

# Guidelines for Real Life Issues Curriculum Infusion Module Design

For College of Education Faculty

*Please use these guidelines in writing up the real life issues  
prevention curriculum you are planning for your course.  
It will be helpful to you to fill in ideas on this  
form as you participate in this training.*

**Website URL:** <http://www.cirli.org>

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## I. Course Information

- A. Describe the course for which you are planning to design prevention curriculum.
- B. Why have you selected this course?
- C. Where would the prevention material fit into the course?
- D. How will you incorporate the Student Handbook “*Curriculum Infusion of Real Life Issues*” into your instruction? When will students receive copies?
- E. How will you familiarize students with the project website ([www.cirli.org](http://www.cirli.org))?
- F. Which Real Life Issues (substance abuse, violence, bullying, social ostracism, HIV/AIDS, etc.) do you plan to incorporate into this course?
- G. What demographic information on the selected Real Life Issue(s) will you utilize?

## **II. Prevention Strategies and Rationale**

A. How will you acquaint future teachers with each of the five major evidence-based prevention strategies presented in the training workshop?

AT THE COMMUNITY LEVEL:

1. involving students in community prevention efforts (e.g. removing alcohol and tobacco advertising from the neighborhood, neighborhood anti-gang marches, volunteer work at a HIV/AIDS prevention program, etc.)

AT THE LEVEL OF SOCIAL INTERACTION:

2. promoting pro-social norms (e.g. participation in student courts or peer mediation, etc.)
3. correcting misperceptions of norms (e.g. exaggerations of use of alcohol and other drugs by peers, the extent of violence among peers, or the incidence of sex among peers, etc)

AT THE INDIVIDUAL LEVEL:

4. increasing perceptions of personal risk (e.g. harm from use of alcohol and other drugs, participation in violence, bullying or social ostracism, engaging in at-risk sexual behaviors, etc.)
5. developing or enhancing life skills (e.g. to reject peer pressure to use alcohol/drugs, learning to defuse/withdraw from potential violence, learning to deflect/oppose bullying and social ostracism, learning to negotiate safe practices in sexual and other relationships, etc.)

B. How are future teachers taught to make use of these evidenced-based prevention strategies as they are prepared to integrate prevention into their own teaching?

C. What demographic data will you utilize in relation to correcting misperceptions of norms and Increasing perception of risk?



#### **IV. Learning Objectives**

Indicate here what your students are expected to learn from the prevention curriculum. Include any changes in attitude, knowledge or skill that you anticipate.

#### **V. Learner Characteristics**

The composition of your class has a significant impact on your curriculum design. How are you encouraging your student teachers to consider realities such as student learning styles, disabilities or special education needs, class size, and the learning environment as they prepare prevention curriculum?

#### **VI. Diversity**

The diversity of your students has a significant impact on your curriculum design.

- A. How are you encouraging your students to consider realities such as the learners' culture, race and ethnicity, socio-economic status, gender, sexual orientation, and age or developmental stage as they prepare prevention curriculum?
  
  
  
  
  
  
  
  
  
  
- B. How are you preparing your students to gain knowledge of the real life issues in the communities where they will teach, including knowledge of organizations and institutions addressing these real life issues? How will you encourage teachers in training to utilize local organizations and institutions to promote student learning or to refer students at risk?

## **VII. Instructional Strategies /Activities**

- A. Describe the instructional activities that will comprise the curriculum preparing future teachers to integrate prevention into their classes. Be as specific as you can about assignments, reading, papers, simulations, case studies, role plays, debates, discussion topics, small group activities, etc.
  
- B. How will the specific activities help you meet your Learning Objectives? How do these activities address issues of Learner Characteristics and Diversity?
  
- C. How do you plan to encourage active student participation in the learning process? How are future teachers encouraged to incorporate active student learning methods in the prevention curriculum that they develop (if applicable)?
  
- D. Are there additional resources (e.g. films, other media) you need to include as part of your instructional strategy?

## VIII. Evaluation

The NDCI has developed a Student Pre/Post Questionnaire to help measure the impact of the real life issue prevention curriculum on students in your classes. In addition, some classes will be observed by members of the NDCI evaluation team. A Faculty Questionnaire is also available for you to complete. There are also many other forms of evaluation suitable for the prevention curriculum that you are designing such as evaluative questions, discussion with students, evaluative essays, and group discussions.

Please remember to distribute the Student Pre Questionnaire prior to presenting your course module and the Student Post Questionnaire shortly after your prevention module has been completed. Also remember to submit the student Pre/Post Questionnaires to your Campus Coordinator along with your other documentation.

C. What forms of evaluation would be suitable for the curriculum that you are designing?

D. How will you know if you are having the intended impact on your student teachers?

Thank you for your efforts in completing the Real Life Issues Curriculum Infusion module!