



Linda Hamrick

Georgia Appoints New Committee To Review Sex Education in State

ATLANTA, GA — A state committee to review sex education in Georgia has just been announced by State Superintendent of Schools Werner Rogers. The committee was promised by Governor Zell Miller April 2 after a firestorm had been stirred up by parents who objected to the graphic content of a new manual used to instruct public school sexuality teachers.

The new committee will have about 25

members, including several parents and a few others not controlled by the public school administration. Linda Hamrick of Athens, who led the parents' battle against the manual, is one of the appointees.

A \$500,000 training program launched the new sex education curriculum. A two-week seminar was conducted by the Georgia Department of Education, one week in Savannah and the other in Rome. It trained 26 key persons who in turn were scheduled to go back to their school districts and teach local teachers how to conduct sex education classes, kindergarten through 12th grade.

When parents got hold of the 273-page manual, entitled *Comfort, Confidence, Competence in Sexuality Education*, published by the Georgia Department of Education, they went into action. After their protests were rebuffed at every level, parents finally threatened a lawsuit, which resulted in the state superintendent suspending distribution of the manual.

Parents asserted that many things in the manual were false. For example, the section titled "Research-based Answers to the Information Review" states: "Only a small percentage (4-6%) of Americans are exclusively heterosexual or exclusively homosexual (never having had any kind of feeling, fantasy, experimentation, or activity with the other gender)."

Parents took vigorous exception to the manual's "Suggested Age-Appropriate Information About Human Sexuality," asserting that much of the information is not "age appropriate" at all. For example:

- "By age five," according to the manual, the child should
- "understand the concept that a woman does not have to have babies unless she wants to,"
- "Know where babies come from, how they 'get in' and 'get out,'" and
- "Be able to talk about body parts without a sense of 'naughtiness.'" Parents assert that this shows how the sex-educators want to desensitize even preschoolers to sex.
- Elementary school children (ages 6-9) should, according to the manual,
- "Have a grasp of different types of caring home backgrounds so that no single one is seen as the only possible one," which parents interpret as an attack on the traditional family;
- "Begin to be aware of non-stereotyped gender roles," which parents see as toadying to the radical feminists; and
- "Become familiar with the health care system and see it as a source for their health and well-being," which parents see as training children to look to the school for all health needs instead of to their parents or to doctors chosen by their parents.
- Nine to 13-year-olds should, according to the manual, be informed about
- "Human reproduction, including an understanding of human sexuality as a natural part of life, the legitimacy and normalcy of sexual feelings, some idea that sex is pleasurable as well as the way to make a baby — the realization that sexual acts can be separated from reproductive acts;" and
- "Contraception, including the knowledge that no one has to become a parent."

The ideological bent of the course is indicated

by the section entitled "Questions to Ask Yourself Before Deciding to Have Sex." The students are instructed to consider such factors as "Have I discussed birth control with my partner?" but there is no question like "Am I married?"

*There is no
Question like
"Am I Married?"*

The manual lists every kind of sexual activity and presents them along a continuum in a moral vacuum, so that each student can decide if each behavior/lifestyle is "acceptable" or "unacceptable", and rank it 1 through 5.

The manual forces all students to engage in classroom role-play. The instructions to the

See Georgia, page 4

Channel One Fails To Make The Grade

ANN ARBOR, MI — Channel One, the controversial news program from Whittle Communications that requires students to watch 10 minutes of news and two minutes of commercials a day, received a bad grade in a recent study done by the Institute for Social Research at the University of Michigan.

The first part of a three-year study, which is being paid for by Whittle, found that students who viewed Channel One got only one more item correct on a current events test of 30 questions than students who did not view the program.

answers," Dr. Key points out, "and avoids mentioning core subjects like math, language, and physics."

"It's notiness," he says, "like dressing without the salad."

On May 20, CBS-TV Evening News with Dan Rather reported that Channel One is viewed by seven million children daily in 10,000 schools in 47 states, bringing a half-million dollars a day into the bank account of its owner, Whittle Communications. CBS said that New York and California have banned Channel One, but one California school is

challenging the ban in court.

Teri Wotipka, Director of Curriculum/Issues for Citizens for Excellence in Education in Humble, Texas notes the large amount of time spent on pop music and Hollywood news. "Do we really want this MTV type of education for our children?" she asks. She viewed a tape of the Feb. 20, 1992 Channel One program which contained clips from six R-rated movies. This was disturbing to her, especially considering the fact that the program is shown in its entirety to children as young as 6th grade.

Mrs. Wotipka also claims that the Channel One advertising is simply a way to manipulate children. She says the children are a captive audience to the advertiser's ploy to sell products such as M&M's, Doritos, Burger King, Clearasil, Soft & Dry, Gatorade, and Pepsi.

"Schools signed on must show the broadcast daily, in its entirety, to its captive audience — 6th through 12th grade children," she says.

See Channel One, page 2



"What the research suggests," says principal investigator Jerome Johnston, "is that the average student in the typical school is not learning a lot from Channel One."

Whittle spokeswoman Nancy Young admitted that "certainly there's some disappointment we didn't make as much headway as we hoped." But she added, at least "it didn't make the students stupider." Many parents who are fighting Channel One consider it a complete waste of valuable class time.

Dr. Wilson Bryan Key, who has done an evaluation of Channel One, points out that very little time is actually spent on current events. "Most of the time is dedicated to human interest stories like sports and the entertainment world."

"The message is Fun! Fun! Fun!" says Dr. Key, commenting on the young and stylish announcers, and the way the segments are filmed in a very exciting manner with a lot of glitzy, eye-catching graphics and upbeat music. "It seems to avoid subjects that don't have easy

The Video That Shocked Parents

The incident that started Linda Hamrick and other concerned parents on their investigation of sex education in Georgia was an AIDS video that has been shown in an undetermined number of public schools in the state. It originated with the Georgia Department of Public Health and appears to be unrelated to the new sex curriculum and manual.

The AIDS video first presents what it calls Rule No. 1: "Use a condom." The video opens with a beautiful black model named Beverly Johnson saying, "Abstinence is the best protection of all, but it is not realistic for most of us, and it's not my solution." She then graphically discusses sexual intercourse, oral and anal sex, and strongly urges the use of condoms. Her advice is: "Remember, practice makes perfect."

Next comes Ron Reagan, son of the former President, predicting that we will soon be seeing television commercials showing a father giving a gift of condoms to his son and telling him, "Take care of yourself." Then the video shows the actor Ruben Blades who, using bananas, graphically demonstrates and explicitly describes how to put on a condom.

Rule No. 2 according to the AIDS video is: "Talk about sex." Beverly Johnson says, "Now we have to learn to talk about it [sex]." The video shows a scene of three women talking about sex in their office and saying that women should always be prepared by carrying condoms in their purses, followed by a sequence with a young couple about to have sex on the floor in front of a fire.

Finally, the AIDS film shows Ron Reagan saying, "You don't get AIDS because you're bad or because you do bad things. You get AIDS because you're unlucky." This is followed by another sales pitch for condoms. ■

EDUCATION BRIEFS

The U.S. Supreme Court in April took one tiny step away from forced desegregation of the public schools. In *Freeman v. Pitts*, the high Court made it easier for school districts to be relieved from some federal court supervision of their desegregation programs even though they have not implemented all aspects of their programs or when population shifts beyond their control continue racial imbalances. The Court's decision reversed a lower court ruling that, in order to get out from under court control, the DeKalb County, GA school system (suburban Atlanta) must maintain racial parity simultaneously in six categories: student assignment, faculty, staff, transportation, physical facilities, and extra curricular activities. In addition, five Justices held that school systems need not remedy racial imbalances caused by demographic shifts and other factors beyond their control.

In a significant victory for creationists, the Institute for Creation Research has announced that it has reached a settlement with Bill Honig, State Superintendent of Public Instruction, which will allow ICR's Graduate School of Science to operate without interference. Honig issued a notice in 1990 denying the school permission to operate because he questioned the validity of geology and biology degrees based on creationism. ICR responded with three lawsuits, and won a state administrative procedure and a state Superior Court suit, forcing Honig to reinstate ICR as a fully approved school. ICR pursued its federal suit to obtain a declaratory judgment because of the constitutional issues raised by the case. As part of the settlement, Honig agreed that private colleges in California may still meet educational standards while teaching from a Christian perspective. "This was a significant victory," says Dr. Henry Morris, ICR president. "This ruling should prevent the state from harassing other private schools that refuse to teach evolutionary dogma as fact."

Businesses all over the country are treading new ground as they set up privately funded school voucher programs. Not only do they want to show that competition will force public schools to improve, but businessmen say their firms have a lot to lose if the education of the nation's poorest children doesn't improve. "The work force they're having to hire is just not educated and they're tired of putting money into something that's failing," said Fritz Steiger, executive vice president of the Texas Public Policy Foundation which is beginning a program in San Antonio similar to the Golden Rule program in Indianapolis, IN. "Within five days, we had more than 900 applicants who wanted out of Bexar County schools," Mr. Steiger said. Another program revealed start-up plans in Detroit and Grand Rapids, MI, and even more programs are expected by fall.

Education Reporter (ISSN 0887-0608) is published monthly by Eagle Forum Education & Legal Defense Fund with editorial offices at Box 618, Alton, Illinois 62002, (618) 462-5415. The views expressed in this newsletter are those of the persons quoted and should not be attributed to Eagle Forum Education & Legal Defense Fund. Annual subscription \$25. Back issues available @ \$2. Second Class postage paid at Alton, Illinois.

Planned Parenthood Very Surprised To Find Teens Oppose Abortion

WASHINGTON, DC — "A discussion of abortion — both the politics and the facts — should be included in standard sex education or health curricula in the schools," say the authors of a new study funded by Planned Parenthood. Rebecca Stone and Cynthia Waszak, PhD, explained their rationale: "What they [the students] know and the way they think about abortion today will not only affect their own actions if they must deal with an unplanned pregnancy, but may guide their votes later on."

What precipitated this recommendation was what the authors called the "surprising" results of a new study of teenagers in focus groups which has just been published in *Family Planning Perspectives*, the journal of the Alan Guttmacher Institute. The institute is funded in part by Planned Parenthood, an abortion rights advocacy group.

The study discovered that most teenagers expressed overwhelming opposition to abortion, seeing it as "medically dangerous" and "emotionally damaging." Most teenagers associated abortion with such terms as "murder," "killing a baby," or "death." The study found that the teenagers believe abortion is painful, traumatic and could cause sterility.

The report noted that, although the teens saw contraception as a responsible act, they did not see contraceptive failure as justification for abortion. The journal reported that, "In three of the groups, the males argued that having sex brings with it the possibility of a pregnancy and that even if a contraceptive were used and failed, the pregnancy and the baby were the



responsibility of the couple."

The authors said that the report's "most surprising finding was the homogeneity of adolescents' views." The study was based on eleven geographically diverse focus groups of adolescents. All religious, ethnic, racial, and income groups were represented.

The original intent of the study was to assess adolescents' view on abortion in order "to deliver information and services to teenagers in need of pregnancy prevention or pregnancy options counseling." Apparently stunned by their discovery of what teenagers think about abortion, the authors tried to explain away the results by saying that teens had a "high level of ignorance" about abortion and were at the cognitive level of development in which they

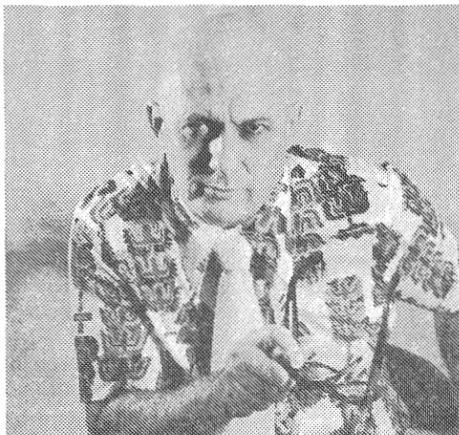
were "still close to being a baby" and therefore "identified more with the baby."

In order to change teenagers' attitudes, the authors concluded that Planned Parenthood's views on abortion, including the "politics" of abortion, should be taught in public school sex education courses.

But Dr. Wanda Franz, PhD, president of the National Right to Life Committee, said that the authors of the study were "exposing their hidden agenda" in calling for teaching about abortion politics as part of sex education curricula.

At the present time, although most public school sex education curricula are graphic and nonjudgmental about all kinds of sexual activity, they generally avoid discussion of abortion. ■

Channel One *Continued from page 1*



Dr. Wilson Bryan Key

In exchange for airing Channel One each day, schools receive "free" TVs and VCRs for every classroom. However, Mrs. Wotipka points out that "the schools never own nor do they get to keep the equipment — ever!"

She says that most parents aren't even aware that their children are watching TV each day at school. "Unlike books or curricula that can be brought home for review," Mrs. Wotipka says, "parents find themselves unable to counteract anything questionable, since reviewing the program would involve going to the schools daily."

"Even television at home affords the parent an opportunity to turn it off," she adds. "Parents are unable to reinforce their value system while their children are force-fed Whittle's."

Dr. Key notes that Channel One doesn't include any features about nutrition. It's no wonder, since all the commercials are for junk foods, drinks, and sweets that would never pass a nutrition test.

Mrs. Wotipka has proposed a boycott against Pepsi and its products (Taco Bell, Pizza Hut, Kentucky Fried Chicken, and Frito/Lay) because of its advertising on Channel One. She wrote a letter to Pepsi's President/C.E.O. Craig Weatherup saying that, "Pepsico can make a tremendous contribution to the education of our children by simply pulling out of Channel One. Parents would gratefully view this as a company which finally did what's right and in the true best interest of the children." ■

You Read It Here First!

CNN-TV Daybreak News on April 20 became the first major news outlet to cover the story that first appeared in the February *Education Reporter*. In that issue of our newspaper, we reported how the National Association for the Education of Young Children (NAEYC) is promoting an "anti-bias" curriculum that teaches very young children about homosexuality.

We reported that some of the curriculum materials recommended by the NAEYC include *Heather Has Two Mommies*, *Daddy's Roommate*, *Jenny Lives With Eric and Martin*, and *Lots of Mommies*, which are all illustrated children's books depicting homosexual fathers or lesbian mothers.

The CNN newscast, entitled "Alternative Lifestyle Education," showed pictures of a first-grade class at Public School 87 in New York City, and then reported that the school board

EDUCATION REPORTER

Number 23 The Newspaper of Educators Rights February 1992
National Assn for the Education of Young Children Rejects Achievement Standards, Demands Anti-Bias

'Anti-Bias' Means Anti-Christian in NAEYC Pre-School Curriculum



The National Association for the Education of Young Children (NAEYC) has rejected the curriculum materials recommended by the NAEYC which include books depicting homosexual fathers or lesbian mothers. The NAEYC has demanded that the curriculum be revised to be "anti-bias" and "anti-Christian."

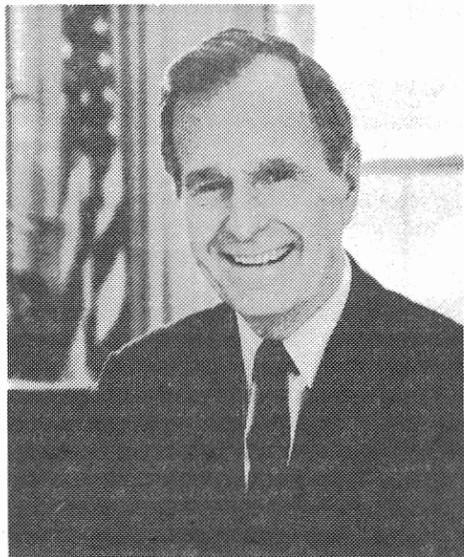
curriculum" out of the 32 public school districts in New York City. The CNN reporter held up for viewing the very books discussed in the *Education Reporter* article, including the book that shows two men in bed together.

Several persons interviewed in this CNN news segment asserted that this curriculum is necessary to promote "diversity" and to teach children to be "more tolerant," and that the lifestyle presented in these books is a "normal part of growing up."

The NAEYC has major influence among those engaged in teaching preschoolers, kindergartners, and the early elementary grades. It attracts some 18,000 people to its annual conferences. It is seeking to become the official accrediting agency, with power to set curriculum and personnel guidelines, for teachers and caretakers working with children of these ages. ■

had rejected the "anti-bias" curriculum for use there. The CNN reporter then stated that 87 is in the "only" district "banning this new

If You're For Change, You're For Choice



by President George Bush

We must create an incentive to improve education by promoting school choice. For far too long, we've shielded our schools from competition — allowed the system a damaging monopoly-power over students. Well, just as monopolies are bad for the economy, they're bad for our kids. Every parent should have the power to choose which school is best for his child — public, private or religious.

Look at America's colleges. Look at the students. Our university system is the envy of the world. Each year, we make over \$20 billion dollars in federal grants and loans directly to students — one of every two students enrolled in college right now — to use at the university of their choice. No one asks whether they enroll at Penn State, or Pennsylvania University, or Villanova, or Lehigh, or Lafayette. It's time we make the same choice available to all parents from the moment their children go to school. Whether it's the public school on your street or the one across town — whether it's private,

parochial, yeshiva, or bible school — let parents, not the government, make that choice.

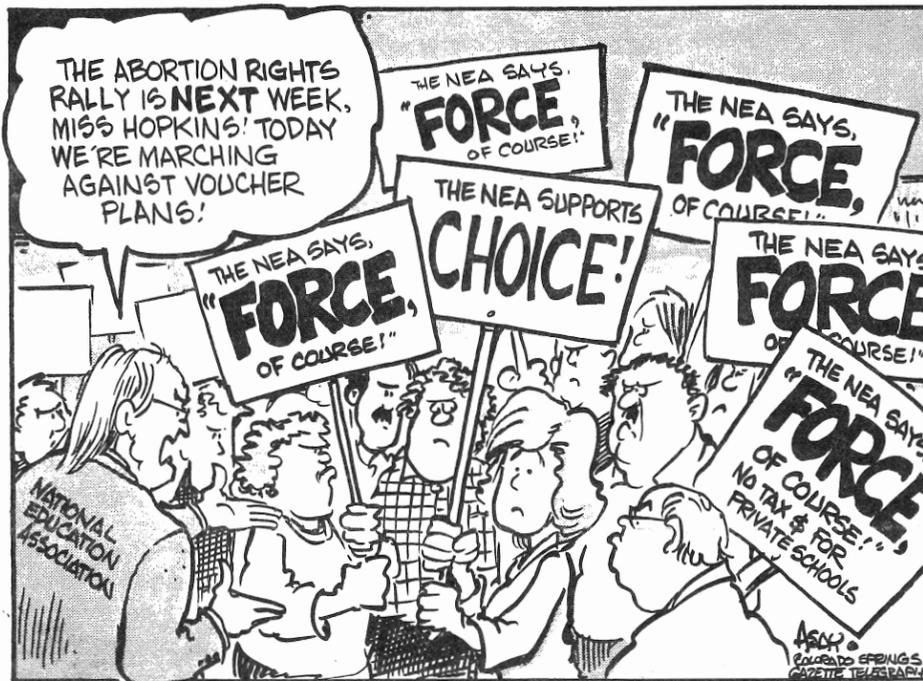
And let's be clear: If we deny parents school choice — if we deny that status, let's recognize who's hurt worst by the choice quo. It's not the well-to-do. It's not the rich guy. It's not the upper middle class. It's not any one of us who ever went house-hunting with a map of the good school districts. Deny people school choice, and the ones you hurt most are the middle class and lower — and especially the poor.

That's why choice is catching on in some of the hardest-hit neighborhoods in this nation. Talk to parents that are spearheading the school choice crusade — people like now famous Polly Williams in Milwaukee. They'll tell you how the lack of choice left them powerless to force change — and how a public school

bureaucracy turned students into statistics and parents into pawns. Look at Milwaukee today — pioneering school choice, giving poor parents control, and poor children a sense of pride. Look at the schools closer to home — East Harlem — where teachers put their names on waiting lists to get a chance to teach in a choice school. They can't wait to stand in front of a classroom of children who want to be there — who want to learn.

Choice works — and here's why. When our students are a captive audience, our schools have no incentive to improve. Say what you want about reforming our schools, if you're for change, you are for school choice.

These remarks are excerpted from a major speech President Bush made on education at Dieruff High School, Allentown, PA, April 16, 1992.



Legislative Update: Congress Kills Choice

President Bush's initiative for school choice was overwhelmingly rejected by the U.S. Senate when it approved a major education bill, S. 2, in January. The Bush proposal was a modest demonstration private-school-voucher plan to fund about a dozen "Polly Williamses" throughout the country.

Polly Williams is the Wisconsin State Representative who sponsored the country's first successful private-school-voucher program. Passed by the Wisconsin State Legislature, the education establishment fought it bitterly in the courts. The law was finally upheld by the Wisconsin Supreme Court in March. The plan allows up to 1,000 children from low-income families in Milwaukee to attend nonsectarian private schools and take a \$2,500 state voucher with them.

When the Senate defeated the "choice" section of the education bill, the public-school lobbyists and Democratic Congressmen who oppose private education breathed a sigh of relief. As one observer commented, "They had politics on their side." Translated, that means that the "choice" section was defeated on an almost strict party-line vote because the Democratic majorities used their political power to achieve the result.

The companion education bill in the House, H.R. 4323, was then introduced without any private-school choice section at all.

Grassroots Americans who support private-school vouchers are asking President Bush to

veto the education bill when it comes to his desk this year because it is now just a huge appropriation bill that would send nearly a billion dollars of new federal money into the hands of the same public schools that the American public is so upset about.

However, grassroots supporters of private-school choice should not count on the support of their Washington lobbyists. They are quoted in the press as saying they do not want a "confrontational strategy" because it would alienate key liberal Democrats and "endanger other items on their agenda." It appears that increasing the flow of federal funds into the public school and social service pipelines is more important to the Washington-based lobbyists than establishing the principle that parents have the right to choose the schools their children attend.

In his April 16 speech at Dieruff High School in Allentown, PA, President Bush said: "At a moment when the consensus for change seems to be reaching critical mass, on Capitol Hill you can watch the last stand of the status quo. Forces there are waging a last-ditch effort to put the brakes on change — to preserve the business-as-usual approach that brought us the present crisis in education."

Driving home his criticism, he said, "They want to funnel more federal dollars into the existing mandated business-as-usual, state bureaucracy — the very same bureaucracy that put us where we are today."

Alabama Legislature Gets in the Act At Auburn

MONTGOMERY, AL — The Alabama Legislature passed a law in April to bar homosexual groups from receiving university funds or using university buildings.

The law would make it illegal for public funds or buildings to be used by a college or university to support or sanction any group "that promotes a lifestyle or actions prohibited by the sodomy and sexual misconduct laws" of Alabama.

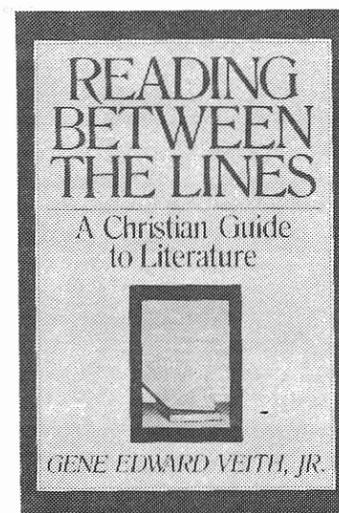
The bill was lobbied to passage by Auburn University students led by the Auburn Student Government Association (SGA).

The law is the result of a half-year controversy at Auburn University over the question of whether or not the Auburn Gay and Lesbian Association (AGLA) should be recognized as a permanently chartered student group.

The SGA had originally denied a charter to the AGLA but, after threats from the American Civil Liberties Union (ACLU), the University Vice President had overruled the students and granted the charter.



Book of the Month



Reading Between the Lines: A Christian Guide to Literature by Gene Edward Veith, Jr. Crossway Books, Wheaton, IL, 1990, 229 pps., \$9.95.

Many Christians find choosing a good book to read a difficult task because of the enormous number of books available. *Reading Between the Lines* helps solve that dilemma. It is a good resource for Christians who love to read. Gene Edward Veith, Jr. not only promotes the enjoyment and value of reading, but also shows the reader how to cultivate good literary tastes and how to recognize books that are spiritually and aesthetically bad.

"The habit of reading is absolutely critical today, particularly for Christians," Veith says. "As television turns us into an increasingly image dominated culture, Christians must continue to be people of the Word. . . . This is often difficult. We live in a society which sponsors both a mass culture that minimizes reading and an elite intellectual culture which is highly literate but hostile to Christianity. This book is designed to help Christians recover the art of reading and help them navigate their way through both the classics and the bestseller lists."

Reading Between the Lines is suitable for readers of all levels — from those with little background in literature to those with more experience. All can find something of value in this book. Veith states that, "Understanding how literature works can help us to be more discerning — to sort out quality writing from the trash that fills the bookstores and to cultivate a taste for what is 'excellent,' as Philippians 4:8 recommends."

Veith points out that many contemporary Christians are unaware of the great Christian writers of the past and present. He says they don't realize "that they are heirs to a great literary tradition." By supporting worthy authors, he says Christian readers can exert a powerful influence on our culture.

Reading Between the Lines is a helpful guide that will give book lovers a greater understanding of what they read. It explores nonfiction, fiction, and poetry, and the four literary types: tragedy, comedy, realism, and fantasy. As Veith says, "The capacity to read is a precious gift of God, and this book is designed to encourage people to use this gift to its fullest."

Reading Between the Lines is the eleventh book in the Turning Point Christian Worldview Series edited by Dr. Marvin Olasky. The series is published through the joint efforts of Crossway Books and the Fieldstead Institute.

Georgia Appoints Committee *Continued from page 1*

teachers are to "use volunteers first, then 'draft' as necessary" and continue "until all youth have participated."

The role-play sequences consist of behaviors that are illegal, wrong, or anti-social, such as cheating on a test, lying to parents about where you are going, and smoking pot. Parents say

that this type of role-play teaches the wrong lessons.

Elsewhere on this page, we have reproduced four pages from the 273-page sex education manual which parents found particularly objectionable and used in their lobbying for new legislation. ■

QUESTIONS TO ASK YOURSELF BEFORE DECIDING TO HAVE SEX

Have students brainstorm a list of questions a person might consider before deciding to have sex.

Sample questions might include:

- Do I want to have sex for selfish reasons?
- How will having sex affect our relationship?
- Have I discussed birth control with my partner?
- Have I thought about all of the possible consequences?
- Am I willing to accept all of the consequences?

- Do I have all the knowledge I need to prevent an unwanted pregnancy and the spread of STDs?
- Can I have sex without feeling any guilt or regrets?
- Are there other ways my partner and I can build a loving relationship?
- Am I afraid I'll lose my partner if I refuse to have sex?
- How do my religious beliefs affect this decision?
- Do I want to have sex because of pressure from friends?
- Have I honestly considered my values?

TERMINOLOGY CHART

PRESENT USAGE	PREVIOUS USAGE
anal, oral or vaginal intercourse	NOT intimate contact
blood, semen, and vaginal secretions	NOT body fluids
sexual partner	NOT spouse, husband, wife, boyfriend, girlfriend, male, female, men, women
men who have sex with men	NOT homosexuals
everyday life activity	NOT casual contact
gay (male) or lesbian (female)	NOT homosexual men or women
more than one sex partner	NOT promiscuous

Acceptable or Unacceptable: Does It Vary?

Below is a list of sexual behaviors/lifestyles. **Select one** (or add your own) you have conflicting feelings and/or thoughts about.

Anal Intercourse	Homosexuality
Vaginal Intercourse	Bisexuality
Oral Sex	Multiple Partners
Sex without Commitment	Masturbation
Non-monogamy	Mutual Masturbation
Abstinence	

Think about the behavior/lifestyle you have selected. Mark your response on the continuum following the sentence stems:

- For *me* this behavior/lifestyle is . . .

Acceptable	1	2	I'm undecided	3	4	Unacceptable	5
------------	---	---	---------------	---	---	--------------	---

- For *other adults* this behavior/lifestyle is . . .

Acceptable	1	2	I'm undecided	3	4	Unacceptable	5
------------	---	---	---------------	---	---	--------------	---

- For *adolescents* this behavior/lifestyle is . . .

Acceptable	1	2	I'm undecided	3	4	Unacceptable	5
------------	---	---	---------------	---	---	--------------	---

SOME IDEAS FOR ROLE-PLAY

- Riding friend's bike (unasked)
- Riding bike in off-limits area
- Sneaking out at night
- Trespassing
- "Wrapping" someone's house
- Cheating on a test
- Running in school halls
- Shooting fireworks in city limits
- Prank phone calls
- Taking parent's car without permission
- Lying to parent about where you are going

- Stealing candy/cigarettes
- Smoking cigarettes
- Breaking into a coke machine
- Entering empty house/apartment
- Staying out past curfew
- Talking in class
- Smoking pot
- Doing pills
- Drinking alcohol
- Gossiping
- Stealing jewelry/cosmetics

- Taking change left on lunch table
- Copying homework
- Leaving school ground at lunch (if closed campus)
- Harassing teacher
- Instigating a fight
- Graffiti
- Driving a car without a license
- Driving while intoxicated
- Sexuality decisions
- Passing notes in class

- Skipping school
- Breaking in line
- Always borrowing pencil/paper

Tips for Role-Play Practice

- Involve all students in role-play.
- Practice with groups of two, three, four, or five. Use volunteers first, then "draft" as necessary.
- Continue until all youth have practiced.

Does Your School Ask Children Nosy Questions?

Reproduced below is a questionnaire that Maryland children were required to answer in the primary and intermediate grades at one Maryland school district:

PUPIL REPORT OF INTEREST AND ACTIVITIES FOR PRIMARY AND INTERMEDIATE GRADES

Adapted from an inventory by Paul A. Witty, and others, Northwestern University, U.S. Office of Education Interest Survey. Permission is granted to the teacher to reproduce all or any part of this interest inventory.

Name _____ Date of Birth _____ Age _____
Grade _____ School _____ Sex _____ Date _____

A. PLAY AND OTHER ACTIVITIES

1. When you have an hour or two to spend as you please, what do you like best to do?

2. What do you usually do:
- After school?
 - On weekends?
3. What game do you like best to play?
4. What other games do you like to play?
5. Do you like to make things? Yes No
- What things have you made?
6. What tools or playthings do you have at home?
7. Is there any tool or plaything that you would like to have very much? Yes No
- If yes, what?
8. Do you have any pets? Yes No
- If yes, what?

C. READING

18. Do you like to have someone read a story to you? Yes No
- If yes, what is the best story that has been read to you?
Who read it?
19. Do you like to have someone tell a story to you? Yes No
- If yes, who tells the best stories to you?
20. Do you like to look at magazines? Yes No
- If yes, which magazines?
21. Do you like to look at comic books? Yes No
- If yes, which comic books?

22. Do you like to read? Yes No
- If yes, what books or stories have you read?
23. What book or story do you like best?
24. What other books or stories do you like?
25. Do you have books of your own? Yes No
- If yes, about how many?
26. Do you go to the public library? Yes No
27. Which of the following things do you like to do best?
- a. Read books
 - b. Listen to stories
 - c. Go to the movies
 - d. Listen to the radio
 - e. Watch TV
 - f. Play outdoors