

Community Connection

Share examples of effective letters to the editor from a newspaper. Then ask students to use their notes from the class hearing to write a letter to the editor about the harmful effects of drugs on family and the community. Have students work in small groups to share and revise their letters. As a class, select letters to send to the local and school newspapers.

Family Connection

Invite students to discuss the class hearings with their family. Ask students to conduct a similar hearing at home in which they and their family members evaluate the negative effects that drug use would have on their home life and family relationships. Send home the Family Connection take-home worksheet entitled **Home Court**.

Applying Across the Curriculum

SOCIAL STUDIES Ask students to research the court process for civil proceedings and for debating civic issues. Ask them to find out how courts and government agencies conduct hearings and render decisions. If possible, have students attend a hearing on a local issue conducted by the town or city council, a local government agency, or the school board. Students should prepare a short report on their findings.

LANGUAGE ARTS Have students work in groups to write a position paper for the class arguing against drug use. Explain that position papers express a clear opinion about an issue. Position papers are generally written to express the official opinion of an entity, such as a political party or group. Students may write about one specific drug or about drugs in general. Ask them to include a quote from an expert and at least one statistic in their papers and to provide sources for the information they use as the basis of their position paper.

Point out that several roles are needed for the class hearings. One student from each team will play the role of the attorney who presents the case. The other team members will serve as witnesses who testify as family, friends, and community members about the dangers of the assigned drug. Have students turn to the Practicing page in the Student Journal to review the roles in more detail.

Model the class hearing activity

Provide guidance for how to play an assigned role. Use the example below or come up with your own model.

SAY: *Let's assume I have decided to play the role of a family member. I am pretending my sister is using the drug that has been assigned to my group. I will research the effects of the drug and then pretend to have some of the experiences described. For example, if the research shows that a user's personality is different, I might testify that my sister has changed. She seems confused and can't concentrate. Her grades have suffered. I might also talk about how upset my mom and dad are, which is causing a lot of trouble for the whole family.*

Emphasize to students that they will each play a role in the process. They can choose the role they will play, but each team should have a balance of expert witnesses—family, friends, and other members of the community.

Explain that choosing roles will be the first step they will do after getting into their teams.

3 PRACTICING 65 MINUTES

ACTIVITY 2

Explain the class hearings activity

Have students turn to the Practicing page in the Student Journal. Have volunteers read each step aloud. After each step, check for understanding and answer questions as needed.

Class Session 1

- Form groups and assign drugs.
- Have groups assign roles.
- Ask students to investigate the assigned drug and its impact.
- Have groups prepare testimony for the hearing with statements, questions, and answers. Encourage students to present ideas for how to prevent and reduce drug use.
- Invite groups to practice their presentations.

Class Session 2

- Welcome participants and explain the purpose of the hearing.
- Invite each team to present its case.
- After each presentation, respond to what you have heard.
- Conclude the hearing with a summary statement.
- Have students answer the Reflecting questions.