

# Temple-LEAP's Drugs, the Law & the Schools

Volume II, No. 1

A Pennsylvania Law-Related and Civic Education (LRCE) Newsletter

## We Can Work It Out!

### *Conflict Resolution Training & Pre-Law Minority Conference*

Philadelphia, Pa.—On January 22, 1994, Temple-LEAP and the Temple University School of Law will be hosting *We Can Work It Out!* A Mediation Showcase, which is part of a multi-city conflict resolution training program developed by the National Institute for Citizen Education in the Law (NICEL). The Philadelphia showcase is an exciting collaboration of NICEL, the National Institute for Dispute Resolution (NIDR), and Temple-LEAP.

The day-long Mediation Showcase will be complimented that day by a Minority Pre-Law Conference sponsored by the Philadelphia Bar Association's Committee on Minorities in the Profession.

The need for programs that teach peaceful expression and early resolution of conflict arises not only from disruption, violence, and drug abuse in overcrowded schools, but also from the range of day-to-day conflicts typical in any school setting. Several nationwide polls have indicated that discipline in schools has become an urgent concern over the last ten years, and that valuable

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## Temple-LEAP R.A.I.D.s Again!

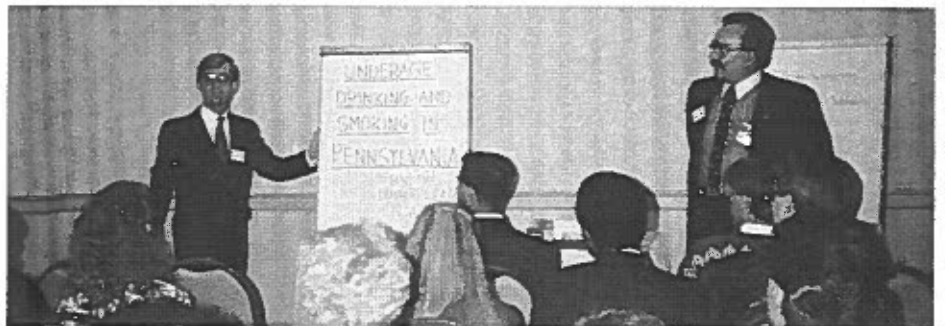
You can participate in a series of R.A.I.D.s at locations across Pennsylvania in the upcoming months!

No one will be arrested, but progress will be made in the War on Drugs as the Law, Education and Participation Project of the Temple University School of Law (Temple-LEAP) hosts the four remaining statewide "Drugs, the Law and the Schools" Institutes scheduled for the 1993-94 academic year. (See calendar on page six for dates and locations.)

Each R.A.I.D. underscores Temple-LEAP's mandate to educate

the next generation of Pennsylvania citizens to be Responsible, Aware, Involved and Drug-Free and builds on five earlier programs presented across Pennsylvania.

"Drugs, the Law and the Schools" is the theme for this series of seminars which are being presented across Pennsylvania by Temple-LEAP. The seminars are funded by a U.S. Department of Education Drug Free Schools and Communities School Personnel Training grant and are coordinated with the Division of Pupil Personnel Services, Pennsylvania Department of Education.



Above: Law-Related and Civic Education (LRCE) Trainers Robert Catina (left) and Eric Schneider (right) conduct an interdisciplinary session on Underage Drinking and Smoking in Pennsylvania, entitled "The Marlboro Man, Spuds McKenzie and Other Notorious Drug Dealers," at the Annual Pennsylvania Council for Social Studies (PCSS) Conference held October 15, 1993.

Temple-LEAP is an office of the Temple University School of Law providing law-related and civic educational training and resources to school districts throughout the Commonwealth of Pennsylvania.

## ***We Can Work It Out!* Problem-Solving Through Mediation**

**Complimented by Philadelphia Bar Association's Minority Pre-Law Conference**

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teaching time is lost maintaining order and resolving student disputes.

"Recent studies on drug use, truancy, and dropout rates all indicate a need for programs which foster self-esteem and encourage students to assume greater responsibility for improving the quality of their social and learning environments," noted Temple-LEAP Executive Director David Trevaskis. "Teaching students to peacefully express and resolve their own conflicts, and to make better choices early in life, can improve the classroom atmosphere and enhance learning for all concerned."

The *We Can Work It Out!* program in Philadelphia will feature mock mediation sessions between students with an adult facilitator. The students are prepared for the mediation sessions by first participating in lessons designed to teach them to identify options to solve a problem, recognize the steps in a

successful mediation process, analyze problems, apply problem-solving skills, and develop additional skills in critical thinking, questioning, and listening. By actively searching for realistic solutions during the mock mediation, students move from simply identifying problems to searching for common ground, inventing potential solutions, and working out an agreement.

This year's companion event to *We Can Work It Out!* is the Minority Pre-Law Conference sponsored by the Philadelphia Bar Association's Committee on Minorities in the Profession. The purpose of the Conference is to encourage minority high school students to choose law as a career. Participating students will get an overview of what kind of education and training it takes to become a lawyer.

Minority Pre-Law Conference participants will observe one round of mediation sessions, and Mediation Show-

case participants will attend the opening plenary sessions at the Minority Pre-Law Conference.

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**Hardly a day goes by when we are not conscious of conflict and its effects on our lives. It is a possibility in every encounter.**

**In fact, sometimes it seems that we are constantly involved in conflicts of one type or another.**

**It takes only a few seconds for an encounter to escalate from words to physical contact or sometimes to the threat of litigation.**

**The reality of conflict in daily life makes the study of conflict and conflict management an urgent matter.**

*--The National Institute for Citizen Education in the Law*

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Temple-LEAP can help you augment the *We Can Work It Out!* mediation program with its new literature-based conflict resolution training materials and assistance in obtaining funding for conflict resolution/mediation training at your school.

Temple-LEAP has developed a variety of lessons and materials which combine conflict resolution lessons with a powerful drug prevention message.

Available materials and activities include Temple-LEAP's *Conflict Resolution/Mediation Program for the Middle School*, *Speak Softly and Carry An Open Mind: A Temple-LEAP Peer Mediation Project*, and a collection of news articles entitled *Undoing Violence in the Classroom and on the Street*.

### ***Temple-LEAP's*** **Drugs, the Law & the Schools**

Vol. II, No. 1

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All correspondence on Law-Related and Civic Education (LRCE) programs, or "Drugs, the Law & the Schools" should be sent to Temple-LEAP at the address below.

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## “Drugs, the Law & the Schools” Lesson Series:

### \*\* Red River Orange \*\*

## The LRCE Approach to Conflict Management & Resolution

**LESSON OVERVIEW:** One of the purposes of Title V, Drug-Free Schools and Communities Act is to fund school-based programs for drug abuse education and prevention. The Act also funds programs which include instruction relating to student self-esteem, decision-making, and stress management. This classic LRCE lesson is designed to promote peaceful expression and early resolution of every-day conflicts.

**GRADE LEVEL:** This lesson is designed for elementary school students, but can be adapted for older students as well.

**OUTCOMES:** As a result of this lesson, students will:

- o Use new skills in communication conflict resolution;
- o Build a stronger sense of peer cooperation;
- o Feel a sense of power and accomplishment at being able to peacefully resolve their own conflicts.

**MATERIALS:** One orange.

**SUGGESTED OUTSIDE RESOURCES:** This lesson can be augmented by inviting outside resource persons to share how they peacefully solve problems in their work or in their community. Community leaders, judges, professional arbitrators, business managers, or law enforcement officials can contribute.

#### PROCEDURES & ACTIVITIES:

1. Choose two (2) Students to role-play people who are claiming that the orange belongs to them. Separately take each Student aside, out of earshot of the rest of the class.
2. Explain to Student #1 that he or she wants the orange to drink the juice. Student #1 needs the inside fruit of one whole orange to make a full glass of juice. This Student will be happy if he or she wins the inside fruit of the orange in the dispute.
3. Explain to Student #2 that he or she wants only the orange peel, because it is needed to bake a White Chocolate Cheesecake. (See the mouth-watering recipe below.) The recipe calls for the peel of one orange. This Student will be happy if he or she wins the peel of the orange in the dispute.
4. Without either one knowing what the other one plans to do with the orange, have the two students face the class and place the orange between them on a desk.
5. Explain to the rest of the class that both Students claim that the orange belongs to them, and that they both plan to use the orange. The job of the class is to suggest some peaceful ways of resolving the dispute over who gets the orange. Suggested solutions should make both Students happy.
6. Have the class conduct a question-and-answer session with Students #1 and #2. The Students should volunteer information about their plans for the orange only when asked by the class.
7. As the class comes up with possible solutions to the dispute, make a list of the solutions. After the class has come up with some possible solutions, you should go down the list and ask Students #1 and #2 to answer “yes” or “no” when asked if they would be happy with each solution.

8. Traditionally, classes have suggested the following:

(a) Cut the orange in half. But note that Student #1 will not get a full glass of juice, and Student #2 will not have enough peel for the recipe.

(b) Give the orange to a third person not involved in the dispute. But note that neither Student #1 nor Student #2 will be happy with this solution.

(c) Go get another orange. Theoretically, this is a good solution, but note that there are some related problems. For example, the class does not have another orange. If someone were to go get another orange, who should do it? Who should pay for the second orange?

9. Of course, the best way to resolve this problem is to give Student #1 the fruit of the orange and give Student #2 the peel of the orange. The class, however, will not come up with this solution unless it can learn to ask the right questions to probe both sides of the dispute. The only way anyone can find out what each Student wants is to ask!

**REFLECTIONS ON THE LESSON:** This lesson should underscore the fact that we often try to solve problems without really finding out what the problem is in the eyes of the disputants. The lesson also demonstrates how to view interpersonal disputes in a constructive way, so there is less likelihood of hostility.

**EXTENSIONS OF THE LESSON:** This mediation lesson can be extended by asking students in small groups to create a list of conflicts from the “day-in-the-life” of a student, a teacher, or any other figure or profession. This exercise lends itself to alternative forms of expression and evaluation, including creating a collage, drawing pictures, or re-creating and analyzing conflict scenes from television shows.

\* \* \*

#### White Chocolate Cheesecake with Cranberry Topping

<b>Crust:</b> 14 Oreo cookies	<b>Filling:</b> 1/2 cup Whipping cream
Margarine (melted)	8 oz. White chocolate (chopped)
	3 8-oz. packages cream cheese
<b>Topping:</b> 2 cups Cranberries (rinsed)	4 Eggs
1/4 cup Cranberry juice	1/2 cup Sugar
1/3 cup Sugar	2 tsp. Orange peel (grated)
	1/2 tsp. Vanilla extract

(1) **Crust:** Pre-heat oven to 325 degrees. Lightly grease a 9-inch springform pan and wrap the outside bottom of the pan with foil. Process the Oreo cookies in a food processor or in several batches in a blender to a very fine crumb. Combine with melted margarine, stirring together with a fork. Press into the bottom of the prepared pan. Bake for 5 minutes, then cool slightly.

(2) **Filling:** In a medium saucepan, bring the cream to a boil. Place the white chocolate in a bowl, add the heated cream, and whisk until melted and smooth. Put the light cream cheese, eggs, sugar, orange peel, vanilla, and melted white chocolate in a food processor or blender and process until smooth. Pour the filling into the crust in the springform pan, and place in a larger baking or roasting pan. Pour boiling water into the pan to come halfway up the side of the springform pan. Bake at 325 degrees for 50 minutes. Remove from oven and cool on a rack. Remove the sides of the springform pan, cover with plastic wrap, and refrigerate overnight.

(4) **Topping:** Combine the cranberries, cranberry juice, and sugar in a saucepan. Place over medium-low heat, stirring until the sugar has almost melted. Turn the heat to medium-high and cook until thickened. Cool 15 minutes and spread on top of the cheesecake. Refrigerate. When the topping has completely cooled, cover loosely. Remove from refrigeration 30 minutes before serving.

\* Thanks to Cece Sullivan, *The Seattle Times*, for the recipe.

# Did You Know . . . ?

Here are some facts about Pennsylvania State Drug and Alcohol Laws that may surprise your students (and maybe you, too). A more complete summary updated by Temple-LEAP in December 1993 is available upon request.

**Purchasing, attempting to purchase, consuming, or possessing alcohol when an individual is under 21 years of age is prohibited and will lead to the suspension of that individual's driver's license.** *An individual is guilty of a summary offense for a first violation and a misdemeanor for any subsequent violation if he or she, being under the age of 21, knowingly or falsely represents himself or herself to be 21 to a licensed dealer, distributor or other person for the purpose of procuring liquor or malt or brewed beverages. The penalties of this section cannot be suspended by a court (19 Pa.C.S.A. Section 6307). In addition, a person under 21 commits a summary offense if he or she purchases, consumes, possesses or knowingly transports liquor or malt or brewed beverages (18 Pa.C.S.A. Section 6308). A violation also leads to the suspension of the person's driver's license. This means that if a 17-year old high school senior were seen drinking beer on his or her front porch by a police officer, he or she could be cited and lose driving privileges for a minimum of 90 days.*

\* \* \*

**It is illegal to transport alcohol across state lines into Pennsylvania.** *No matter what age the person is, it is illegal to purchase liquor in another state and transport it into Pennsylvania. A person found in violation of this provision faces a \$25 fine plus the costs of prosecution, or imprisonment for a term not exceeding 90 days. If the violation involves a commercial transaction, it could lead to the forfeiture of the vehicle used (47 Pa.C.S.A. Section 5505). A person may be caught in this type of violation if a police officer observes the alcohol while making a routine traffic stop.*

\* \* \*

**Although a Blood Alcohol Level (BAL) of .10% is the statutory level for "under the influence," Pennsylvania state law allows for prosecution for Driving Under the Influence in certain circumstances where the person's BAL is under .10%.** *The law allows a BAL test in excess of .05% but less than .10% to be entered into evidence in a prosecution for Driving Under the Influence (DUI). The test result, along with other competent evidence (such as a traffic accident, slurred speech, or trouble walking) could be used to determine whether the driver was under the influence to a degree which rendered him or her incapable of safe driving (75 Pa.C.S.A. Section 1547(d)). The decision to prosecute in these circumstances lies in the discretion of the District Attorney for each county. In California (and many countries such as Canada and Australia) the BAL limit is .08%. Presently, there is a bill pending in Pennsylvania to lower our state limit to .08% (Pa. House Bill 1207 (1993)). There is also discussion of a "zero tolerance" law for drivers under the age of 21, meaning that any reading of blood alcohol for a person under the legal drinking age would be punished as a DUI.*

\* \* \*

**A driver's license is an implied consent to a blood, urine or breath test for determination of sobriety.** *In Pennsylvania, a driver's license is considered a privilege, not a right. Therefore, the state has enacted a law that creates an implied consent to submit to a breath, blood, or urine test, effective as soon as a person obtains a driver's license. Refusal to submit to the requested test when there is probable cause to believe the person is DUI results in mandatory suspension of the person's driver's license for one year (75 Pa.C.S.A. Section 1547(b)). In addition, the person can still be convicted of DUI by other evidence, such as erratic driving or causing an accident.*

\* \* \*

**The possession of beepers by students on school grounds is prohibited.** *The possession of telephone pagers on school grounds, school vehicles, and at school-sponsored activities is prohibited by 24 Pa.C.S.A. Section 13-1317.1, known as the "Beeper Bill." Although there may be some school-approved exceptions (i.e., students on volunteer fire companies may carry pagers), this law is clearly an attempt to limit the communication links between drug dealers and school students.*

## *Antidote: Civic Responsibility*

From the Phi Alpha Delta Public Service Center

The Phi Alpha Delta (PAD) Public Service Center presents *Antidote: Civic Responsibility*, a nine-lesson set of drug avoidance lessons for use in middle and high school classrooms.

This publication of interactive, law-related lessons empowers young people to make responsible, informed decisions about the use of drugs, including alcohol and tobacco.

These lessons are designed to teach students respect for the legal system, the importance of laws, and to think about the consequences of their actions before it is too late. Lessons include interactive small group activities, mock trials, motions hearings, and debates.

The book's uniform, user-friendly

format was written for easy use by educators and legal resource persons. It contains tips on how to work effectively with special students, including students for whom English is a second language, gifted students, and at-risk students. Fourteen-page, state-specific supplements detailing the law in each of the 50 states, Washington D.C., and Puerto Rico are also available.

To order *Antidote: Civic Responsibility*, send \$10, plus \$2 for shipping and handling to PAD-PSC, 1511 K. St., NW - Suite 611, Washington D.C. 20005, phone (202) 638-6898, fax (202) 638-2919. Quantity discounts are available. Please specify state supplement when ordering.

## Contest for Third Grade Teachers

The American Lawyers Auxiliary, Law-Related Education Resource Committee, is pleased to announce its Third Grade Teacher Recognition Contest.

The contest invites teachers to use a Law-Related Education (LRE) "Laws, Rights and Responsibilities" Resource Packet and report on it to the Law-Related Education Resource Committee in Elm Grove, WI. Three monetary prizes will be awarded for the Best Reports submitted: \$400, \$300, and \$200.

Participants may request a contest Resource Packet from American Lawyers Auxiliary, 750 North Lake Shore Drive, 7th Floor, Chicago, Illinois 60611. Requests should include the approximate date the participant plans

to use the Resource Packet in his or her third-grade class.

The contest Resource Packet includes teaching unit, worksheets, a pocket-size copy of the U.S. Constitution, and three videotapes. (All materials must be returned three weeks after receipt).

After using the materials, participants must submit a brief report to the Law-Related Education Resource Committee including: a.) the reaction of the students, b.) a teacher evaluation, c.) a description of any strategies used, d.) the time used to teach the unit, and e.) additional comments, plus one or two examples of the students' work.

Entries must be received by the Law-Related Education Resource Committee before April 18, 1994.

## New Resources Available from Temple-LEAP!

These new LRCE materials from Temple-LEAP are offered FREE, while supplies last:

### Lessons By Teenagers Against Drugs

*A series of two lesson booklets for grades 4-10, created by students from Olney High School and Little Flower High School in Philadelphia, with assistance from teachers Louis Lessick and Will Mackler, and Temple-LEAP.*

**Summary of Pennsylvania State Laws on Tobacco, Alcohol, and Other Drugs**  
*Updated by Temple-LEAP in December 1993.*

### The J.E.T.S.

*A special Temple-LEAP compilation of interdisciplinary lessons for grades K-4 with a literature-based approach to teaching about the law, citizenship, and conflict resolution. Among the lessons is "Coconut Chaos," a variation of the "Red River Orange" lesson that is featured on page 3.*

Contact Temple-LEAP at (215) 204-8953 to get your FREE copy of the materials described above!



**Left:** Temple-LEAP Executive Director David K. Trevaskis joins an enthusiastic group of elementary students in the Cheltenham School District for a hands-on presentation of the J.E.T.S., Temple-LEAP's Justice Education Teaching Strategies collection of law-related and civic education lessons recently revised for grades K-4. The J.E.T.S. provide exciting new materials and strategies for teaching citizenship in elementary schools. You can contact Temple-LEAP for information on ordering the J.E.T.S.

## UPCOMING LRCE HIGHLIGHTS

- o ***We Can Work It Out: A Mediation Showcase***  
Philadelphia, PA January 22, 1994
  
- o **Pre-Service Conferences**  
State College, PA February 3, 1994  
Pittsburgh, PA Spring 1994
  
- o **“Drugs, the Law & the Schools” Institutes**  
Schuylkill County, PA March 9-10, 1994  
Altoona, PA April 21-22, 1994  
Edinboro/Erie, PA May 9-10, 1994  
Berks County, PA May 24-25, 1994
  
- o ***Violence Prevention in the Schools: A LRCE Solution***  
Doylestown, PA February 8, 1994  
Brodheads ville, PA February 23, 1994  
Brodheads ville, PA April 5, 1994
  
- o **1994 PRIDE World Drug Prevention Conference**  
Philadelphia, PA March 3-5, 1994
  
- o **Pennsylvania Council of Mediators Conference**  
Philadelphia, PA April 22-23, 1994
  
- o **Juvenile Justice Conflict Resolution & Violence Prevention Training**  
State College, PA May 12-13, 1994

*Temple-LEAP's*

# Drugs, the Law & the Schools

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