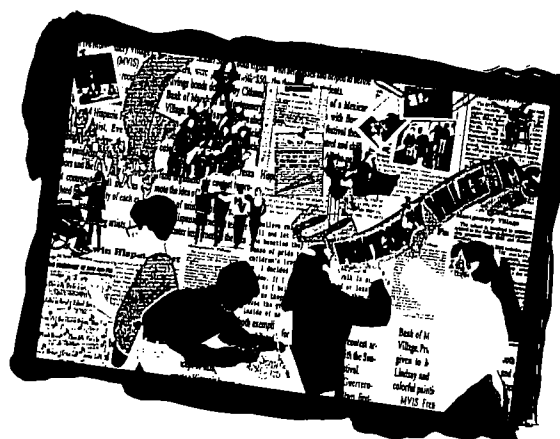


Murals Reflecting Prevention



PHOTOCOPY
PRESERVATION

Dear Teacher, Administrator, or Community Leader:

Congratulations on taking the lead in bringing the Murals Reflecting Prevention project to your school or organization. This project is an innovative new resource for educators that uses the creative and universal language of the arts. Through the process of creating murals with positive drug prevention themes, youth in grades 1-12 are engaged in a creative exploration of alcohol, tobacco, and other drug prevention. The Murals Reflecting Prevention project was developed by Learning Systems Group, a non-profit affiliate of Very Special Arts, in cooperation with the U.S. Department of Education.

This project packet will provide you with background information to assist you in conducting the Murals Reflecting Prevention project. It contains:

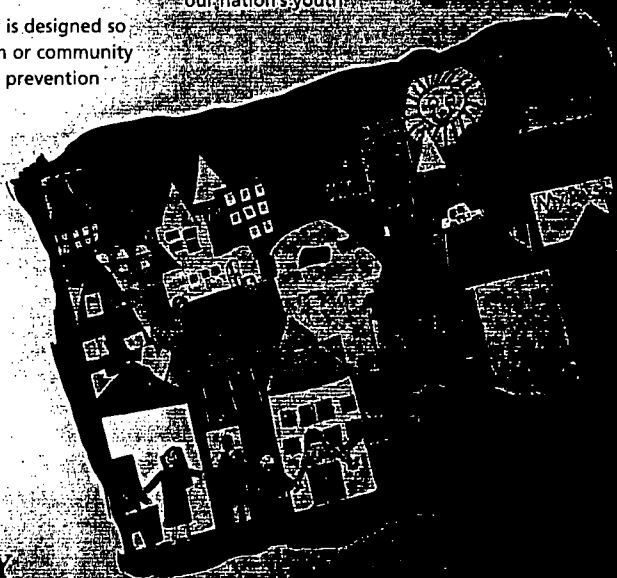
- Video – a 10-minute video to view with your students explaining the project and illustrating how some students conducted the project
 - Prevention Information – general information on alcohol, tobacco, and other drug prevention to assist you in preparing lessons and selecting an appropriate drug prevention theme for your mural
 - Creating A Mural – a step-by-step guide to creating your mural
 - Community Involvement Ideas – suggestions for involving your community in your alcohol, tobacco, and other drug prevention efforts
 - Registration Materials – official project registration card (must be returned by April 30, 1994), and registration/entry forms for the national exhibition
- The Murals Reflecting Prevention project is designed so that it can be conducted in any classroom or community group to complement your existing drug prevention

program. We encourage you to share these materials with your colleagues in order to maximize school and community involvement and use the materials year after year as a fun and creative learning experience for your students.

In addition to conducting local exhibitions of murals, participating schools and community groups are invited to submit a slide for consideration for the Murals Reflecting Prevention national exhibition to be held in Washington, D.C. in the fall of 1994. The national exhibition will feature one mural representing each of the 50 states and the District of Columbia. A national jury will select the 51 murals from those created by schools and community groups across the country who have participated in the project. If you are interested in participating in this part of the program, you must submit a color slide of your mural by June 30, 1994, along with the registration and entry forms included in this packet.

After the national exhibition, a Murals Reflecting Prevention 1995 calendar featuring up to 14 murals, as well as drug prevention information, will be created and distributed to all schools and community groups who registered for the Murals Reflecting Prevention project.

If you have any questions or concerns while implementing the Murals Reflecting Prevention project, please contact Learning Systems Group at 202/628-8000. Thank you for participating in this exciting national project that will help prevent alcohol, tobacco, and other drug use among our nation's youth.



PHOTOCOPY
PRESERVATION

We would like to know how you are implementing the **Murals Reflecting Prevention** project. Please complete this card and return it to Learning Systems Group by **April 30, 1994**.

☐ YES! I am participating in the Murals Reflecting Prevention Project.

Name _____

School/Organization _____

Address _____

City _____ State _____ Zip _____

Subject _____ Grade Level _____ Number of Students _____

My students are creating a: ☐ Permanent Mural ☐ Portable Mural

Theme or Title _____

Community Involvement:

- ☐ Exhibition - Location _____
☐ Parents
☐ Mayor
☐ Governor
☐ Other VIPs or Community Leaders

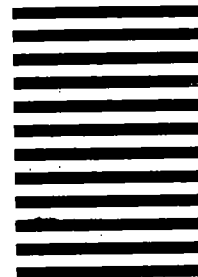
National Exhibition Participation:

- ☐ I plan on submitting a slide for consideration for the national exhibition
☐ I will not be submitting a slide

To receive your 1995 Murals Reflecting Prevention calendar, please return this card to Learning Systems Group by April 30, 1994



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**RES CTR/SUBSTANCE ABUSE PREVENTION
MURALS REFLECTING PREVENTION
C/O LEARNING SYSTEMS GROUP
1331 F STREET NW SUITE 800
WASHINGTON DC 20078-1514**



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Introduction

Murals are an exciting and valuable means of teaching self-expression, cooperation, and appreciation. The creation of a mural allows a program with a modest budget to engage in a large-scale activity that will excite student enthusiasm and invite creative work. Anyone can create a mural with a limited amount of space and materials. It's easy! If you are an art teacher, you may already be familiar with the process involved in creating murals. If you are not, the following guide includes ideas and recommendations on how to create many kinds of murals—from permanent to portable—which can be made with a variety of materials. It will be up to you and your students to make many decisions regarding the murals you will be creating.

Below are suggested steps for creating murals for the Murals Reflecting Prevention project.

Preparation

SELECT TYPE OF MURAL:

- Based on the age of the students, and the time, space, and materials available, decide on the type of mural you will create. While traditionally a mural is thought to be a large-scale painting on a wall, a mural can also be applied to flat material which is fastened to a wall or created on a portable material such as foamcore board or cardboard. Several types of murals are described below.

- **Portable mural**—A portable mural is created on a piece of material that may be moved and exhibited with other murals. Portable murals can be created on foamcore board (a lightweight material of pressed foam about 3/8 inch thick, often used for dry mounting), cardboard, plywood, butcher paper, or any other materials that you may have available to you. Portable murals are very versatile in that you may use paint, pencils, crayon, paper, buttons, magazine or newspaper clippings, or any variety of media to create your image. This type of mural is ideal for this project because it allows you to install your mural as an exhibit at a public venue with murals created by other students in your community.

- **Permanent wall mural**—Painting a mural directly on a wall is a very exciting activity for students, and it will also serve as a constant reminder of the students' commitment to live drug-free. Permanent murals can be painted on a wall outside of your school, in the school cafeteria or hallway, on a shopping center wall, on a recreation center wall, or in any other appropriate space available to you. When creating a permanent mural, be sure to create a detailed and size-proportioned sketch of your picture before you begin the painting process. Before painting your mural, make sure that your selected surface is clean and free of all debris. Decide what type of paint is best to use on your selected wall surface and whether or not you need to paint a coat of primer on your surface before you begin your mural. Your school art teacher or maintenance person may be able to help you with this decision.

DETERMINE THE TECHNIQUE:

- Determine what technique your students will use to create their mural. There are many different possibilities from which to choose, or you may combine one or more to create a truly unique effect. Some possibilities include:

- **2-Dimensional**—using only paints or markers to draw the image

- **Mosaic**—using a variety of textured media arranged on a wall or flat surface to create a textured design

- **Collage**—overlapping cut paper, newspaper or magazine clippings, or other media to create your image

- **3-Dimensional**—using a variety of media and materials pasted to the mural base to create a picture

- **Found Objects**—using objects that students may bring from their house or may find at school or outside. The objects and materials used to create this type of mural should help to illustrate the theme that the class has selected.

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Introduction

Since there are many factors that influence young people to use alcohol, tobacco, and other drugs, strategies for preventing such use must be diverse and comprehensive. Schools are only one environment which can help shape a student's decision whether to use alcohol, tobacco, or other drugs. For a drug prevention program to be truly effective, it is necessary that the entire community become involved. Parents, families, peers, local law enforcement agencies, media, and public figures can all contribute in important ways to a community's drug prevention efforts. Together, they establish the community's standards or norms regarding drug use. Perceptions of such norms are believed to have significant influence on drug use, particularly for adolescents. Working together, schools and communities can send a unified message to young people that illegal alcohol, tobacco, and other drug use is unacceptable.

The Murals Reflecting Prevention project presents the perfect opportunity to begin or enhance the involvement of your community in your drug prevention efforts. There are many ways parents, families, community leaders, local businesses, and the media can participate in this initiative. They range from the simple — such as inviting parents to join the students in creating the murals or requesting donated supplies from a local business — to the more elaborate and exciting — such as holding a public exhibition of the murals or arranging for a visit from the mayor. You are encouraged to pursue one or more ways of involving the community in the Murals Reflecting Prevention project. Be creative! Whichever one(s) you choose, your drug prevention efforts will surely be enhanced and community awareness of the importance of drug prevention programs will be increased.

On the pages that follow, several suggestions on involving the community in the Murals Reflecting Prevention project are briefly outlined. The suggestions include:

- Mounting a Public Exhibition
- Involving the Mayor or Other Public Officials
- Generating Public Awareness
- Involving Students in Extending the Outreach

Mounting a Public Exhibition

After your murals are completed, we encourage you to have them displayed at your school or organization and/or at other sites in your community. Such an exhibit illustrates for students that the community supports drug prevention, commends and supports their commitment to live drug-free, and appreciates and applauds their artistic talents.

When soliciting exhibit venues for your mural, there are several factors you need to consider in order to secure locations that will be seen by the maximum number of people, while also making sure that the mural is safely and securely exhibited. When speaking with your contact at a potential exhibit venue, be sure to ask how the mural can be exhibited—on easels, affixed to walls, hung by wire, behind store windows, etc., and how much space is allocated to the exhibition of the mural(s).

Possible exhibit venues include:

- School Hallway or Cafeteria
- Mayor's Office
- Community Centers (e.g., YMCA, YWCA, Boys & Girls' Clubs, etc.)
- Local, State, or Federal Government Buildings
- Public Libraries
- Museums or Galleries
- Department Stores
- Corporate Building Lobbies
- Shopping Malls
- Public Transportation Centers

To kick-off the exhibition, consider hosting an exhibit opening or mural dedication. Have students invite parents, families, local business supporters and sponsors, public officials, even the general public. During the event, the students can each receive a certificate or other acknowledgment for their work on the mural and commitment to live drug-free. You may also consider incorporating other art forms into your murals exhibition. Please see the enclosed document, **Creating A Mural**, for suggestions.

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Introduction

The sixth National Education Goal calls for "safe, disciplined, and drug-free schools" by the year 2000. This is a goal to which many educators across the nation are committed. Impressive strides have been made at the national, state, and especially local levels.

However, surveys have indicated that we still have a long way to go. Young people across the country continue to use alcohol, tobacco, and other drugs at unacceptably high levels and with increasingly alarming and devastating consequences:

- High school students and young adults in the U.S. use more illicit drugs than those in any other industrialized nation. (National Institute on Drug Abuse's Annual High School Survey, 1992)
- Reports indicate that the age of initiation of first use continues to fall.
- Alcohol-related traffic crashes are the leading cause of death for youth between 15–24.

In light of these and many other staggering statistics, achieving the goal of safe and drug-free schools will depend largely on creative approaches to alcohol, tobacco, and other drug prevention education as well as the commitment of everyone to work towards it.

This **Prevention Information** guide was created to provide you, the teacher or youth group leader conducting the Murals Reflecting Prevention project, with the background information you may need to prepare lessons on drug prevention for your students. The background information contained in this guide should familiarize you with some of the basic concepts involved in drug prevention and give you ideas that will help you develop your lesson plans and inspire your students' murals.

You may or may not have experience in teaching alcohol, tobacco, and other drug (ATOD) prevention. If you have, we commend you for your efforts and encourage you to continue. If you have not, we applaud your initiative and commitment to the health and well-being of your students and community. It is one of the goals of this project to bring more educators — teachers of art, social studies, and other subjects, and youth group leaders — into the prevention education arena thus ensuring that our nation's young people hear a consistently reinforced message.

This guide is a resource from which both new and experienced prevention educators can draw valuable information for educating young people. It is not, however, comprehensive. Therefore, you are encouraged to consult your school's drug prevention curriculum and/or your colleague(s) who normally teach drug prevention for more information and to ensure that your lesson will complement and reinforce what your students have already learned.

The **Prevention Information** guide is comprised of the following sections:

- Alcohol, Tobacco, and Other Drug Prevention—Overview
- Making A Difference
- Positive Prevention Messages
- Educating Your Students About Prevention
- Where To Go For More Information

In addition, on the pages that follow the guide, you will find grade-specific suggestions for educating your students about drug prevention which will help you develop your lesson plans and select a theme for the mural.

EDUCATING YOUR STUDENTS ABOUT PREVENTION

GRADES K-3 (AGES 5-8)

INTRODUCTION

Children in grades K-3 generally have limited knowledge about or exposure to drugs. The information they learn now will form the foundation for all future drug prevention efforts.

CHARACTERISTICS OF CHILDREN IN GRADES K-3

Although children in grades K-3 generally have little or no direct experience with drugs, they are often aware of drugs and are curious about them. They may know adults who drink or smoke, and they see such activities on television.

Young children are aware that people use medications. They may see common drugs such as aspirin around the house, and may have been given some medication when ill. They may, therefore, see these drugs as something people take to make them feel better.

Young children are very trusting of adults. They believe information from adults is credible and accurate—whether it is in the form of a television advertisement or a parent offering them an aspirin for a fever. Unfortunately, this high level of trust may also cause them to engage in activities, including illegal activities, that could harm them.

Children in grades K-3 generally feel good about themselves and they want to please their parents and teachers. They are optimistic, eager, and excited about learning. Positive responses and evaluations of their efforts from their parents, teachers, and others can help children develop a sense of self-assurance and competence.

Young children enjoy being with other people, especially other children. Adults can help guide children in developing social skills and fostering positive relationships with others.

Young children need time to engage with others of their age in simple, adult-supervised experiences in which they can learn how to get along with others. During this period, children can develop refusal skills—the ability to say no to a request, demand, or dare from another young person. Young children are empathetic and want to help others.

CHILDREN IN GRADES K-3 NEED TO KNOW:

- What an illegal drug is, what it looks like, and what harm it can do.
- The difference among foods, poisons, medicines, and illicit drugs.
- That some medicines may help during illness, when prescribed by a doctor and administered by a parent, nurse, or other responsible adult—but that medicines are drugs and can be harmful if misused.
- That people can become dependent on alcohol, tobacco, and other drugs, but that there are ways to help them.
- That each individual is ultimately responsible for his or her health and well-being, and that for young children this is a shared parent/child responsibility.
- That alcohol and tobacco are drugs.
- Why it is important to avoid unknown and possibly dangerous objects, containers, and substances.
- Which foods are nutritious and why exercise is important.
- Which adults, in school or out, are responsible people to whom one may go to ask questions or seek help.
- What the school and home rules are about alcohol and other drug use.
- That using alcohol, tobacco, and other drugs is illegal for all children.
- That a drug-free community is a safe and happy community, and that everyone should work together to make a community one to be proud of.

EDUCATING YOUR STUDENTS ABOUT PREVENTION

METHODS FOR DELIVERING DRUG PREVENTION EDUCATION FOR THIS AGE GROUP SHOULD:

- Give children information about drugs they may be somewhat familiar with, such as tobacco and alcohol. Emphasize that these drugs are harmful, and that using them can damage their health.
- Provide images of good health, connecting them with a healthy lifestyle.
- Give children information about common medicines, who should give them, etc., differentiating between drugs that are good for us and those that are harmful.
- Help children assess the validity of information sources, and enhance children's ability to communicate with trustworthy adults.
- Invite presentations by policy makers, business people, and other community leaders, building pride in a clean, drug-free neighborhood and community.
- Help build optimistic, positive self-perceptions in children.
- Provide positive feedback to children regarding the quality of their school work.
- Encourage helpfulness in children, because this quality will encourage strong peer relationships in later years.
- Reinforce positive peer and other social relationships.
- Structure and provide opportunities for cooperative group play to help children develop problem solving, negotiating, and decision making skills, as well as the opportunity to give and receive positive and negative feedback.
- Recognize that children in grades K-3 are motivated by a desire to please others, especially adults, a desire to know how to do things, and a desire to be older than they are.

*Adapted from Learning to Live Drug-Free.
U.S. Department of Education.*

EDUCATING YOUR STUDENTS ABOUT PREVENTION

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INTRODUCTION

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Although children in grades K-3 generally have little or no direct experience with drugs, they are often aware of drugs and are curious about them. They may know adults who drink or smoke, and they see such activities on television.

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Young children enjoy being with other people, especially other children. Adults can help guide children in developing social skills and fostering positive relationships with others.

Young children need time to engage with others of their age in simple, adult-supervised experiences in which they can learn how to get along with others. During this period, children can develop refusal skills—the ability to say no to a request, demand, or dare from another young person. Young children are empathetic and want to help others.

CHILDREN IN GRADES K-3 NEED TO KNOW:

- What an illegal drug is, what it looks like, and what harm it can do.
- The difference among foods, poisons, medicines, and illicit drugs.
- That some medicines may help during illness, when prescribed by a doctor and administered by a parent, nurse, or other responsible adult—but that medicines are drugs and can be harmful if misused.
- That people can become dependent on alcohol, tobacco, and other drugs, but that there are ways to help them.
- That each individual is ultimately responsible for his or her health and well-being, and that for young children this is a shared parent/child responsibility.
- That alcohol and tobacco are drugs.
- Why it is important to avoid unknown and possibly dangerous objects, containers, and substances.
- Which foods are nutritious and why exercise is important.
- Which adults, in school or out, are responsible people to whom one may go to ask questions or seek help.
- What the school and home rules are about alcohol and other drug use.
- That using alcohol, tobacco, and other drugs is illegal for all children.
- That a drug-free community is a safe and happy community, and that everyone should work together to make a community one to be proud of.

EDUCATING YOUR STUDENTS ABOUT PREVENTION

METHODS FOR DELIVERING DRUG PREVENTION EDUCATION FOR THIS AGE GROUP SHOULD:

- Give children information about drugs they may be somewhat familiar with, such as tobacco and alcohol. Emphasize that these drugs are harmful, and that using them can damage their health.
- Provide images of good health, connecting them with a healthy lifestyle.
- Give children information about common medicines, who should give them, etc., differentiating between drugs that are good for us and those that are harmful.
- Help children assess the validity of information sources, and enhance children's ability to communicate with trustworthy adults.
- Invite presentations by policy makers, business people, and other community leaders, building pride in a clean, drug-free neighborhood and community.
- Help build optimistic, positive self-perceptions in children.
- Provide positive feedback to children regarding the quality of their school work.
- Encourage helpfulness in children, because this quality will encourage strong peer relationships in later years.
- Reinforce positive peer and other social relationships.
- Structure and provide opportunities for cooperative group play to help children develop problem solving, negotiating, and decision making skills, as well as the opportunity to give and receive positive and negative feedback.
- Recognize that children in grades K-3 are motivated by a desire to please others, especially adults, a desire to know how to do things, and a desire to be older than they are.

*Adapted from Learning to Live Drug-Free.
U.S. Department of Education.*

EDUCATING YOUR STUDENTS ABOUT PREVENTION

GRADES 4–6 (AGES 9–12)

INTRODUCTION

Children in grades 4–6 are increasingly exposed to alcohol, tobacco, and other drugs, and may begin to use them. They need more detailed information about drugs and a stronger motivation to avoid them. This is a particularly critical time because the younger children are when they try drugs, the more likely they are to become chronic users.

CHARACTERISTICS OF CHILDREN IN GRADES 4–6

At this period in their lives, children usually believe drugs and drug use are wrong, but they are increasingly aware of drugs and need information about them.

During this period, children who are at risk of drug use become more aware of difficult home and family situations. They begin to experience feelings of low self-worth; they show signs of inadequate preparation to handle school expectations; and they may begin to believe that school is not for them.

Children in grades 4–6 are beginning a process of becoming independent which continues through adolescence. They increasingly seek to make choices on their own and to spend more time with their friends and less time with their families.

Toward the end of this period, children begin to make conscious decisions about their life, including decisions about whether to continue their education. This is a critical time relative to decisions about the future.

Children at the ages of nine through 12 experience the need to be accepted within a group. During this period, children begin to dress alike and create cliques, jokes, and code words in an attempt to belong.

Children are extremely vulnerable at these ages, and children with problems are easy prey to the lure of drug selling and use, which provide satisfaction in the form of a “quick fix” of money, status, or temporary escape from problems in their lives.

At this stage in their development, children are aware that there are many sources of information, some of them contradictory. Most of them still believe that whatever an adult tells them is the truth.

CHILDREN IN GRADES 4–6 NEED TO KNOW

- How to identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and stimulants in their various forms.
- That the use of alcohol, tobacco, and other drugs is illegal at their age.
- That laws about drug use and sales are designed to protect people.
- About addiction and how addiction affects individuals and their families.
- That spit tobacco, cigarettes, wine coolers, and beer are drugs that are both harmful and illegal for them.
- How alcohol and loss of virginity are related.
- How drugs and AIDS are related.
- How and why the effects of drugs vary from person to person, especially immediately after use.
- How drugs affect different parts of the body, and why drugs are dangerous for growing bodies and developing minds.
- How drugs interfere with the performance of physical and intellectual tasks.
- How social influences such as media advertising, peer pressure, family influences, and community standards may promote drug use.

EDUCATING YOUR STUDENTS ABOUT PREVENTION

METHODS FOR DELIVERING DRUG PREVENTION EDUCATION FOR THIS AGE GROUP SHOULD:

- Focus on the drugs children are apt to use first—tobacco, alcohol, and marijuana. Teach about these drugs individually and help children build concrete reasons to say no to each one.
- Help children develop strategies to deal with rejection, frustration, disappointment, and failure.
- Focus on successes and positive accomplishments.
- Emphasize the development of self-esteem.
- Focus on life skills such as problem solving, resisting peer pressure, developing friendships, and coping with stress.
- Emphasize the development of healthy leisure activities, such as sports, music, art, clubs, volunteering, etc.
- Emphasize the development of personal and civic responsibility.
- Help children develop an orientation for the future which includes continuing their education and being responsible for themselves and others.
- Help children deal effectively with peers and the pressures they exert.
- Help children develop friendships that are rewarding and encourage individual growth.
- Not glamorize drug use through accepting the drug-using behavior of some folk heroes such as musicians, actors, or athletes.
- Encourage open and frank discussions of concerns related to drugs and drug use.
- Infuse drug prevention education throughout the curriculum.

*Adapted from Learning to Live Drug-Free.
U.S. Department of Education.*

INTRODUCTION

In adolescence, greatly expanded social opportunities put youth at much greater risk for alcohol, tobacco, and other drug use. Youth in grades 7–8 need more sophisticated information about drugs and more ways to feel good about themselves.

CHARACTERISTICS OF YOUTHS IN GRADES 7–8

Because their bodies change rapidly at this time, many adolescents become almost obsessed about their appearance and the speed at which they are developing.

Youths in grades 7–8 are risk takers. What scared them before intrigues them now. They believe they are invincible. The risks of using drugs are intriguing on several levels: violating the law, breaking parental and school rules, and defying physical danger or even death. Youths in grades 7–8 are often controlled by the moment. They may do things that violate a value or belief on the spur of the moment, depending to a great extent on the situation and who they are with. Alcohol and other drug use often arises out of such situational ethics.

Youths in grades 7–8 are beginning to think abstractly and to deal with the future. They can process more complex ideas and understand incongruities among words, behavior, and consequences of behavior.

Youths in grades 7–8 increasingly want to spend time with friends their own age. The motivation for much of adolescents' behavior is the desire to belong, especially to a peer group. The desire to belong produces a need to behave as their peers do.

Adolescents are beginning to recognize that not everything is strictly good or bad, right or wrong, but that there are different sides to moral problem solving and decision making. As a result, they are influenced less by others, and more by their own ability to make moral decisions.

Although the peer group is an important and sometimes controlling influence, individual friendships are perhaps more important.

YOUTHS IN GRADES 7–8 NEED TO KNOW

- How to identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and stimulants in their various forms.
- That the use of alcohol, tobacco, and other drugs is illegal at their age.
- That experimenting with drugs is using drugs and does carry significant risks.
- That use of alcohol, tobacco, and other drugs is illegal, wrong, and harmful.
- How drugs are pushed and how society fights the drug supply problem.
- That laws about the use, manufacture, and sale of drugs are designed to protect people.
- The extent of the drug problem locally and the efforts of authorities to control it.
- How addiction affects individuals and their families.
- That spit tobacco, cigarettes, wine coolers, and beer are drugs which are both harmful and illegal for them.
- How steroid use can damage the body and mind.
- How and why the effects of drugs vary from person to person, especially immediately after use.
- How drugs affect different parts of the body, especially the circulatory, respiratory, nervous, and reproductive systems; and why drugs are dangerous for growing bodies and developing minds.
- How drugs interfere with the performance of physical and intellectual tasks.
- How alcohol and loss of virginity and pregnancy are related.
- How drugs and AIDS are related.
- How social influences such as media advertising, peer pressure, family influences, and community standards may promote drug use.

EDUCATING YOUR STUDENTS ABOUT PREVENTION

METHODS FOR DELIVERING DRUG PREVENTION EDUCATION FOR THIS AGE GROUP SHOULD:

- Emphasize that remaining drug-free is the best way to ensure a physically healthy and attractive body now and in the future.
- Provide information on the short- and long-term consequences of drug use. Focus on how drugs affect the human body and mind, human relationships, and their environment.
- Emphasize the unintended consequences of drug use, including crime, suicides, accidents, injuries, drownings, fires, HIV infection, loss of virginity, pregnancy, etc.
- Emphasize the law and its consequences, and help them develop personal and civic responsibility.
- Emphasize the establishment of positive life goals, such as continuing education and developing work skills.
- Encourage frank discussions about concerns related to drugs and drug use.
- Help youth understand the pressures of peers and be able to resist them.
- Emphasize that most people, including people their own age, do not use drugs.
- Help adolescents learn to make good decisions.
- Focus on life skills such as problem solving, resisting peer pressure, developing healthy friendships, coping with stress, and communicating with adults.
- Help adolescents develop friendships that encourage growth toward healthy, responsible adulthood.
- Infuse drug prevention education throughout the curriculum.

*Adapted from Learning to Live Drug-Free.
U.S. Department of Education.*

EDUCATING YOUR STUDENTS ABOUT PREVENTION

GRADES 9–12 (AGES 14–18)

INTRODUCTION

Youths in grades 9–12 face much greater exposure to drugs than they had at earlier grades. These youths need more sophisticated information about drugs, they need to make connections between drug use and its consequences for individuals and society, and they need to see that drug use does not fit in with establishing productive life goals.

CHARACTERISTICS OF YOUTHS IN GRADES 9–12

Older adolescents are increasingly able to deal with abstract concepts such as truth and justice. Together with a more mature moral view of the world, which allows them to consider how individuals and their actions affect others' lives, this ability to think and reason in the abstract allows them to consider the economic costs of drug use; the results of teen-age pregnancy; the reasons for laws; and the impact of drugs on our health care, rehabilitation, and judicial systems.

At ages 14 through 18, youths are interested in the future. They understand how choices they make now can have both immediate and long-term implications and consequences.

Adolescents continue to be body-oriented; they want to be physically healthy and attractive.

Adolescents face a great deal of stress from competing in school, learning how to handle relationships, dealing with societal pressures, and planning for the future. They may turn to drugs as a coping mechanism.

Youths ages 14 to 18 are creating their own ethical systems. They like to explore various interpretations of decisions and issues. As a result, they are willing to consider the implications of decisions, and they respond to attempts to develop decision making skills in various subjects.

YOUTHS IN GRADES 9–12 NEED TO KNOW

In addition to the same information that youths in grades 7–8 need to know (see "Youth in Grades 7–8 Need to Know" in "Educating Your Students About Prevention (Grades 7–8)"), youth in grades 9–12 also need to know:

- That the long- and short-term effects of specific drugs include addiction and death.
- The extent of the drug problem locally and what authorities are doing to control it.
- How drug use is related to certain diseases and disabilities, including AIDS, learning disorders and disabling conditions; birth defects; and heart, lung, and liver disease.
- That alcohol and other drug use is related to loss of virginity, date rape, and pregnancy.
- The standards of a drug-free workplace and how drug use impacts employment.
- That taking a combination of drugs, whether illegal or prescription, can be fatal.
- How alcohol, tobacco, and other drugs affect the developing fetus and the breastfeeding infant.
- The full effects and consequences of drug use on the performance of intellectual tasks.
- That drug use can affect opportunities for personal growth and professional success.
- That they are role models for younger youth.
- That there are treatment and intervention resources available to them. They should be familiar with these resources.

EDUCATING YOUR STUDENTS ABOUT PREVENTION

METHODS OF DELIVERING DRUG PREVENTION EDUCATION FOR THIS AGE GROUP SHOULD:

- Focus on the ways in which drugs affect society. Make sure youths understand the many costs to society that drug use creates.
- Infuse drug prevention education throughout the curriculum.
- Emphasize the establishment of worthwhile life goals, such as continuing education and developing work skills.
- Emphasize that seeking instant gratification can result in events that change the entire direction of a person's life—a pregnancy, an arrest for drug possession, or exclusion from a sports team for drug use.
- Point out the inconsistencies between using drugs and maintaining a healthy, attractive body. Let them know that drug use lowers the immune system, and the link between drug use and HIV infection.

- Help adolescents deal with stress and emphasize the development of healthy leisure activities, such as art, drama, music, and sports.
- Focus on life skills such as problem solving, coping with stress, maintaining healthy friendships, and communicating with a wide range of adults.
- Have as a foundation accurate, factual information from which youths can draw conclusions about the dangers of drug use.
- Encourage open and frank discussions about concerns related to drugs and drug use.

*Adapted from Learning to Live Drug-Free.
U.S. Department of Education.*

Murals Reflecting Prevention

TEACHER ENTRY FORM

Release for Murals Submissions

The culmination of the **Murals Reflecting Prevention** project will be a national exhibition held in Washington, D.C. in the fall of 1994 featuring one mural representing each of the 50 states and the District of Columbia. A national jury will select the 51 murals from those submitted by schools and organizations across the country who have participated in the project.

If you are interested in participating in this part of the program, please complete this form and submit it with **1 color slide** of your mural and the completed release forms from the participating students by June 30, 1994. This form **must** accompany the slide of your mural in order to be considered for the national exhibition.

(Please print or type.)

Name of Teacher/Coordinator: _____

Subject: _____ Grades: _____

Name of school/organization: _____

School/Organization address: _____

City or Town: _____ State: _____ Zip: _____

Teacher Home/Summer address: _____

City or Town: _____ State: _____ Zip: _____

Phone: Home(_____) _____ School(_____) _____

School type: ☐ Public ☐ Private
Classroom setting: ☐ Mainstreamed ☐ Special Education

Title of mural: _____

Number of students who created mural: _____ Date completed: _____

I hereby grant permission to Learning Systems Group to publish my name, photograph, and/or story, and to photograph, publicize and otherwise appropriately use my students' art for exhibition and for educational and public awareness purposes. This may include but is not limited to art exhibitions, greeting cards and calendars. I further grant Learning Systems Group the right to use my students' artwork, names, and biographical information in conjunction with or for advertising of projects utilizing the above-described or entitled artwork. I understand that if this piece is chosen for the national exhibition, ownership of art and copyright is transferred to Learning Systems Group, and the art will not be returned.

I hereby declare that all the information provided on this form is true to the best of my knowledge.

Signature of Teacher/Coordinator _____ Date _____

IMPORTANT: Please label your slide with the title of your mural, school name, address, city, state, zip, and the teacher's name and send by **June 30, 1994** to:

Learning Systems Group
1331 F Street, NW Suite 800
Washington, D.C. 20004
Attn: Murals Reflecting Prevention

DO NOT SEND ACTUAL MURALS —

COLOR SLIDES ONLY- ONLY THOSE MURALS SELECTED FOR THE EXHIBITION WILL BE SHIPPED TO WASHINGTON, D.C.

Please see reverse side.

Classroom Information

Please tell us a little about yourself and the students who created this mural. Include information on how you conducted the Murals Reflecting Prevention project, how you selected the theme for your mural, how it relates to drug prevention, what you feel the students learned from this project, and any other information you would like to share.

[illegible]

Please list the names of the student artists who participated in creating your mural for the Murals Reflecting Prevention project. Also, please remember to attach the completed release form for each participating student artist listed below.

Thank you.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Murals Reflecting Prevention

STUDENT ENTRY FORM

Release for Murals Submissions

Your child has been a participant in the **Murals Reflecting Prevention** project, an arts-centered alcohol, tobacco and other drug (ATOD) use prevention initiative funded by the U.S. Department of Education and sponsored by Learning Systems Group and your school/organization. As part of this project, your child's class created a mural that will be submitted to Learning Systems Group's national office in Washington, D.C. to be considered as part of a national exhibition. This release requests permission to print your son/daughter's name as a contributing artist of the mural, and to use any photos or information about the mural for exhibition, educational, and public awareness purposes. Please complete this form and return to your child's teacher.

(Please print or type.)

Name of Artist: _____

Age: _____ Grade: _____

Address: _____

City or Town: _____ State: _____ Zip: _____

Parents' Telephone: Home(____) _____ Work(____) _____

Name of teacher: _____

Name of school: _____

School address: _____

City or Town: _____ State: _____ Zip: _____

I hereby grant permission to Learning Systems Group to publish my child's or ward's name, photograph, and/or story, and to photograph, publicize and otherwise appropriately use his/her art for exhibition and for educational and public awareness purposes. This may include but is not limited to art exhibitions, greeting cards and calendars. I further grant Learning Systems Group the right to use my child's or ward's name and biographical information in conjunction with or for advertising of projects utilizing the above-described or entitled artwork. I understand that if this piece is chosen for the national exhibition, ownership of art and copyright is transferred to Learning Systems Group, and art will not be returned.

I hereby declare that all the information provided on this form is true to the best of my knowledge.

Signature of Student Artist _____ Date _____

Signature of Parent/Guardian _____ Date _____

Print Name of Parent/Guardian _____

Please return this form to your child's teacher.

(This form may be reproduced.)

Clinton Library Transfer Form

Case #, if applicable	2016-0931-S	Accession #		
Collection/Record Group	Clinton Presidential Records	Series/Staff Name	Cerde, Jose	
Subgroup/Office of Origin	Domestic Policy Council	Subseries		
Folder Title	Murals Reflecting Prevention	OA Number	5324	Box Number
Description of Item(s)	VHS tape. "Murals Reflecting Prevention". Learning Systems Group & U.S. Department of Education. TRT: 10 minutes. 1994. Closed captioned.			

Donor Information				
Last Name:	First Name:	Middle Name:	Title:	
Affiliation:	Phone (Wk):	Phone (Hm):		
Street:	City:	State (or Country):	Zip:	

Transferred to:	Audio/Visual Department
Other (Specify):	
Transferred by:	Virginia Butler
Transfer Point	During Processing

Date of Tranfer	9/8/2016
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