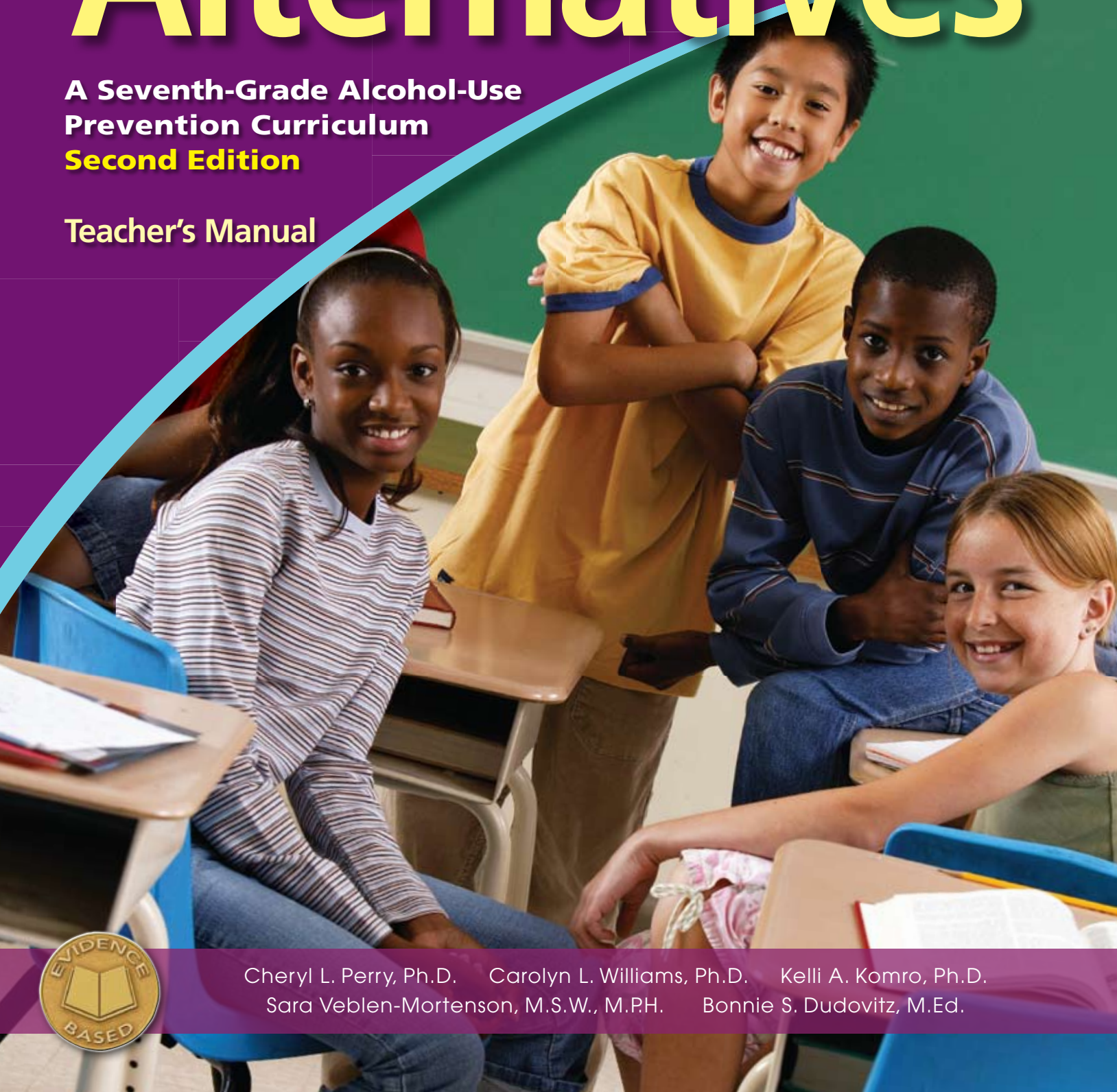


Amazing Alternatives

**A Seventh-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 ■



Amazing Alternatives

A Seventh-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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Slick Tracy art by Glenn Quist

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 *Amazing Alternatives*, the second 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 *Amazing Alternatives* 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 lesson handouts, templates, and parent/guardian letters that accompany the *Amazing Alternatives* 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 *Amazing Alternatives* 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 disk 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 *Amazing Alternatives* CD-ROM, please see pages 129–131 of this manual. This list is also included on your CD-ROM.



How to Use the Audio CD

This manual also comes with an audio CD. This approximately 68-minute recording provides important content for each lesson. When you see this icon , it means the audio recording should be used. (Scripts of all audio materials are provided on the CD-ROM.)

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 *Amazing Alternatives*!

Amazing Alternatives is the seventh-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 complete list of research articles can be found on the accompanying CD-ROM. Research has shown that, in addition to effectively achieving its alcohol-use 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?

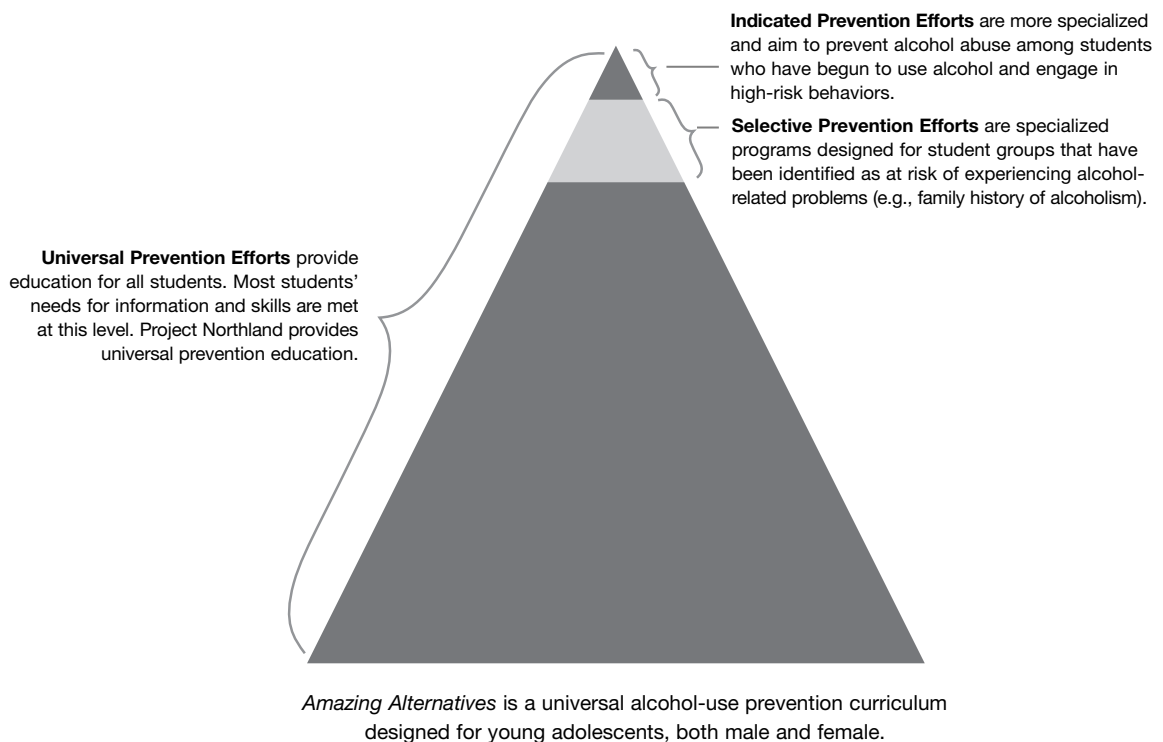
Project Northland is a nationally recognized alcohol-use prevention program. The four Project Northland curricula include *Slick Tracy*, *Amazing Alternatives*, *Power Lines*, and *Class Action*. They are supported by a *Program Guide* for administrators and program coordinators. Project Northland was 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



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 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.

Your students live within communities that include local governments, law enforcement, merchants, media, faith-based organizations, 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. 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 interventions for grades six through twelve provide 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

*“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)

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.

Amazing Alternatives is a universal alcohol-use prevention curriculum designed for seventh-grade students, both male and female. *Amazing Alternatives* 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 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 had never drank alcohol at the beginning of sixth grade showed 50 percent less marijuana use and 37 percent less cigarette use by the end of eighth grade.⁵



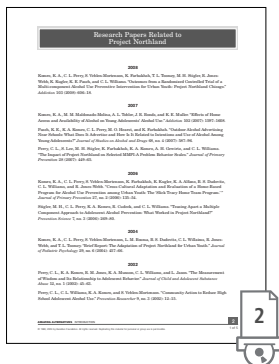
RESEARCH FACT

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

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 parents 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.



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. . . . Fifty-six percent of Project Northland eighth graders responded . . . [a lot or enough] support from their friends compared with 44 percent of the comparison group.

“Also, 44 percent of Project Northland eighth graders rate support from other students not to use . . . [a lot or enough] while 22 percent of the comparison group do the same.”

WILDER RESEARCH (MINNESOTA)⁸

What Is Amazing Alternatives?

Amazing Alternatives introduces seventh graders to “virtual classmates” through a continuing audio drama. Eight forty-five-minute classroom sessions include peer-led experiential activities. The primary goal of the program is to delay the onset of youth alcohol use.

Weekly audio recordings feature the ongoing story of four seventh-grade students facing challenges that are typical at this age. These virtual classmates capture the interest of seventh graders and reflect many of their concerns regarding alcohol use. The story helps students gain perspective on real-life issues.

Peer Leaders are nominated by the students and trained by an adult prior to the first classroom session. They learn to effectively facilitate group discussions, games, problem-solving challenges, and role plays. These peer-led activities teach students to identify and resist influences to use alcohol. The purpose is to change the acceptability of alcohol use and to encourage alcohol-free alternatives.

Home Team materials are sent home weekly to help engage parents, caregivers, and other key adults. The Home Team materials encourage communication and involvement from parents and other guardians. Four of these are entirely informational pieces designed for adults. The remaining four also include mazes and activities that promote fun family interaction and important discussions.

The materials needed to implement *Amazing Alternatives* 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 129–131 or on the CD-ROM. Items for you to consider prior to teaching *Amazing Alternatives* are detailed in the Getting Ready to Teach *Amazing Alternatives* section of this manual.

On the first page of each lesson, you will find a description of the session with learner outcomes and an at-a-glance summary

IMPLEMENTATION HIGHLIGHT

“I like the discussion that the tapes initiate in class.”

CRIME PREVENTION OFFICER
(VERMONT)

IMPLEMENTATION HIGHLIGHT

“The seventh graders really seem to appreciate that Amazing Alternatives is all about them.”

COMMUNITY COALITION
COORDINATOR (MINNESOTA)

AMAZING ALTERNATIVES CD-ROM MATERIALS	
Session	Materials
1	Amazing Alternatives CD-ROM Manual
2	Amazing Alternatives CD-ROM Manual
3	Amazing Alternatives CD-ROM Manual
4	Amazing Alternatives CD-ROM Manual
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100	Amazing Alternatives CD-ROM Manual

of all the lesson parts, followed by checklists of all the materials and preparation needed. There is also 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 Amazing Alternatives

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

Why Is Alcohol the Drug Targeted by Amazing Alternatives?

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,⁹ and for many, initiation of use occurs prior to age thirteen.¹⁰ Results from the 2007 nationwide Youth Risk Behavior Survey suggest that nearly one-quarter of youth begin drinking alcohol before age thirteen.¹¹ By eighth grade, 39 percent of youth report having used alcohol in their lifetime, and 16 percent used in the past month.¹² 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.¹³

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

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)

drug use throughout adolescence and into adulthood.¹⁴ Some argue that early exposure to alcohol and other drugs is not the cause of later problems, but rather a result of a childhood history of conduct disorders.¹⁵ 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.¹⁶

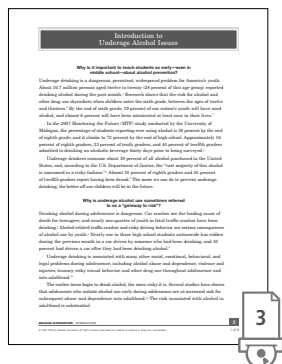
Recent research on brain growth and development presents other compelling reasons to reduce the number of teens who drink alcohol. Contrary to past beliefs, tremendous development and maturation occurs in the brain during the second decade of life. These changes are believed to be related to important 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.¹⁷ The limbic system, which includes the septal area, hippocampus, and amygdala, increases in volume during adolescence.¹⁸ 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.¹⁹

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

IMPLEMENTATION HIGHLIGHT

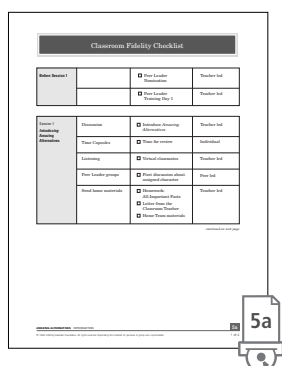
"Our results show significant positive change in kids' perception that alcohol is harmful and in their knowledge about alcohol."

GRANTS MANAGER AND SAFE AND DRUG-FREE SCHOOLS SPECIALIST (NORTH CAROLINA)



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 for the family, school, and community to provide environments conducive to no-use norms.²⁰ 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 changes to meet the unique needs of your classes, but there are key features of the model that need to be followed. Consulting the classroom fidelity checklist 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 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)

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 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—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 graders with *Slick Tracy* and eighth graders in the *Power Lines* curriculum.

- ***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

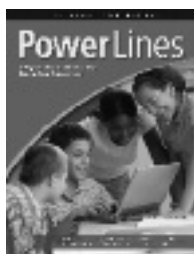
IMPLEMENTATION HIGHLIGHT

“The peer influence scale measures the likelihood that students are or will be influenced by their friends to drink alcohol. . . . Eighth graders’ post-survey score (25.61) is better than the eighth-grade comparison group (32.54), which indicates the Project Northland group as a whole is less influenced by their friends to drink alcohol.”

WILDER RESEARCH (MINNESOTA)²¹



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.



- ***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*

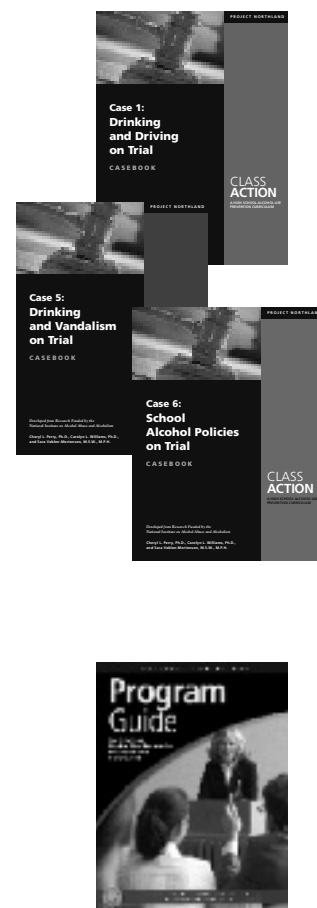
- Drinking and Violence on Trial: *Benton v. Dempsey*
- Date Rape on Trial: *Allen v. Block*
- Drinking and Vandalism on Trial: *Brown v. The Bixby Festival Planning Committee*
- School Alcohol Policies on Trial: *Hunt v. Wilson*

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?

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

• • •



IMPLEMENTATION HIGHLIGHT

Wilder Research asked students how many of their friends use different substances and how many of their friends have asked them to use different substances. Students in South St. Paul, Minnesota, responded by using a rating scale ranging from 1, meaning “none,” to 5, meaning “almost all.” For most questions, 97 percent of Project Northland students reported a 1 or 2, compared to 68 percent of the comparison group.²²

Amazing Alternatives Scope and Sequence

	Session 1: <i>Introducing Amazing Alternatives</i>	Session 2: <i>Consequences of Using Alcohol</i>	Session 3: <i>Alternatives to Using Alcohol</i>	Session 4: <i>"No" Techniques</i>
Students will . . .	<ul style="list-style-type: none"> • Describe ways they have changed since sixth grade • Describe how pressures to use alcohol have changed since sixth grade 	<ul style="list-style-type: none"> • Review important facts related to underage alcohol use • Review reasons why some people their age use alcohol • Define the word <i>consequence</i> • Review negative consequences of underage alcohol use 	<ul style="list-style-type: none"> • Describe an adult's perspective on the negative consequences of alcohol use • Explain ways seventh graders are influenced to try alcohol • Identify positive alternatives to using alcohol 	<ul style="list-style-type: none"> • Explain ways people their age are influenced to use alcohol • Identify positive, assertive ways to resist offers of alcohol • Practice saying "no" to alcohol
Home Team Adults get . . .	<ul style="list-style-type: none"> • Information about the program and an activity to help teens and adults discover how much they know about each other 	<ul style="list-style-type: none"> • Information, tips, and an interactive maze 	<ul style="list-style-type: none"> • Information and tips about making sure teens are supervised after school and an interactive maze 	<ul style="list-style-type: none"> • Information, tips, and an activity to help busy adults monitor their teens

Amazing Alternatives Scope and Sequence *continued*

	Session 5: Decision Making	Session 6: After the Party	Session 7: Advertising	Session 8: The Amazing Alternatives Maze
Students will . . .	<ul style="list-style-type: none"> • Identify reasons why some people their age use alcohol • Discuss, compare, and assess ways to effectively resist pressures to use alcohol 	<ul style="list-style-type: none"> • Identify negative consequences that show why a seventh grader should not drink alcohol • Understand that one person's alcohol use affects other people • Review methods the alcohol industry uses to attract drinkers • Define the word <i>media</i> 	<ul style="list-style-type: none"> • Interpret different types of alcohol advertisements and promotions • Identify false messages in alcohol advertising • Develop advertising tactics for promoting healthy alternatives 	<ul style="list-style-type: none"> • Define the word <i>alternative</i> • Understand that alcohol use can get in the way of personal goals • Practice finding positive alternatives to alcohol use • Establish short-term goals for staying alcohol free
Home Team Adults get . . .	<ul style="list-style-type: none"> • Information about media messages and an interactive maze 	<ul style="list-style-type: none"> • Tips, ideas, and an activity to help families discover false messages in advertising and other media 	<ul style="list-style-type: none"> • Information and tips about setting limits and an interactive maze 	<ul style="list-style-type: none"> • Information, tips, and an activity to help create effective family rules to keep teens safe and alcohol free

Meeting National Academic Standards with *Amazing Alternatives*

Using *Amazing Alternatives* will help you meet these national academic standards, reprinted here with permission:²³

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
- take action to implement a decision, monitor progress, and adjust when needed

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.

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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Amazing Alternatives Session Descriptions and Preparation


Here is an overview of the preparation you'll need to do to conduct each 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. Tally nominations. Inform Peer Leaders of their nomination and send the <i>Amazing Alternatives</i> Letter to Parents of Peer Leaders.	<ul style="list-style-type: none"> • Copy ballots or provide blank paper. • After tallying votes, copy and send the <i>Amazing Alternatives</i> Letter to Parents of Peer Leaders.
Peer Leader Training Day 1 <i>3+ hours</i>	Familiarize Peer Leaders with each week's activities. Have Peer Leaders practice leading small-group activities. Give Peer Leaders tips for leading effectively. 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 Manuals, one per Peer Leader. • Get the <i>Amazing Alternatives</i> audio CD and a CD player. • See pages 36–37 for additional materials needed. <p><i>If someone else is in charge of Peer Leader training for your site, be sure to coordinate with that person.</i></p>
Before Session 1 <i>15–20 minutes</i>	<p>About a week prior to session 1, send home the <i>Amazing Alternatives</i> Letter from the Principal.</p> <p>If you plan to use the questionnaire as a pre-test, be sure to administer it before the program begins.</p>	<ul style="list-style-type: none"> • Copy and send the <i>Amazing Alternatives</i> Letter from the Principal. • <i>Optional:</i> Copy the <i>Amazing Alternatives</i> Questionnaire, one per student.
Session 1: Introducing <i>Amazing Alternatives</i> <i>45 minutes</i>	<p>Introduce the class to <i>Amazing Alternatives</i>, their Peer Leaders, and their new “virtual classmates.” Play the first installment of the recorded story.</p> <p>Assign students to peer-led groups, and assign a character to each group.</p> <p>Facilitate students' first transition to <i>Amazing Alternatives</i> peer-led groups.</p> <p>Support Peer Leaders in their first small-group discussions about the recorded audio drama.</p> <p>Distribute The All-Important Facts Game homework, <i>Amazing Alternatives</i> Letter from the Classroom Teacher, and Session 1 Home Team materials.</p>	<ul style="list-style-type: none"> • Get the <i>Amazing Alternatives</i> audio CD and a CD player. • Get the <i>Slick Tracy</i> Time Capsules for your class. • Copy one per student: <ul style="list-style-type: none"> – Session 1 Scripts – The All-Important Facts Game homework – <i>Amazing Alternatives</i> Letter from the Classroom Teacher – Session 1 Home Team materials • Make extra copies of Peer Leader Sheets 1 and 2. • Make extra copies of the <i>Slick Tracy</i> Time Capsule. • Have new students each complete a <i>Slick Tracy</i> Time Capsule. • Have Peer Leaders bring their Peer Leader Manuals.

Session Title	Session Description	Preparation Needed
Session 2: Consequences of Using Alcohol 45 minutes	<p>Facilitate The All-Important Facts Game.</p> <p>Lead the class in a discussion about the consequences of alcohol use.</p> <p>Play the next installment of the recorded story.</p> <p>Facilitate Peer Leaders' small-group discussions as needed.</p> <p>Distribute homework and Home Team materials.</p>	<ul style="list-style-type: none"> • Set up The All-Important Facts Game <i>ten minutes before class</i>. • Copy one per student: <ul style="list-style-type: none"> – Session 2 Scripts – Adult Interview homework – Session 2 Home Team materials • Make extra copies of Peer Leader Sheet 3. • Get the <i>Amazing Alternatives</i> audio CD and a CD player. • Have Peer Leaders bring their manuals.
Session 3: Alternatives to Using Alcohol 45 minutes	<p>Facilitate student sharing of Adult Interview homework results.</p> <p>Lead a class discussion about why five <i>Slick Tracy</i> characters used alcohol, and help the class come up with positive alternatives for each character.</p> <p>Play the next installment of the recorded <i>Amazing Alternatives</i> story.</p> <p>Facilitate Peer Leaders' small-group discussions as needed.</p> <p>Distribute Home Team materials.</p>	<ul style="list-style-type: none"> • Get the <i>Amazing Alternatives</i> audio CD and a CD player. • Get the <i>Slick Tracy</i> character poster. • Copy one per student: <ul style="list-style-type: none"> – Session 3 Scripts – Session 3 Home Team materials • Make extra copies of Peer Leader Sheets 4 and 5. • Have Peer Leaders bring their manuals. • Have students bring their <i>completed</i> adult interviews.
Session 4: “No” Techniques 45 minutes	<p>Support Peer Leaders in conducting a small-group activity about refusal skills.</p> <p>Play the next installment of the recorded story.</p> <p>Support Peer Leader's small-group discussions. Facilitate sharing of group work.</p> <p>Support Peer Leaders in facilitating role plays in their small groups.</p> <p>Facilitate sharing of role plays and lead discussion as time permits.</p> <p>Distribute Home Team materials.</p>	<ul style="list-style-type: none"> • Get the <i>Amazing Alternatives</i> audio CD and a CD player. • Copy one per student: <ul style="list-style-type: none"> – Session 4 Scripts – The No's Have It! handout – Session 4 Role-Play Scripts – Session 4 Home Team materials • Make extra copies of Peer Leader Sheets 6 and 7. • Have Peer Leaders bring their manuals.

Session Title	Session Description	Preparation Needed
Peer Leader Training Day 2 <i>1½ hours</i>	<i>Peer Leader Training Day 2 takes place any time between sessions 4 and 7.</i>	<ul style="list-style-type: none"> • Have Peer Leaders bring their manuals. • Get the <i>Amazing Alternatives</i> audio CD and a CD player. • See pages 36–37 for additional materials needed. <p><i>If someone else is in charge of Peer Leader training for your site, be sure to coordinate with that person.</i></p>
Session 5: Decision Making <i>45 minutes</i>	<p>With the class seated in their peer-led groups, play this week's audio, one character at a time.</p> <p>Pause the CD after each character to discuss how he or she could handle situations in the story.</p> <p><i>Be sure the class hears and discusses all four characters.</i></p> <p>Briefly introduce the advertising handout.</p> <p>Assign homework and distribute Home Team materials and Session 5 Homework Reminder.</p>	<ul style="list-style-type: none"> • Get the <i>Amazing Alternatives</i> audio CD and a CD player. • Copy one per student: <ul style="list-style-type: none"> – Session 5 Scripts – The Ways Advertising Gets Us handout – Session 5 Homework Reminder – Session 5 Home Team materials
Session 6: After the Party <i>45 minutes</i>	<p>Play the next installment of the recorded story.</p> <p>Pause the CD after the first character has spoken and lead a discussion about what she revealed.</p> <p>Play the rest of this week's audio.</p> <p>Lead a discussion about the other characters.</p> <p>Facilitate a partner activity about advertising and media influences.</p> <p>Distribute Home Team materials.</p>	<ul style="list-style-type: none"> • Get the <i>Amazing Alternatives</i> audio CD and a CD player. • Copy one per student: <ul style="list-style-type: none"> – Session 6 Scripts – Taking a Close Look at Advertising handout – Session 6 Home Team materials • Have Peer Leaders bring their manuals. • Remind students to bring advertisements to class.

Session Title	Session Description	Preparation Needed
Session 7: Advertising <i>45 minutes</i>	<p>Play the next installment of the recorded story.</p> <p>Present media images.</p> <p>Facilitate Peer Leaders' advertising activity as needed.</p> <p>Facilitate sharing of group work.</p> <p>Distribute homework, envelopes, and Home Team materials.</p>	<ul style="list-style-type: none"> • Get the <i>Amazing Alternatives</i> audio CD and a CD player. • Get one envelope per student. • Prepare images 1–5 and have an appropriate projector. • Copy one per student: <ul style="list-style-type: none"> – Session 7 Scripts – Session 7 Home Team materials – <i>Amazing Alternatives</i> Time Capsule homework • Make extra copies of Peer Leader Sheet 8. • Have Peer Leaders bring their manuals.
Session 8: The <i>Amazing Alternatives</i> Maze <i>45 minutes</i>	<p>Assign small maze.</p> <p>Lead whole class in Large Maze Activity.</p> <p>Play the final installment of the recorded story.</p> <p>Facilitate Peer Leaders' small-group discussions as needed.</p> <p>Lead whole class in Public Commitments activity.</p> <p>Distribute Home Team materials.</p>	<ul style="list-style-type: none"> • Get the <i>Amazing Alternatives</i> audio CD and a CD player. • Get easel paper or other large paper. • Print and prepare the Walk This Way Large Maze and Footsteps. • Copy one per student: <ul style="list-style-type: none"> – Session 8 Scripts – 1 of each of the four kinds of footsteps – Session 8 Home Team materials • Make extra copies of the <i>Amazing Alternatives</i> Time Capsule. • Have Peer Leaders bring their manuals.
After This Session:	<p>Arrange for transfer of Time Capsules to the eighth-grade teachers in accordance with procedures at your site.</p>	

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



Getting Ready to Teach *Amazing Alternatives*

The Role of the Teacher

As the teacher, you will be the *Amazing Alternatives* coach for your class. Decide on a day and time (allowing forty-five minutes per session) for *Amazing Alternatives* 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 page 31.
3. ANSWER any questions the students might have about the program.
4. LEAD whole-class discussions.
5. REMIND students to work on the program at home.
6. HAND OUT materials as needed.
7. ASSIST Peer Leaders with their duties.

Amazing Alternatives is designed to engage students, and we hope you and your class enjoy the program. Your enthusiasm is the key to motivating positive student participation. Many of the activities are student led, but the role of the teacher is critical. The teacher must guide the process to ensure that the lesson plans are followed, and the teacher's enthusiasm has much influence over program effectiveness.

The image shows a 'Classroom Fidelity Checklist' form. It has a header section with a title and a table with two columns: 'Teacher' and 'Observer'. Below this is a section titled 'Classroom Fidelity Checklist' with a table that has three columns: 'Item', 'Teacher', and 'Observer'. The table contains several rows of items related to classroom management and instruction. A sticky note with the number '5a' is attached to the bottom right corner of the form.

How Can I Prepare to Effectively Teach Amazing Alternatives?

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

Amazing Alternatives 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.

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?

Will the Students Identify Effective Peer Leaders?

It is very important that the students, not the teacher, select their own Peer Leaders. Peer Leaders are highly respected and admired students. By definition, they are identified by their peers. For teens, same-age peers appear to be more credible than teachers (or any adults) as sources of social information concerning alcohol use. (Teachers appear to be more effective as sources of factual information.) The purpose of *Amazing Alternatives* is to change the social acceptability of alcohol use, so Peer Leaders are especially important during this program.

Peer Leaders facilitate several activities in class, including small-group discussions, brainstorming sessions, and role plays. Teachers introduce, monitor, and summarize peer-led activities.

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)

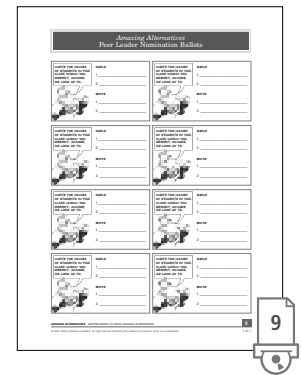
Experience with *Amazing Alternatives* has shown that Peer Leaders fulfill their duties capably and enhance the success of the curriculum.

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 four students—two boys and two 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.
5. 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.



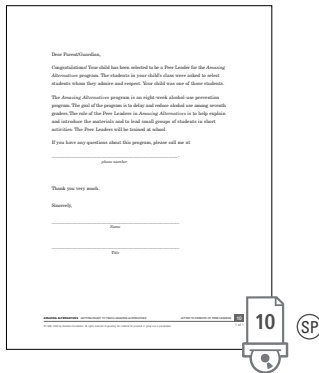
TEACHING TIP

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.



TEACHING TIP

Amazing Alternatives is designed specifically for four peer-led groups per classroom, with each group composed of four to seven members. At times, each group will focus on one of the four main characters in the audio drama. If your class is larger than twenty-eight students, your Peer Leader groups may be larger than seven. Alternatively, with a very large class, you might create eight groups and have two groups focus on each of the four characters.



6. Include about 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. If a chronically absent student is elected, be sure to assign an additional Peer Leader to that student's group.
7. Discreetly notify each Peer Leader of his or her selection, and congratulate him or her. Send the Letter to Parents of Peer Leaders 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.



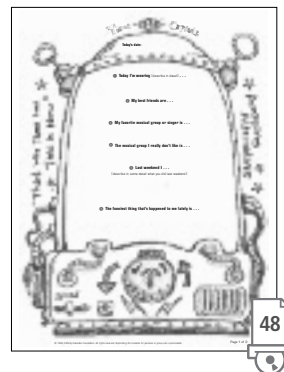
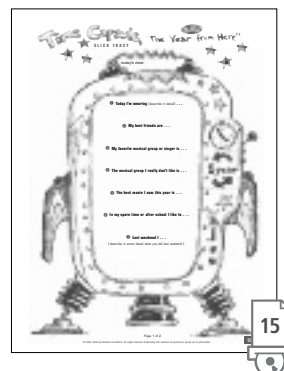
TEACHING TIP

It is best to individually notify each Peer Leader of his or her selection. 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.

Time Capsules

Before session 1, see the sixth-grade teachers or your site coordinator to get the Time Capsules that your students created during *Slick Tracy*. Keep the Time Capsules sealed in their envelopes, with your students' names on the outside, to keep them private. Prior to session 1, you may give blank Time Capsules to any new students, who may attach photos from last year and complete their written responses to reflect back upon sixth grade. This way, they too can receive Time Capsules to open with the rest of the class during session 1.

At the end of session 7, you will assign the *Amazing Alternatives* Time Capsule for homework. Students are to bring it back to class for session 8, unsealed for use in class. At the end of session 8, it is important to be sure that all the *Amazing Alternatives* Time Capsules are sealed, with students' full names on the outside, and to store them appropriately for delivery to the eighth-grade teachers.



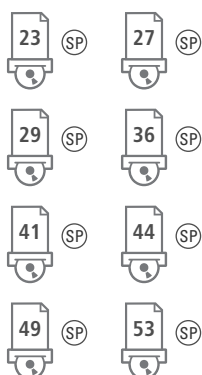
Scripts

Each week, a transcript is provided for each of the four characters in the audio drama. This ongoing story is an important part of the *Amazing Alternatives* program, and students are expected to follow along in their scripts while they listen to the recordings. In order to cut down on copying needs and still provide scripts for each student, you might choose to laminate a complete class set of all the scripts and/or photocopy the scripts onto heavier card stock. This makes them far more durable, helping you to reuse them with many classes and from one year to the next. The *Amazing Alternatives* scripts are on your CD-ROM. Thumbnails of the scripts are shown in this manual.



TEACHING TIP

If you choose to create student handbooks, *do not include scripts* in these. It is important to the success of *Amazing Alternatives* that all students receive the audio drama each week without previewing the story before class.



Handouts or Handbooks

It is recommended that you do not create packets or handbooks for *Amazing Alternatives*. Rather, distribute handouts and homework pages to the class as needed. That way, students do not need to remember to bring the handbook to each session in order to participate with the correct materials. Students might keep completed assignments in a folder and assemble them into a book at the end of the program, if desired. However, if you do intend to create student handbooks that include all the student handouts and homework assignments, materials for this are included on the CD-ROM.

Home Team Materials

Home Team materials are also provided on the CD-ROM. These are materials for you to send home. The first is an informational piece for parents and other guardians. The next one includes fun activities for the adults to do with their teens. Send Home Team materials at the end of each of the eight *Amazing Alternatives* sessions. The formats alternate between parent information and interactive fun.

Letters welcoming parents and guardians to *Amazing Alternatives* are also included. There is a letter to be signed by your principal, copied for all of your *Amazing Alternatives* students, and sent home before the program begins. You may

TEACHING TIP

It's a good idea to set extra copies of the Home Team materials in a central location like the main office, where parents may frequently pass. Make sure that office staff and others know what these materials are, so they can offer them to seventh-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 seventh-grade "readmit" meetings for out-of-school suspensions. Offer them to parents and guardians in a casually helpful way, and be sure to explain that these are part of a health program for *all* seventh graders. You might check and see whether or not the student has been bringing these to the family, and explain a little bit about the *Amazing Alternatives* program.

want to send this letter by U.S. mail. The next letter 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 *Amazing Alternatives* 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 Home Team materials for both sets of parents. There are many other caring adults involved in students' lives, too.



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.¹

Spanish Materials

Spanish versions of all parent and guardian letters are included on your CD-ROM. Please make these available to all families whose primary language in the home is Spanish. You may wish to consult with the English Language Learner (ELL) coordinator for your site regarding which families would benefit from receiving Spanish-language materials.

Other Materials

A few sessions include special materials.

- Session 3 includes the poster featuring characters from *Slick Tracy*, the previous Project Northland curriculum.
- Session 4 includes game cards for The No's Have It! activity. Make sure that the Peer Leaders cut these apart before the lesson, or help them to prepare these as laminated cards ahead of time, and store them in the classroom.
- Session 7 includes images that portray different advertising strategies. 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 the printed images to make

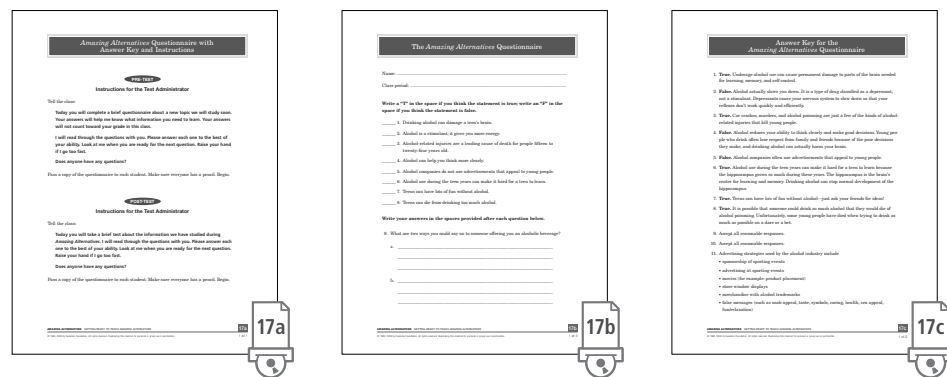


posters, make them into overhead transparencies, or use them digitally to create a slideshow. Use whatever method works best for you to show these in your class.

- Session 8 includes a large maze poster to use in class.

Assessment

To assist with grading, an optional questionnaire is provided. Some teachers like to use the questionnaire as a pre-test before the first session, then readminister it as a post-test after the eighth session to measure learning. This questionnaire, along with its instructions and answer key, may be found on the *Amazing Alternatives* 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 *Amazing Alternatives*. Then this information can be compared to data collected from the students at other 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 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. 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.

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, it is important for teachers to 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.



IMPLEMENTATION HIGHLIGHT

"Feedback on the first grant cycle was super positive."

COMMUNITY COALITION
COORDINATOR (MINNESOTA)

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 in danger. You may also want to consult the additional resources listed on your *Amazing Alternatives* 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 *Amazing Alternatives*, 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.

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)

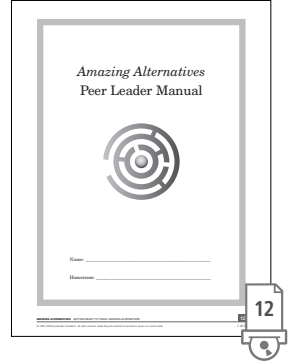
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Peer Leader Training

Description

One of the key components of *Amazing Alternatives* is the use of Peer Leaders. Find out whether a school or district coordinator will help conduct the Peer Leader training for you. This section provides a step-by-step outline for Peer Leader training. A reproducible Peer Leader Manual and additional resources are provided on the *Amazing Alternatives* CD-ROM.



Learner Outcomes

By the end of Peer Leader training, Peer Leaders will

- feel comfortable in their role as Peer Leaders
- have practiced leading the small-group activities

Peer Leader Training at a Glance

TRAINING DAY 1 (before Session 1)

Total Time: 3+ hours

1. Introduce *Amazing Alternatives* (15 minutes)
2. What Does It Mean to Be a Peer Leader? (15 minutes)
3. Introduction to "Virtual Classmates" (15 minutes)
4. Small-Group Discussion (10 minutes)
5. Consequences Audio (10 minutes)
6. Small-Group Consequences Discussion (10 minutes)
7. Break Time! (15 minutes or longer)
8. Adult Interview Report (15 minutes)
9. Why Do People Start? (10 minutes)
10. Alternatives Audio (10 minutes)

11. Small-Group Alternatives Discussion (10 minutes)
12. The No's Have It! (10 minutes)
13. Role Plays (25 minutes)
14. Writing Program Introductions (10 minutes)
15. Closing (3 minutes)


TRAINING DAY 2 (after Session 4 but before Session 7)

Total Time: Approximately 1½ hours






1. Review and Troubleshooting (20–30 minutes)
2. Advertising Alternatives (15 minutes)
3. Group Presentations (12 minutes)
4. The *Amazing Alternatives* Maze (15 minutes)
5. Walk This Way: Large Maze Activity (10 minutes)
6. Certificates and Closing (5 minutes)





Materials Needed

BOTH DAYS

- ☐ For each Peer Leader, one copy of the entire Peer Leader Manual, assembled 
- ☐ Pencils
- ☐ *Optional*: name tags, pizza or snacks for the break, inexpensive bracelets or some other trinket to visually distinguish Peer Leaders, and/or three-ring binders

TRAINING DAY 1 ONLY:





- ☐ The *Amazing Alternatives* audio recording 
- ☐ CD player
- ☐ Scripts for sessions 1 through 3 for each participant   
- ☐ Peer Leader Sheets 2, 3, 4, 5, 6, and 7 (from the Peer Leader Manual) for each small group 
- ☐ Flip chart, easel and markers, or blackboard

- ☐ Completed Adult Interview Worksheet Samples for each participant 
- ☐ *Slick Tracy* character poster
- ☐ The No's Have It! handout for each participant 
- ☐ "No" Technique Cards, one set per small group 
- ☐ Role-Play Scripts (session 4, activity 3), enough of each to give all participants their own scripts while assigning a different role play to each group 

**TEACHING TIP**

When you copy the Adult Interview Worksheet Samples, make a complete set of five different handouts for each small group. If you will be training more than twenty students at a time, it is a good idea to either divide the participants into more than four small groups for this activity or complete additional samples of the Adult Interview Worksheet. Either adaptation gives each participant in every small group a different sample to share during the activity.

**TRAINING DAY 2 ONLY:**

- ☐ Walk This Way: Large Maze (laminated if desired)
- ☐ Walk This Way: Footsteps for Large Maze Activity, two per participant 
- ☐ Tape
- ☐ Peer Leader Sheet 8, one per group 
- ☐ The Ways Advertising Gets Us handout 
- ☐ For each Peer Leader, one Peer Leader Training Certificate 

**TEACHING TIP**

Some sites choose to give each of their Peer Leaders a three-ring binder for organizing the materials. Coordinators find that students view these as status symbols, and the Peer Leaders want to keep them when *Amazing Alternatives* ends. If resources allow for this, it is a nice perk for the Peer Leaders. Oftentimes, local businesses are more than willing to donate three-ring binders from old trainings and promotions. Your school district or teacher's union may have a central department that accepts and disperses such donations.

Background Information

Peer Leaders play an essential role in *Amazing Alternatives*, so it is important to effectively train these students to fulfill that role. The main purpose of this training is to familiarize Peer Leaders with each week's activities and have them practice being Peer Leaders. Hopefully they will feel special and have fun. You want the Peer Leaders to get excited about the program and get their classmates to participate.

In *Amazing Alternatives*, Peer Leader training takes place over two nonconsecutive days. Training Day 1 needs to take place before classroom session 1. Training Day 2 may take place on any day that is after session 4 and before session 7.

The ideal group size for Peer Leader training is twenty to twenty-five students. This helps the facilitator to train several class periods' Peer Leaders at once. During training, Peer Leaders will sometimes be divided into four small groups to practice the activities they will lead in class. The entire training will take approximately five hours and could be offered in after-school sessions or on student-release days. Please make every effort to avoid taking students out of other classes for this training.

Suggested language for what the teacher is to say is in **bold text**. Feel free to adapt the wording to suit your own style, but please keep the same message content. Sections to be read by the Peer Leaders appear in *italics*.

You will guide Peer Leaders through the small-group activities they will facilitate in class. By the time the Peer Leaders reach the end of each training day, they will be familiar with the sessions ahead, how the program works, and what it means to be a Peer Leader. At the end of Training Day 2, be sure to sign and distribute the Peer Leader Training Certificates. Also, you may want to give each Peer Leader a bracelet or other trinket that will help distinguish them visually.



TEACHING TIP

Smaller or larger groups are fine. Do what works best for your site.



Remember to briefly check in with your Peer Leaders before each classroom session to make sure they understand what they will be doing. This will be most important for the first couple of class sessions.

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PEER LEADER TRAINING SESSIONS
STEP-BY-STEP OUTLINE

AMAZING ALTERNATIVES PEER LEADER TRAINING DAY 1

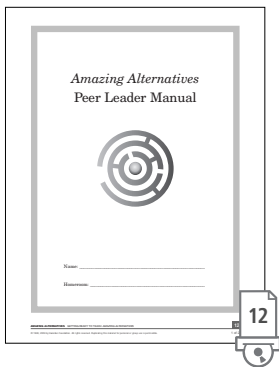
Remember, Training Day 1 is to be completed before classroom session 1.

PART 1

15 minutes

►► **Introduce *Amazing Alternatives* to Your Peer Leaders**

1. Briefly review the goals and objectives of Project Northland and the *Amazing Alternatives* curriculum with the participants.
2. Emphasize the special status of being chosen as a Peer Leader.
3. Provide each participant with a copy of the Peer Leader Manual. Ask participants to write their names on the front of their manuals.
4. Review with them the general tasks that are required of a Peer Leader, as described on pages 3–4 of the Peer Leader Manual. Review the concept of “making a commitment.”
5. Break the large group into four small groups by numbering off.



PART 2

15 minutes

►► **What Does It Mean to Be a Peer Leader?**

1. Read aloud the pages entitled “Thanks... but What Do I Need to Do as a Peer Leader?” and “Helpful Hints” from the Peer Leader Manual.
2. Discuss these pages.



PART 3

15 minutes

►► Introduction to “Virtual Classmates”

Session 1, Activity 3

1. Introduce the audio drama by telling participants that there will be four new students joining them: Kiera, Joe, Jada, and Marcus.



2. Provide each participant with a copy of the scripts for session 1.



3. Play the recording while the participants follow the scripts and listen.

PART 4

10 minutes

►► Small-Group Discussion

Session 1, Activity 4

1. After the first audio installment about the four seventh graders, have each small group choose a Peer Leader for the next activity. Explain that throughout the training session, students will take turns leading the activities.

Session 1: Introducing Amazing Alternatives
Peer Leader Sheet 2

Your character's name: _____

1. What did your character expect to change in seventh grade?

2. When you think back to sixth grade, were you right about what you thought seventh grade would be like? (Think about school, home, and friends.)

3. Do seventh graders feel more pressure to wear athletic shoes than sixth graders?
☐ Yes ☐ No

4. Have your reasons not to wear athletic changed from sixth to seventh grade?
☐ Yes ☐ No

12

2. Assign each group a character (Kiera, Marcus, Jada, or Joe) for the discussion. They will discuss the same character throughout the training for other activities.
3. Hand one copy of Peer Leader Sheet 2 to the Leader chosen by each small group.
4. The Leaders will lead a discussion of the questions on Peer Leader Sheet 2.
5. Allow about five minutes for discussion and then call on each Leader to report back to the full group.
6. Collect scripts from each small group.

PART 5

10 minutes

►► Consequences Audio

Session 2, Activity 3



1. Provide each participant with a copy of the scripts for session 2.



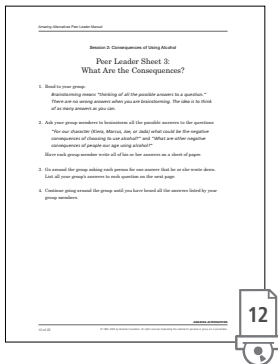
2. Play the recording while the participants follow the scripts and listen.

PART 6

10 minutes

►► Small-Group Consequences Discussion

Session 2, Activity 4



1. After the second audio installment about the four seventh graders, have each small group choose a different participant to lead the next activity.
2. Explain the process of brainstorming.
3. Hand Peer Leader Sheet 3 to each group's new Leader. They will lead the brainstorming activity and record their groups' responses to the questions on Peer Leader Sheet 3.
4. Allow about eight minutes for discussion and then call on each Leader to report back to the full group. As the Leaders read their lists of consequences, write them on the board. Summarize by saying that it is important to keep these consequences in mind.
5. Collect scripts from each small group.

PART 7

15 minutes
or longer

►► Break Time!

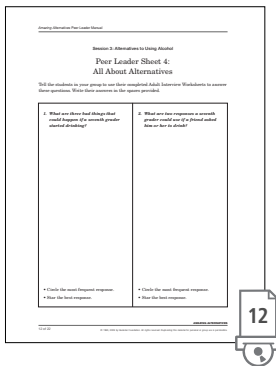
If you would like to offer students a longer break, you might serve pizza or snacks at this time.

PART 8

15 minutes

►► Adult Interview Report

Session 3, Activity 1



1. Provide each participant with an Adult Interview Worksheet Sample.
2. Have each small group choose a different Leader for the next activity.
3. Hand Peer Leader Sheet 4 to each new Leader.
4. Have the Leaders complete Peer Leader Sheet 4, answering each question based on the responses from their groups' Adult Interview Reports. Listen carefully to each group's discussion. They may want to answer the questions based on *their* reactions instead of the sample adults' responses.
5. Ask each Leader to share his or her group's responses to each of the questions.

PART 9

10 minutes

►► Why Do People Start?

Session 3, Activity 2

1. Review with the full group the characters from the *Slick Tracy* Home Team comic books.
2. Display the poster featuring the *Slick Tracy* characters as you review the characters with the group.
3. Define and discuss the term *alternative*.
4. Have the participants come up with one alternative to drinking for each character.

PART 10

10 minutes

►► Alternatives Audio

Session 3, Activity 3



1. Provide each participant with a copy of the scripts for session 3.



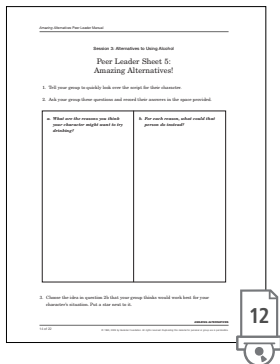
2. Play the recording while the participants follow along.

PART 11

10 minutes

►► Small-Group Alternatives Discussion

Session 3, Activity 4



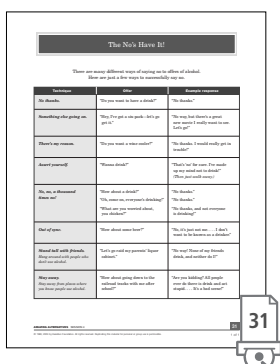
1. After the third audio installment about the four seventh graders, have each small group choose another Leader for the next activity.
2. Hand one copy of Peer Leader Sheet 5 to each new Leader.
3. Have each Leader lead a small-group discussion of the audio, using the questions on Peer Leader Sheet 5.
4. Ask each Leader to report back to the full group. Summarize by saying that it is easy to think of many fun and healthy alternatives to using alcohol.
5. Collect the scripts from the participants.

PART 12

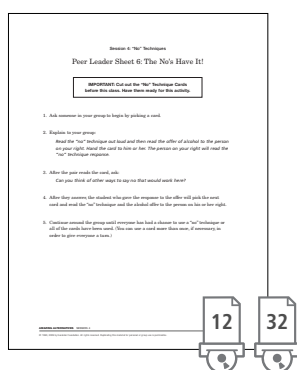
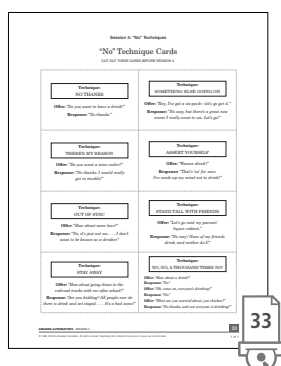
10 minutes

▶▶ The No's Have It!

Session 4, Activity 1



1. Provide all participants with the handout *The No's Have It!* and have them read it.



2. Briefly explain that for each technique for saying no, there is a sample offer to drink and an example of how to use the technique to refuse the offer. There are many ways to use each technique—the handout just provides some examples.
3. Have each group choose another Leader.
4. Provide each new Leader with a set of “No” Technique Cards.
5. Briefly introduce the activity to the entire group. Have the new Leaders use Peer Leader Sheet 6 to facilitate the activity. Allow three to five minutes for the small groups to complete the activity.
6. Summarize by saying that it is not always easy to say no to offers of alcohol.
7. Collect the “No” Technique Cards from each group.

PART 13

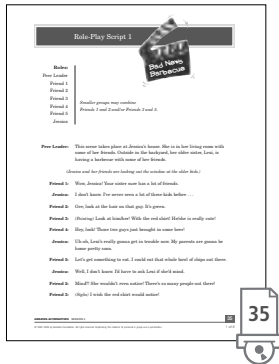
25 minutes

►► Role Plays

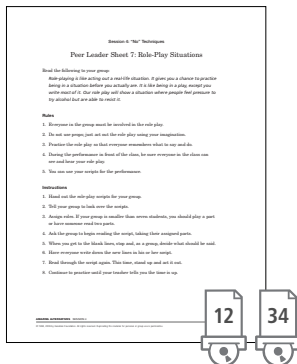
Session 4, Activities 3 and 4

1. Introduce the concept of role-playing.
2. Present the following directions:
 - Each small group will be given a script of a situation that will involve alcohol and students your age.
 - Your small group will read and act out the situation.
 - Each role play must include the “no” technique given and at least one positive alternative to using alcohol. Your Leader will help you finish the script.

- Everyone in the group must be in the role play.
- Practice the role play so everyone remembers what to say and do.
- You will be able to use your scripts when you present your role play to the full group.



3. Have each group choose a new Leader.
4. Provide each participant with a script for the role play assigned to his or her small group.
5. Have Leaders use Peer Leader Sheet 7 to guide their groups' role-play preparation.
6. Allow approximately ten minutes for completing the scripts and practicing the role plays.
7. Have each small group present its role play.
8. Summarize by saying that they are in control of whether or not they choose to use alcohol.
9. Collect the Role-Play Scripts from each group.



PART 14

10 minutes

▶▶ Writing Program Introductions

Session 1, Activity 1

1. Have each participant turn to page 8 in the Peer Leader Manuals, Peer Leader Sheet 1, and complete all the questions.
2. Allow five to ten minutes for completion.

3. Ask for examples of how participants responded to each question.
4. Explain that participants will be sharing their responses to these questions in session 1 in the regular classroom.

PART 15

3 minutes

►► Closing

Use this time to answer remaining questions, congratulate the Peer Leaders, and tell them you know they will do a great job helping their peers with this program. Tell Peer Leaders about the second training.

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AMAZING ALTERNATIVES PEER LEADER TRAINING DAY 2

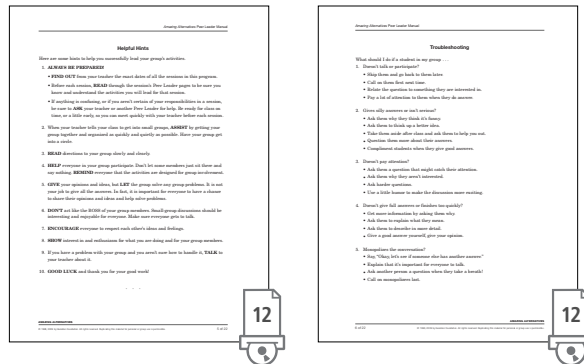
Remember, Training Day 2 is to be completed after classroom session 4 and before classroom session 7.

PART 1

20–30 minutes

►► Review and Troubleshooting

Use this time to catch up with the Peer Leaders. Find out how *Amazing Alternatives* is going for them, help them troubleshoot any challenges, and review learning from Training Day 1.

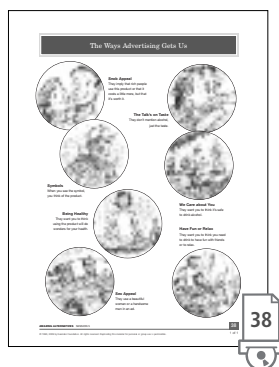


PART 2

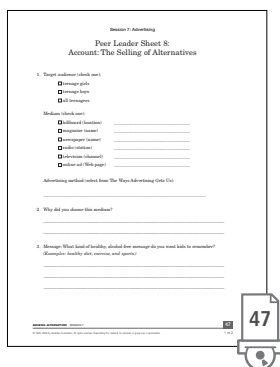
15 minutes

►► Advertising Alternatives

Session 7, Activity 3



1. Explain that alcohol advertising has a strong influence on how young people think about drinking. Review The Ways Advertising Gets Us handout.
2. Ask each small group to choose a Leader for this activity.
3. Explain that members from each group are going to work together as an advertising agency. Tell the class that advertising can also be used to promote healthy living. Their project is to come up with a great advertising idea for people their age that promotes healthy lifestyle alternatives.



4. Hand Peer Leader Sheet 8 to each Leader.
5. Have the Leaders follow the format on Peer Leader Sheet 8 to design an advertisement.
6. Allow ten to fifteen minutes of preparation time.

PART 3

12 minutes

►► Group Presentations

Session 7, Activity 4

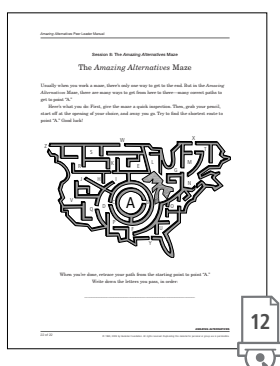
Have each small group present its advertisement to the full group. Discuss as time permits.

PART 4

15 minutes

►► The Amazing Alternatives Maze

Session 8, Activity 1



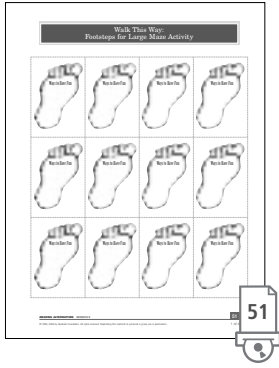
1. Have participants turn to page 22 of their Peer Leader Manuals, and ask them to complete the maze as quickly as possible.
2. Have several students tell the full group the order of the letters they passed to complete the maze. As the students report, the other students can copy these paths on their own mazes.
3. Explain that there are many different ways to complete this maze (alternative ways to reach the same goal). In life, there are many possible alternatives to reach your goals, as well as obstacles to stop or slow you down. Alcohol use by young people can often get in the way of achieving key goals.

PART 5

10 minutes

►► Walk This Way: Large Maze Activity

Session 8, Activity 2



1. Review with the full group the healthy alternatives to using alcohol previously discussed.
2. Ask each group to choose another Leader.
3. Provide each student with two Walk This Way “footsteps.”
4. Explain that there are four different kinds of footsteps, and each kind represents one of the four main reasons people use alcohol: to have fun, to fit in, to make friends, or to escape problems.
5. Ask students to write an alternative to using alcohol on their footsteps. For example, on a “How to Have Fun” footprint, write an alcohol-free alternative for having fun, like “Watch a movie.”
6. Allow students two to three minutes to write their alternatives.
7. Show the large maze poster, which should be posted on the board or on the wall.
8. Explain that each Leader will tape his or her group’s footsteps (alternatives to using alcohol) on the poster, using the maze he or she has just completed as a guide. Each Leader should enter the maze from a different opening.
9. Call each Leader to come up to the large maze poster and have him or her bring the group’s footsteps and his or her own maze.

TEACHING TIP

You might want to laminate your large maze poster to make it reusable.

10. When each Leader has completed his or her path on the maze, explain that choosing alternatives to using alcohol allows young people to reach the goals of having fun and enjoying independence, happiness, and health.

PART 6

5 minutes

►► Certificates and Closing

Use this time to answer remaining questions, distribute certificates, congratulate the Peer Leaders, and tell them you know they will continue doing a great job helping their peers do this program.

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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

Amazing Alternatives

The second of the Project Northland curricula, **Amazing Alternatives** focuses on reducing the social acceptability of alcohol use, encouraging alcohol-free alternatives, and teaching students to identify and resist influences to drink. Complete with activities that involve peer leaders, new parent materials, and an updated audio drama, **Amazing Alternatives** is an engaging, interactive program that has been proven effective in delaying the onset of alcohol use among young people.

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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