Identify many beverages that do not contain alcohol • Discuss alcohol use with their families 	<ul style="list-style-type: none"> • Evaluate alcohol advertising messages • Identify false messages in alcohol advertising • Describe negative consequences of alcohol use 	<ul style="list-style-type: none"> • Identify different kinds of peer pressure • Identify ways they are pressured to use alcohol • Identify ways to resist peer pressure to use alcohol • Practice resisting peer pressure to use alcohol 	<ul style="list-style-type: none"> • Identify false reasons why people drink alcohol (e.g., it makes them “cool”; they have more fun) • Know that alcohol affects the ability to think clearly and make good decisions • Describe negative consequences of alcohol use • Describe ways to make friends, solve personal problems, look older, and have fun without alcohol
Home Teams will . . .	<ul style="list-style-type: none"> • Know basic facts about alcohol (e.g., alcohol is a depressant) • Know that people can die from drinking too much alcohol • Describe other negative consequences of alcohol use • Identify reasons why they personally don’t want to use alcohol • Practice using communication techniques to improve family life 	<ul style="list-style-type: none"> • Identify false alcohol messages on TV and in movies • Describe how alcohol advertising influences a person’s thinking • Describe ways to have fun without alcohol • Practice using communication techniques to improve family life 	<ul style="list-style-type: none"> • Identify different kinds of peer pressure • Identify ways they are pressured to use alcohol • Identify ways to resist peer pressure to use alcohol • Practice resisting pressure to use alcohol • Practice using communication techniques to improve family life 	<ul style="list-style-type: none"> • Identify false reasons why people drink alcohol (e.g., it makes them “cool”; they have more fun) • Know that alcohol affects the ability to think clearly and make good decisions • Describe negative consequences of alcohol use • Describe ways to make friends, solve personal problems, look older, and have fun without alcohol • Practice using communication techniques to improve family life

	Session 5: Post-test and Beginning the Poster Fair Projects	Sessions 6 and 7: Optional but Recommended Poster Preparation	Session 8: Finishing Touches and Time Capsules	The Slick Tracy Poster Fair
Students will . . .	<ul style="list-style-type: none"> • Understand how messages from the media, technology, and other sources influence health decisions • Know the short- and long-term consequences of alcohol use • Contribute to the overall effort of a group 	<ul style="list-style-type: none"> • Use a variety of resource materials to gather information for research topics • Gather data for research topics from interviews • Reflect on what has been learned after reading and formulate ideas, opinions, and personal responses to text • Use new information to adjust and extend personal knowledge base • Draw conclusions and make inferences based on explicit and implicit information in texts • Organize information and ideas from multiple sources in systematic ways • Contribute to the overall effort of a group 	<ul style="list-style-type: none"> • Practice presenting their Poster Fair projects • Ask questions to elaborate on and clarify ideas • Use new information to adjust and extend personal knowledge base • Identify reasons why they personally don't want to use alcohol • Describe ways to have fun without alcohol 	<ul style="list-style-type: none"> • Present their Poster Fair projects • Play a variety of roles in group discussion • Convey a clear main point when speaking to others and stay on the topic being discussed • Use new information to adjust and extend personal knowledge base • Understand how messages from the media, technology, and other sources influence health decisions • Know the short- and long-term consequences of alcohol use • Contribute to the overall effort of a group
Home Teams will . . .	<p><i>Home Team members are not required to participate in poster preparation. However, if they do help students with their projects outside of school, then they will</i></p> <ul style="list-style-type: none"> • Play a variety of roles in group discussion • Contribute to the overall effort of a group 			<ul style="list-style-type: none"> • Ask questions to elaborate on and clarify ideas • Use new information to adjust and extend personal knowledge base • Understand how messages from the media, technology, and other sources influence health decisions • Know the short- and long-term consequences of alcohol use • Identify situations in the community and in one's personal life in which a decision is required • Understand the importance of personal responsibilities

Meeting National Academic Standards with *Slick Tracy*

Using *Slick Tracy* will help you meet these national academic standards, reprinted here with permission:²⁰

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

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

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, <http://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
- secure factual information needed to evaluate alternatives and use it to predict the consequences of selecting each alternative

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

- 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.



• • •

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

Slick Tracy Session Descriptions and Preparation

Here is an overview of the preparation you'll need to do to conduct each *Slick Tracy* session.

Session Title	Session Description	Preparation Needed
Peer Leader Nomination <i>10 minutes</i>	Have students identify peers whom they respect, admire, and look up to.	<ul style="list-style-type: none"> • Copy ballots or provide blank paper. • After tallying votes, copy Parent/Guardian Letter 1 to send home with the Peer Leaders.
Peer Leader Training <i>3 hours</i>	Familiarize Peer Leaders with each week's comic book. Have Peer Leaders practice leading small-group activities. Give Peer Leaders tips for being effective leaders. Clarify roles and responsibilities in the classroom, including any preparation for sessions. Have fun building enthusiasm for the program.	<ul style="list-style-type: none"> • Copy Peer Leader Manual, one per Peer Leader. • <i>If someone else is in charge of Peer Leader training for your site, be sure to coordinate with that person.</i>
Whole Class: Pre-test <i>15–20 minutes</i>	Administer a multiple-choice pre-test.	<ul style="list-style-type: none"> • Copy pre-tests, one per student. • Predetermine a code for matching pre-/post-tests, if desired. For example, birthdate or phone number may be used.
Session 1 Comic Book: Facts and Myths about Alcohol <i>30 minutes</i>	Teacher and Peer Leaders introduce the class to the <i>Slick Tracy</i> Home Team Program and comic books. Students learn basic facts about alcohol use and participate in a fun peer-led brainstorming activity to identify positive alternatives to drinking alcohol.	<ul style="list-style-type: none"> • Prepare take-home folders or envelopes. • Make extra copies of Peer Leader handouts. • Distribute session 1 comic book, one per student. • Copy Parent/Guardian Letter 2, What's-In-It-Minute S-L-I-C-K Brainstorming handout, and Poster Fair Flyer 1, one per student, Spanish versions as needed.
Session 2 Comic Book: Advertising Messages <i>30 minutes</i>	Students identify false messages in alcohol advertising and create new soft drink advertisements, Mad Libs-style.	<ul style="list-style-type: none"> • Distribute session 2 comic book, one per student. • Copy What's-In-It-Minute Ad Libs handout, one per student, Spanish versions as needed. • Prepare incentive prizes.
Session 3 Comic Book: Peer Pressure <i>30 minutes</i>	Students identify three main kinds of peer pressure and share ideas for handling peer pressure in a variety of situations.	<ul style="list-style-type: none"> • Distribute session 3 comic book, one per student. • Copy Poster Fair Flyer 2, one per student, Spanish versions as needed. • Prepare one set of Pressure Points game cards for each group for the What's-In-It-Minute game. • Prepare incentive prizes.

Session Title	Session Description	Preparation Needed
<p>Session 4 Comic Book: <i>Underage Drinking—Consequences and Alternatives</i> 30 minutes</p>	<p>Students explore reasons why young people might drink alcohol and identify positive ways to handle such challenges without the use of alcohol.</p>	<ul style="list-style-type: none"> • Distribute session 4 comic book, one per student. • Copy Poster Fair Flyer 3, one per student, Spanish versions as needed. • Prepare one set of Character Match game cards for each group for the What’s-In-It-Minute game. • Prepare incentive prizes.
<p>Session 5: Post-Test and Beginning the Poster Projects 1 hour</p>	<p>Administer a multiple-choice post-test. Introduce the Poster Fair projects. Finalize project groups and their assignments. If time permits, have groups begin working on their projects.</p>	<ul style="list-style-type: none"> • Copy post-tests, one per student. • Prepare Poster Fair project handouts. • Prepare take-home folders or envelopes. • Prepare incentive prizes.
<p>Sessions 6 and 7: Poster Preparation <i>Optional, but recommended</i></p>	<p>Groups of students prepare their projects for the Poster Fair. Much of this may be done at home. Consider how much class time you wish to devote to this and what will work best for your class.</p>	<p>Teacher may choose from suggested resources: Internet access, telephone access, magazines, scissors, glue sticks, display boards, markers, pencils, rulers, clip boards, lined and unlined paper.</p>
<p>Session 8: Finishing Touches and Time Capsules 1 hour</p>	<p>Allow about half of this session for students to practice presenting their projects and apply any finishing touches. Students will work individually on their Time Capsules. Collect these for use next year during <i>Amazing Alternatives</i>.</p>	<ul style="list-style-type: none"> • Copy Time Capsule, one per student. • Provide envelopes for Time Capsules. • Plan for storage of Time Capsules. • Prepare incentive prizes.
<p>Poster Fair 1 hour</p>	<p>Students present their projects to friends and family. Community members may also be invited. Peer Leaders are publicly recognized for their service to the community.</p>	<ul style="list-style-type: none"> • <i>If someone else is in charge of your site’s Poster Fair, coordinate with that person.</i> • Prepare display area. • Prepare name tags and refreshments. • Copy Certificate of Excellence, one per student. • Copy Certificate of Leadership, one per Peer Leader. • Recruit volunteers as needed. • <i>Optional:</i> Create and copy programs.

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





Getting Ready to Teach *Slick Tracy*

The Role of the Teacher

As the teacher, you will be the Home Team coach for your class. Decide on a day and time (about thirty to forty minutes) for *Slick Tracy* each week. During this time, your job as the coach will be to

1. **MOTIVATE** and **EXCITE** students to do the program with their families.
2. **EXPECT** all students to participate, and **PROBLEM-SOLVE** with students if their families are unable to participate in Home Team activities. For ideas about how to connect every child with an appropriate Home Team adult, see pages 32–33.
3. **ANSWER** any questions the students might have about the program.
4. **DISCUSS** briefly the previous week's comic book and activities.
5. **REMIND** students to work on the program at home.
6. **HAND OUT** the next comic book.
7. **REMIND** students that they can bring in their scorecards for past weeks at any time during the program.
8. **ASSIST** Peer Leaders with their duties.
9. **DISTRIBUTE** incentives to students who return completed scorecards.
10. **ASK** students to bring in old magazines from home that can be used for their *Slick Tracy* Poster Fair projects.
11. **SUPERVISE** students as they work on their *Slick Tracy* Poster Fair projects during two or three in-class work periods.

The *Slick Tracy* Home Team Program is designed to be humorous and interesting to engage students and their parents. We hope you and your class enjoy the program. Your enthusiasm is the key to motivating positive student participation.

How Can I Prepare to Effectively Teach Slick Tracy?



First and foremost, make sure you have reviewed the curriculum. Use the classroom fidelity checklist, with target numbers, 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?

Slick Tracy is designed to be a user-friendly curriculum, but there may be times when you would like help. Peer Leaders can be a great resource to help you get materials ready, and having them assist you in this way can have multiple benefits. While building rapport with you, Peer Leaders can also gain additional social distinction and build enthusiasm for their role as Peer Leaders. Peer Leaders can also help by collecting scorecards from their group members and tallying the results on the class scoreboard.

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 to coordinate the *Slick Tracy* Poster Fair for you.

Will the Students Identify Effective Peer Leaders?

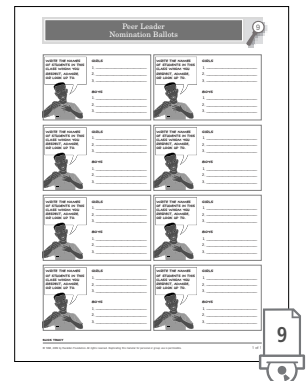
It is very important that the students select their own Peer Leaders, not the teacher. Peer Leaders are highly respected and admired students. By definition, they are identified by their peers. Peer Leaders appear to be more credible than teachers (or any adults) for teens as sources of social information concerning

alcohol use. (Teachers appear to be more effective as sources of factual information.) Our experience demonstrates that same-age Peer Leaders can effectively encourage appropriate participation. Each week after you review content, a Peer Leader will briefly introduce the new comic book. Peer Leaders will also lead their groups through several in-class activities.

Instructions for Peer Leader training follow in the next section of this manual. This training highlights key activities that will occur during the program. When Peer Leader training is completed, each Peer Leader will be awarded a Peer Leader Training Certificate.

What Is the Peer Leader Nomination Process?

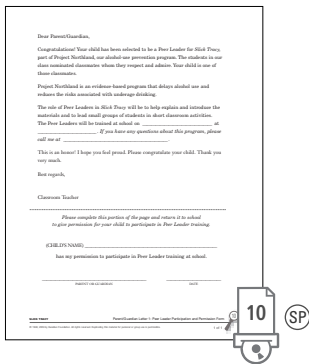
1. Designate five to ten minutes of class time *at least one week* before Peer Leader training for the nomination of Peer Leaders. This should be done after students have been together long enough to get acquainted with each other.
2. Ask students to write down the names of six students—three boys and three girls in the class whom they *respect, admire, and look up to*. **DO NOT** tell students that this is for an alcohol education program. Use either the ballots provided on your CD-ROM or plain paper.
3. Explain to students that they should make their own choices without getting ideas from other students. If students ask, it is okay if they select themselves.
4. Collect the students' ballots, and tally them at another time.



TEACHING TIP

It has been our experience that students who have experimented with alcohol are sometimes elected as Peer Leaders. *Do not veto the nomination of these students!* We have found that they often give the most convincing arguments for not drinking, and they may quit experimenting because of their new role as Peer Leaders.

5. Bearing in mind that *Slick Tracy* is designed for peer-led groups composed of four to five members each, plan for the appropriate number of Peer Leaders according to the number of groups needed for each class. Include one or two additional Peer Leaders for each class, in case a Peer Leader is absent. There is no need to distinguish these as alternates. Simply assign two Peer Leaders to one or two of your groups.
6. Tally the votes and record the names of the boys and girls who received the most votes. Except for rare situations in which you are absolutely positive that a nominated student will not work out (for example, if a nominee is moving out of state), these will be your Peer Leaders. If a chronically absent student is elected, be sure to assign an additional Peer Leader to that student's group.
7. Discreetly notify Peer Leaders individually of their selection, and congratulate them. Send Parent/Guardian Letter 1 home to Peer Leaders' families. Have Peer Leaders return their appropriately completed permission forms in a timely manner.
8. Respectfully announce the Peer Leaders' names to the class and explain that these students will assist you with a special program beginning soon. Do not mention anything about the type of program it will be. Ask the Peer Leaders to stand. Congratulate them, and tell them to see you about the time and place for Peer Leader training, where they will learn everything they'll need to know about how to be a Peer Leader.



 **TEACHING TIP**

It is best to individually notify each Peer Leader of his or her election. Brief private exchanges provide a good opportunity for you to congratulate the Peer Leader on being selected by the class and to clarify your expectation that he or she will succeed in this role. Also, this eliminates the possibility of a “contagion effect” if someone refuses to participate.

Considering Your Class

As with any program, you will want to consider the unique characteristics and dynamics of your class when planning to teach *Slick Tracy*. Class size, personalities, and special circumstances are relevant factors that you will need to take into account when planning for such aspects of the program as the following:

- How many groups will each class have?
- How many Peer Leaders will be needed?
- How will you transition the class to small groups?
- How will you use incentives and the scoreboard to motivate participation?
- Will you assign students to groups for the Poster Fair projects, or will you have them choose their groups?
- Who are the Home Team adults in your community?
If some parents cannot participate, which other family members or other adults could help these students?
- How many copies of Spanish materials do you need?
- Are there any other special challenges?

Ideas to guide you through each of these topics are outlined below.

Setting Up Small Groups

You will need to divide your class into small groups of four or five students each. When planning this, consider the personalities involved. If the class is sufficiently mature and respectful, you might choose to involve the Peer Leaders in selection of their group members during their training session. If you feel strongly that groups would be more productive and focused with certain students working together (or certain students separated), then decide on the groupings in advance of Peer Leader training, and assign a group to each Peer Leader.



TEACHING TIP

You may use the Planning Page for Peer-Led Classroom Groups that is on the CD-ROM.



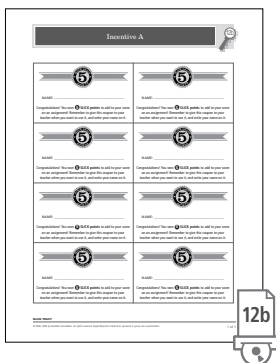
Transitioning to Small Groups

In this manual, classes transition to small groups at part 4 of each lesson. However, many groups of sixth graders are mature enough to work effectively in groups for longer periods of time. For classes that can handle this, you may want to transition to groups as early as part 2 or part 3 to reap such benefits as more leadership opportunities for each Peer Leader, more meaningful discussion time, and more student ownership of the program. In this case, each Peer Leader introduces each comic book to his or her own group during part 2. In part 3, Peer Leaders would lead their own groups through the new comic book, assuming the teacher’s role for this portion of the lesson.

Some teachers prefer that students assemble in their groups at the start of each lesson, so students are in groups during the whole-group discussion of part 1. Regardless of how much of the lesson students spend with their groups, it is important for the teacher to actively circulate among the groups to observe and monitor participation, pose probing questions, and support Peer Leaders as needed.

Incentives, the Scoreboard, and Participation

On the back of each *Slick Tracy* comic book is a scorecard for the Home Teams to complete and return, indicating to you that they have completed the activity booklet. A scoreboard is included in your *Slick Tracy* materials to help you track Home Team participation. It is recommended that teachers reward student participation by providing a small prize to students when they return their completed Home Team scorecards. The scoreboard and incentive prizes are intended to motivate student participation and generate enthusiasm. Resources and suggestions for inexpensive incentive prizes are included on your CD-ROM.



Some teachers prefer posting group tallies, rather than individual tallies, on the scoreboard. This can maximize all students' feeling of inclusion and minimize any feelings of exclusion experienced by students who either have legitimate reasons why they complete assignments late or who face substantial challenges in getting their adults to participate. Each Peer Leader may facilitate choosing a fun name for his or her group, and this name can be listed on the chart, building enthusiasm and team spirit among Peer Leader groups. Also, team tallies sometimes encourage greater accountability and participation. Individuals who tend not to complete assignments on their own may be eager to do so in order to earn points for their teams.

Some teachers choose not to use the scoreboard at all, keeping their Home Team participation records on a clipboard or in a grade book. Consider which option might work best with your students. In choosing what strategy will be most effective, consider factors such as the following:

- Is it reasonable to assume that your students, especially the Peer Leaders, will have good Home Team participation?
- How competitive do your students tend to be?
- Do they generally find competition to be motivating and positive?
- Are there individual students who might be negatively affected by seeing participation records posted publicly?
- How might social norms in your classroom be influenced if students see participation records posted?

Many teachers find the scoreboard to be a fun and helpful tool for tracking and managing Home Team participation, but only you will make the best decision regarding its use for your class.

Student Name	Week 1	Week 2	Week 3	Week 4	Total



The scoreboard poster is included with your *Slick Tracy* materials for you to use in the way best suited to the needs of your class.

Grouping Students for the Poster Fair Projects

Groups of two to three students will collaborate on the Poster Fair projects. Decide how best to group your students for this and how best to assign a topic to each group. Do you want to prepare group and topic assignments in advance, or do you want to give your students choices in how their groups will be formed? You may print the Poster Fair Groups Planning Form from the CD-ROM.

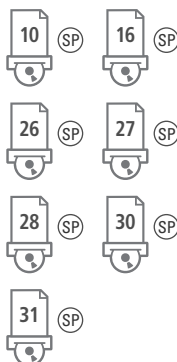


Who Are the Home Team Adults?

Although the *Slick Tracy* comic books were originally designed for students to experience with their parents, we know that many children are cared for by people who are not their biological or adoptive 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. Please consult the Family Involvement tips on pages 32–33 for ideas about how you may ensure that each student in your class connects with an appropriate adult for the Home Team activities.

Spanish Materials

Spanish versions of all Parent/Guardian Letters and Poster Fair Flyers are included on your CD-ROM. Spanish versions of the comic books are also available. Please make these available to all families whose primary language in the home is Spanish. Spanish-speaking students may take these home and use English-language versions with their peers in class. You may wish to consult with the English Language Learner (ELL) coordinator for your site regarding which families would benefit from Spanish-language materials at home. ELL teachers may also be willing to support your implementation of *Slick Tracy* by using the Spanish comic books in their classes.



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, or have difficulty with, identifying appropriate Home Team adults.
- You might overhear students discussing, or even flaunting, drinking experiences.
- A student caring for a parent with alcoholism at home may approach you for help.

Students often do not understand their own situations 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 such concerns.** To whom and in what situations are you required to report? 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

IMPLEMENTATION HIGHLIGHT

“When asked if they would drink in the next 12 months, 75 percent of Project Northland 8th graders rated themselves . . . [unlikely to drink] while 57 percent of comparison group 8th graders did the same.”

WILDER RESEARCH (MINNESOTA)



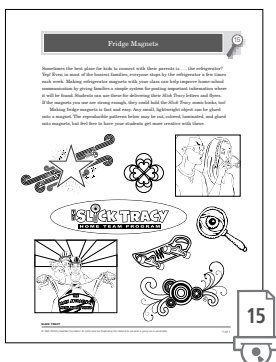
in danger. You may also want to consult the additional resources listed on your *Slick Tracy* CD-ROM.

- You are one person, and there are limits on what you can accomplish. As the teacher, you are doing your job by teaching *Slick Tracy*, 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 want to do more, but make sure that the expectations you place upon yourself are reasonable.

Family Involvement

It is important that every student participates in Home Team activities with the support of a significant adult (a Home Team adult). Some students in your class may not have a parent who can participate in the *Slick Tracy* Home Team Program. Some may find it challenging to enlist the participation of the significant adults in their lives. The following suggestions are intended to help you ensure that each student has access to an appropriate adult or alternative support (like a responsible older sibling or cousin) for Home Team activities:

1. If Home Team adults have especially busy schedules, suggest that students arrange a specific time to work on the program with their Home Team adult each week. Have the student identify times when they are usually together, maybe meal-times, and plan ahead to schedule around that time. There is a section on the back of each comic book, below the scorecard, to help students schedule time with their families. Encourage them to use it.
2. Make *Slick Tracy* refrigerator magnets, or give each student a purchased refrigerator magnet, to facilitate family communication. Students can use the magnets to post their assignments in the same place each week to keep track of their materials and establish a homework routine. Discount stores often sell



packs of magnet clips that do a nice job of holding heavier items, like the comic books.

3. Let students and their families know that they do not need to complete each booklet at one sitting. Each booklet takes about thirty minutes to complete at home. For some, it may be easier to find two fifteen-minute sessions or three ten-minute sessions than one thirty-minute session to get together.
4. Be very clear from the onset that *students can do this program with any significant adult in their lives*, such as a grandparent or other relative, after-school care provider, mentor, or neighbor. You may use the permission form provided on your CD-ROM to have students get parent/guardian permission for such arrangements.
5. Allow students to complete the program along with a close friend's family.
6. Students may work with a counselor, other school staff member, school volunteer, student teacher, or after-school staff person. You may want to recruit these people beforehand, so you'll have them ready and available when your students need them.
7. If you have the time and nobody else is available, a small group of students may work together under the teacher's supervision.

Be flexible and ensure that students are not stigmatized if they have to complete the *Slick Tracy* Home Team Program with someone other than their parents. Remember, the goal is 100 percent student participation!

IMPLEMENTATION HIGHLIGHT

"My sister laughed so much I could hardly read it!"

SIXTH GRADER WHO ENJOYED SHARING THE COMIC BOOKS AT HOME (MINNESOTA)



Preparing Materials

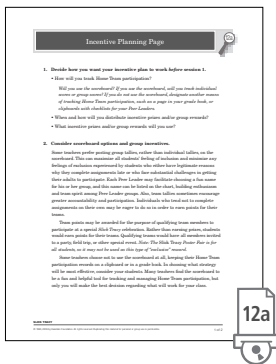
If helpers (such as Peer Leaders or other volunteers) are available, have them help prepare your materials. Most of the time, Peer Leaders rise to the occasion when asked to help in this way. Or you may have a Project Northland coordinator who prepares, organizes, and distributes all materials needed at your site. Either way, planning ahead and making a few basic choices before the program starts will ensure that you have the materials you need on hand later. Below are some tips and choices for preparing the following materials:

- scorecards, the scoreboard, and incentives
- teacher materials and organization
- Peer Leader materials
- game cards
- student materials
- take-home packets, including parent materials and comic books
- Time Capsules

Scorecards, the Scoreboard, and Incentives

Regardless of whether you choose to track Home Team participation on the scoreboard or someplace less public, make sure that all students who return completed scorecards from the back page of their activity booklets are rewarded promptly.

Enlist your Peer Leaders to help collect scorecards, to record Home Team participation for their group members, and to help distribute incentive rewards. Plan your class procedures for doing this before the first lesson so you will be able to explain them clearly. You may use the scorecards, scoreboard, and resources on the CD-ROM to plan and organize your ideas.





TEACHING TIP

Designate a centrally located spot where students will return their weekly scorecards. You might choose to staple a large envelope under the classroom scoreboard, or position a basket or box on your desk. Remember, you can have Peer Leaders help with this!

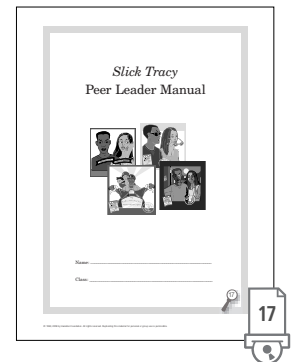
Teacher Materials and Organization

You may find it helpful to prepare a file box to store the materials you will need for *Slick Tracy*, organized according to the sessions listed in the Session Descriptions and Preparation chart on pages 20–21. You can also use that chart, or the Materials Needed section on the first page of each session, as a checklist of the items you will need. If you have a Project Northland coordinator, that person might provide your file box, prepared for you with tabs, folders, and photocopies already organized. Be sure to use a checklist either way, to make sure everything will be handy when you need it.

Peer Leader Materials

The Peer Leader Manual is found on your CD-ROM. Print and photocopy this prior to your Peer Leader training session. You should make one copy for each Peer Leader, one copy for yourself, and a few extra copies. Staple or bind each manual.

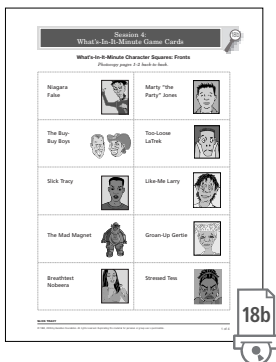
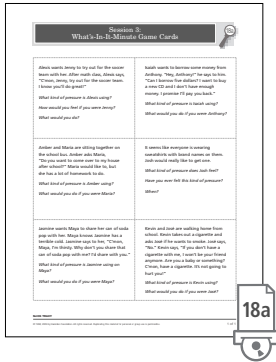
Some teachers prefer to store these manuals in the classroom, rather than send them home with Peer Leaders after training, because they will be needed during *Slick Tracy* lessons, and students may forget to bring them back. If you choose to store these manuals in class, be sure to send home extra copies of materials the students need to review before class. If you send the manuals home, you might prepare a few extra copies of materials Peer Leaders will need for class time, just in case anyone forgets his or her manual.



Also, some facilitators like to give each Peer Leader a small wearable trinket to physically distinguish them in class. If desired, items such as bracelets, hats, or badges can either be made by the Peer Leaders during their training or purchased.

Game Cards

For the third and fourth *Slick Tracy* classroom sessions, it is a good idea to have precut, laminated sets of the game cards prepared ahead of time in separate plastic bags. You may even want to photocopy the cards onto card stock instead of regular paper, so they last longer for use with multiple classes. The game cards are all included on your CD-ROM. After you do the photocopying and laminating, Peer Leaders can help with cutting and sorting sets of cards into bags.



Student Materials

Storing each student's *Slick Tracy* handouts in file folders that you keep in class has two benefits. First, if you are choosing to grade students' work, you have easy access to it. Second, you can staple or bind the materials in each folder, making a packet or booklet to send home when *Slick Tracy* is completed. If you prefer to send students' work home sooner, that's fine, too. *Note: Do not save Slick Tracy comic books in these folders; send these home weekly for Home Team participation.*

Take-Home Packets, Including Parent Materials and Comic Books

It is recommended that you use two-pocket folders, large envelopes, or large self-sealing plastic bags to create a *Slick Tracy* take-home packet for each student. Students' names and classrooms should be printed on the fronts of their packets. Direct students to transport their *Slick Tracy* materials to and from home in these. Peer Leaders can help collate packets for their group members each week. After the Home Team portion of *Slick Tracy* is completed, students can continue to use these folders to organize materials for their Poster Fair projects.

Time Capsules

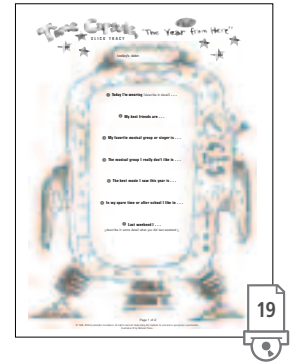
At the end of session 8, you will have the students complete their *Slick Tracy* Time Capsules in class. These include personal reasons for not drinking alcohol. Time Capsules are kept confidential in sealed envelopes, and they are returned to the students during *Amazing Alternatives* in seventh grade. They provide seventh graders with a glimpse back at their younger selves—what they wore, activities they enjoyed, and beliefs they held during *Slick Tracy*. Since each student's Time Capsule gets sealed in its own private envelope, be sure that all students put both their first and last names on the outside. Also, check into your site's policy for storing these and for transferring them to the seventh grade teachers. More information about Time Capsules is included in the background information for session 8 on page 122.

Assessment

To assist with grading, a questionnaire and a project-grading rubric are provided. It is a good idea to administer the questionnaire as a pre-test before the first session and re-administer it as a post-test after the fourth session to measure learning. You may use the grading rubric to assess the Poster Fair projects. Copies of these materials and the answer key for the pre-/post-test are on the *Slick Tracy* 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 baseline data about students' attitudes and behaviors before you begin teaching *Slick Tracy*. Then this information can be compared to data collected from the students at later points to help determine the impact of Project Northland in your community and to help identify areas in which implementation may be improved. There are other evaluation items you might use, too. These tools are included with the Project Northland *Program Guide* for program administrators.



20b



21a



Your administrator may ask you to help with the evaluation. For example, you might help with a confidential survey of student attitudes and behaviors for your class. If used, this survey needs to be kept absolutely confidential. Students are not to write their names on these, and teachers are never to read them. Your evaluator may want to use a code to match pre- and post-tests. Student identification numbers may be used, but please remember not to translate coded surveys for teacher use.

Although program evaluation may seem like a luxury, or 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.

Who's Dick Tracy?

Slick Tracy is a play on the famous cartoon detective Dick Tracy. If your students know anything about Dick Tracy, they may have been introduced to him when their family rented Warren Beatty's 1990 film rendition. The original Dick Tracy comic strip, created by Chester Gould, was distributed by the Chicago Tribune Syndicate from 1931 to 1977, and the strip continues to be drawn by Dick Locher and distributed daily. As stated by author Stephen Becker, "Dick Tracy was the daddy of all cops-and-robbers strips."¹



The legendary tech-savvy police detective—a quintessential “good guy”—was so popular that he spawned four feature films, radio programs, several series of film shorts, a video game, and both live action and animated television series. During a 1945 newspaper delivery strike, New York mayor Fiorello H. La Guardia read the beloved strip aloud over the radio. One hallmark of the strip was its physically grotesque villains, like Al “Big Boy” Caprice, Flattop, and others.

Project Northland's character Slick Tracy is also a detective hero. Like his famous predecessor, Slick works to correct the injustices caused by a cadre of grotesquely caricatured evildoers: Niagara False, the Buy-Buy Boys, and Mad Magnet. Although

the characters are entertaining for Project Northland students and their families regardless of whether they see these parallels, some teachers like helping students make connections to the original Dick Tracy. For ideas that introduce today's kids to this American pop icon *before* you begin the *Slick Tracy* curriculum, see Introducing Dick Tracy on the CD-ROM.



. . .

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. 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

SlickTracy

The first of the Project Northland curricula, **SlickTracy** includes activities involving peer leaders, family-friendly comic books, an exciting poster fair, and popular artwork. **SlickTracy** makes learning at home, in the classroom, and in the local community exciting and memorable.

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.

Cover design: Terri Kinne



Hazelden®

hazelden.org
800-328-9000

Order No. 2832