



Maryland State Department of Education
Service-Learning
Special Education Unit
Substance Abuse Prevention

Primary Subject: Reading/English, Language Arts
(Alt-MSA & HSA)

Grade Level: 6th – 12th

Additional Subject Area Connections:
Health, Technology, Art, Library Media,
Writing

Unit Title: Substance Abuse Prevention

Type(s) of Service: Advocacy

Students participating in service-learning projects have a wide range of abilities, challenges, and needs. Teachers and parents may provide a greater amount of guidance and assistance before, during, and at project completion. Procedures and steps described in the unit may be enhanced, modified, or excluded, as dictated by the needs of the students. Various assistive technologies may be used to meet the individual needs of students in order to complete the project.

Unit Description: Students will learn about substance abuse and create a substance abuse prevention campaign for younger children and prom age teens.

Potential Service-Learning Action Experiences:

- Create a public service campaign for younger children and prom age high school students to solicit drug free promises. (*advocacy*)
- Launch a public campaign with screening of public service announcement (PSA) for the school and community. (*advocacy*)
- Create posters depicting the consequences and results of drug abuse through drawings/pictures/photos and a display in the school and community. (*advocacy*)

Maryland State Curriculum Indicators

Language Arts:

- 1.D.3 Understand, acquire, and use new vocabulary
- 4.A.1 Compose texts using the prewriting and drafting strategies of effective writers and speakers
- 4.A.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade
- 4.A.2.a Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and tone.
- 4.A.3b Select and evaluate generated ideas for relevance, appropriateness, scope and focus using techniques, such as webbing and other graphic organizers

Additional indicators follow

Alignment with Maryland's Best Practices of Service-Learning: *Substance Abuse Prevention*

1. Meet a recognized community need

Some students experiment with drugs and alcohol because of peer pressure. There are often tragic consequences from youth abuse of drugs and alcohol in conjunction with celebrations like prom and graduation. This project will initiate a public awareness campaign with the goal of stopping student illegal drug and alcohol use. Students will create a campaign using video, computers, posters, and mail.

2. Achieve curricular objectives through service-learning

Students will employ health content knowledge to develop campaign messages, and will use reading, language arts, technology, and library media skills and processes to create save the date cards, posters, letters, video, and PowerPoint presentations. Students will identify or match the common items associated with drug abuse such as pills, alcohol bottles, tobacco products, and practice visual discrimination skills.

3. Reflect throughout the service-learning experience

Students will use discussion and journaling to reflect during the project. Students review the materials they created for the campaign, analyze their effectiveness, and explore changes they think could have been made to strengthen their message.

4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)

Students will decide the:

- Core message
- Mechanisms to deliver message
- Tone and voice (humor, serious)
- Art for the save the date card
- Pledge and promise cards

5. Establish community partnerships

Partnerships will be established with organizations like Mother's Against Drunk Drivers (MADD), Students Against Destructive Decisions (SADD), and local



From Promise chapters. These organizations have relevant resources for this project including sample agreements and campaign literature. See links.

6. Plan ahead for service-learning

Students will determine the need, importance, and value of a substance abuse prevention campaign. Given local statistics and Nation Wide Insurance national statistics, students will work to create a multi-level community campaign. Letters will go home to parents to describe the project and its goals.

7. Equip students with knowledge and skills needed for service

Students will gain public speaking, writing, editing, reading, and technology skills. They will also explore the concepts of service-learning and citizenship and the importance of helping in their communities.

Resources:

- <http://www.nationwide.com/about-us/think.jsp> Nationwide partnered with Mothers Against Drunk Driving (MADD) to create a year-round underage drinking prevention program called THINK for high school students across the country.
- <http://www.madd.org/campaign.aspx> The *Campaign to Eliminate Drunk Driving* kicked off in November 2006 with the goal of eliminating drunk driving permanently.
- <http://negligentdriving.com/drunken.cfm> Negligent Driving Campaign
- <http://www.drugfree.org/#> Partnership for a Drug Free America
- www.youtube.com *One to Grow On* is an educational public service announcement (PSA) that broadcast during NBC's Saturday morning line-up from 1983 to 1989 when the network ran cartoons. *One to Grow On* focuses on ethical dilemmas and attempts to teach viewers how to solve them.

Procedures with Resources:

Substance Abuse Prevention

These procedures represent activities/outcomes that could be incorporated into service-learning lessons on this specific topic, but can also be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt these procedures to fit your unique classroom and community and to solicit student input in planning and decision making.

1. Explore service-learning as a tool for civic engagement and solving a community need. Introduce the service-learning project by discussing service-learning and citizenship with students and engaging in activities to explore those themes. A resource to support this topic can be found at http://www.servicelearning.org/lsa/bring_learning/fullvideo.php
2. Introduce this project by showing students a variety of public service campaigns that provide awareness and solutions. (see resource list)
3. Gather information about drugs, negative effects on the community, and solutions to reducing substance abuse, especially during prom season.
4. Explore public service announcements (PSAs) to learn:
 - a. How information is imparted quickly – usually one minute to 90 seconds
 - b. Where more information can be found
 - c. How to provide immediate solutions (ask for help, tell a trusted adult, get more information)
5. Study several PSAs and discuss a style for developing their own PSA (see www.youtube.com).
6. Use a storyboard to develop the outline and write a script for the PSA. Using available technology, students will record PSA (e.g. PowerPoint, video recording, voice recording, etc.). The campaign should also include posters, a newsletter, and pamphlets. Send a letter home to parents with information about the project.
7. Launch a Prom Promise substance abuse campaign at the start of prom season to collect drug free promises. (see resource list)

Additional Interdisciplinary Connections



- **Health** – learn about the dangers of drugs and alcohol
- **Technology** – create PSA
- **Art** – design pledge and save the date cards
- **Library Media** – research on issue and PSAs
- **Writing** – create script for PSAs

- Make predictions about how many students will sign up to be drug free
 - Design a drug free pledge card
8. Hold a screening event to launch their campaign inviting younger children, parents, and the community. Hold a separate screening event for high school students and include Prom Promise pledges in that presentation.
- Create save the date cards for the screening
 - Invite a community leader (speaker) to introduce the campaign and provide students with community fanfare
9. Reflect and evaluate the effectiveness of the project by completing the *Rubric for Assessing the Use of the Maryland's Seven Best Practices of Service-Learning* which can be found at www.mdservice-learning.org and by discussing how this project helped people and made the community better.

Additional Maryland State Curriculum Indicators

Writing:

4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Technology:

Standard 3: Use a variety of technologies for learning and collaboration

Standard 4: Use technology to communicate information and express ideas using various media formats.

Standard 5: Use technology to locate, evaluate, gather, and organize information.

Library Media:

2.0 Student will be able to use resources in a wide variety of formats to locate information to meet an identified need.

Art:

3.0 Creative expression and production
Students will demonstrate the ability to organize knowledge and production of art.

Created: July 2009



This material is based upon work supported by the Corporation for National and Community Service under the Learn and Serve America Grant No. 09KSAMD001. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or the Learn and Serve America Program.



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