

# **SOCIAL POLICY**



**The Influence of Laws, Regulations, Plans,  
Norms, and Beliefs on Alcohol and Drug Use**

## **INTRODUCTION**

The purpose of this unit is to actively involve students in examining how laws, regulations, plans, norms and beliefs influence alcohol and drug use. Students will be able to identify these influences as part of social policy at the Tribal, state, and national levels and examine how social policy is made. Active learning is central to this unit. Encourage all students to get involved. The unit makes extensive use of Talking Circles. The Talking Circles provide an opportunity for students to share ideas and work collectively on projects. Use the Talking Circle Rules Poster to introduce the concept before beginning the unit. The lessons also ask each group to select a messenger who will summarize the group's discussion and share this information with the entire class. Each group should select a messenger before beginning the unit. The messenger's responsibilities can be reassigned periodically.

Copyright © 1989 by  
Red Cliff Band of Lake Superior Chippewa  
All Rights Reserved.

## **SOCIAL POLICY: UNIT OUTLINE**

**GOALS:** Students will increase their knowledge of:

- How social policy can influence behavior.
- The process of developing social policy.

**OBJECTIVES:** Students will be able to:

- Define social policy.
- Identify and demonstrate how social policy influences behavior.
- Identify and demonstrate how social policy is made.

**METHODS:** The teaching/learning methods include:

- Brainstorming
- Small Group Problem Solving and Consensus Building
- Small Group Research Project
- Role Playing
- Classroom Discussion
- Lecture

## SOCIAL POLICY INDEX

LESSONS: Lessons include:

	Page#:
What is Social Policy?	6
Social Policy and Alcohol and Drugs	8
Social Policy Research	11
Developing Social Policy	22
Advocating Policy Change	26

**MATERIALS:** The teaching aids and materials in supplemental packet include:

A) Worksheets/Group Study Guides:	Item#
What is Social Policy?	1
Examples of Social Policy	2
Social Policy Research Guides	3
Policy Development Guide	4
Policy Role Playing Guide	5

B) Lecture Notes/Transparencies:	
Definition of Social Policy	T#1
Guidelines for Developing Policy	T#2

<b>OTHER MATERIALS</b>	Page #
Talking Circle Rules Poster	5
Role Play Cards	27

# TALKING CIRCLE RULES

- LISTEN QUIETLY WHEN SOMEONE IS TALKING
- EVERYONE'S IDEAS ARE IMPORTANT



- NO PUT DOWNS
- IT'S OKAY TO JUST LISTEN

**NAME OF ACTIVITY:** What is Social Policy?

**UNIT:** Social Policy

**LEVEL:** 7-12

**TIME REQUIRED:** 20 minutes

When the student has completed this activity, he/she will be able to:

**OBJECTIVE:** Define social policy

**RESOURCES:** The "What is Social Policy?" worksheet (SP# 1)

**PROCEDURES:**

- Ask students to form Talking Circles. Explain that the purpose of this activity is to examine what the term social policy means.
- Distribute the "What is Social Policy?" worksheet, one to each group. Ask each group to develop a list of things that they think could be considered forms of social policy. Remind the messenger that he/she is responsible for completing the worksheet and reporting to the whole class.
- Ask the group messengers to report to the whole class when the groups have completed their tasks.
- Write all the items from each group's list on the chalkboard (or ask a student volunteer to do this).
- When all the items are on the board discuss the question, "What is Social Policy?" based on the definition developed by the students.
- Write a consensus definition of social policy on the board. Leave lists and definition on the board or copy to paper for use in the next lesson.

**CLOSURE:** When the group has decided on a definition, explain that at the next class session, we are going to discuss other definitions of social policy and examine ways that social policy impacts on alcohol and drug use and abuse.

**WHAT IS SOCIAL POLICY?**

**DIRECTIONS:** Take a few minutes to each think of at least two examples of social policy. Write your ideas on a piece of paper, draw on what you know. Don't hesitate because you think your answer is not correct: just develop your ideas. When everyone has at least two examples, each member of the group shares their examples. The group does not need to agree on whether the examples are correct. One person records the examples below. If more than one person gives that same example just write it down once.

## EXAMPLES OF SOCIAL POLICY:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

**NAME OF ACTIVITY:** Social Policy and Alcohol and Drugs

**UNIT:** Social Policy

**LEVEL:** 7-12

**TIME REQUIRED:** 30 minutes

When the student has completed this activity, he/she will be able to:

**OBJECTIVES:**

- Define social policy.
- Identify and demonstrate how social policy influences behavior.

**RESOURCES:**

- Definition of Social Policy (SP/T# 1)
- Examples of Social Policy (SP#2)

**PROCEDURES:**

- Review the definition of social policy developed by the students.
- Present lecture material on social policy definition, issues and strategies.
- Encourage students to ask questions as you present material.
- Review the main types of social policy.
- Ask students to form Talking Circles. Distribute one example of Social Policy Worksheet. Review the descriptions of each form of social policy. Remind the messenger that he/she is responsible for completing the worksheet and reporting to the whole class.
- Ask students to identify examples of alcohol and drug policy for each type of policy. They can use examples from the lists developed in the previous lesson. Each group should identify at least two examples for each type of policy: Laws, Regulations, Public Plans, Norms and Beliefs.
- Ask the group messengers to present a summary of their group's ideas from their worksheet.

**CLOSURE:** Explain that the class is going to form policy task forces to examine local policy issues more carefully.



## DEFINITION OF SOCIAL POLICY

### DEFINITION:

Social Policies are the **FORMAL** and **INFORMAL** rules that define what is acceptable behavior in a community or society.

Social policies include **laws, regulations, public plans, norms** and **beliefs** that people use in making decisions about alcohol and drug use.

### SOCIAL POLICY STRATEGIES:

Substance abuse social policies **attempt to define the conditions under which an individual can use alcohol or drugs or act as a result of use.**

Developing effective social policy is a very important strategy for preventing substance abuse in American Indian communities. Important arenas of social policy for Indian communities are the:

1. **Home and Families**
2. **Tribal Government**
3. **Tribal Programs and Businesses**
4. **Tribal Law Enforcement**
5. **School**
6. **City Government/Programs**
7. **County Government/Programs**
8. **State Government/Programs**
9. **Federal Government/Programs**

**EXAMPLES OF SOCIAL POLICY WORKSHEET**

**TYPE OF SOCIAL POLICY EXAMPLES**

<p><b>TYPES OF SOCIAL POLICY</b></p>	<p><b>EXAMPLES</b></p>
<p><b>LAWS/REGULATIONS:</b>                      Rules of conduct usually enacted by tribal, federal, state, or local governments or agencies.</p> <p><b>PUBLIC PLANS:</b>                      Plans developed by local governments, schools, or agencies, to address alcohol and drug issues.</p> <p><b>NORMS:</b>                      Standards or conduct held by a group. Less formal than laws.</p> <p><b>BELIEFS:</b>                      Things that individuals accept as true.                      Opinions about a subject.</p>	

**NAME OF ACTIVITY:** Social Policy Research

**UNIT:** Social Policy

**LEVEL:** 7-12

**TIME REQUIRED:** 40 minutes

**OBJECTIVES:**

- Define Social Policy
- Identify and demonstrate how social policy influences behavior.

**RESOURCES:** Policy Research Guides (SP#3)

**PROCEDURES:**

- Ask the students to form Talking Circles and select a policy area that their group wants to work on. These are policy areas to choose from: Tribal Government, Tribal Law Enforcement, Schools, Homes/Family, State Government, Federal Government, Substance Abuse Services, Social Services, Health Services and Tribal Businesses.
- When the groups have all selected their topics, distribute the policy research guides. Remind the messenger that he/she is responsible for completing their group's guide and reporting to the whole class.
- Ask students to collectively work on their group guide. They might need to get information from outside sources through interviews or by collecting documents and other information. Students can work in small groups on this project over a period determined by the students and teacher.

**CLOSURE:** Clarify process if students have questions and explain that in the next class session their findings will be reviewed.

**SOCIAL POLICY RESEARCH GUIDE: Tribal Government**

Policy Questions/Answers Your Ideas About What Could or Should Be Done to Address This Policy Issue.

1. Can alcohol be sold on the reservation? If so, who can sell, who can they sell it to, and under what conditions?
2. Does the Tribal Government have a position on the use and abuse of alcohol and drugs?
3. Does the Tribal Government have an active position on promoting the well-being of tribal members?
4. Does the Tribal Government have a comprehensive plan for promoting wellness in the community and addressing the issues related to substance abuse?

**SOCIAL POLICY RESEARCH GUIDE: Tribal Law Enforcement**

Policy Questions/Answers Your Ideas About What Could or Should Be Done to Address This Policy Issue.

1. Do the tribal courts and law enforcement officers have clear and consistent policies and procedures for dealing with alcohol and drug-related offenses?
2. Do tribal judges and law enforcement officers have adequate training in substance abuse issues?
3. Does the law enforcement system work with the substance abuse and other health and social service systems?
4. Does law enforcement participate in or initiate prevention and positive alternatives for youth?

**SOCIAL POLICY RESEARCH GUIDE: Schools**

Policy Questions/Answers Your Ideas About What Could or Should Be Done to Address This Policy Issue.

1. Do the school staff have adequate training in substance abuse issues?
2. Does the schoolwork with the substance abuse services?
3. Does the school have clearly defined policies and procedures for dealing with alcohol and drug-related issues?
4. Does the school have a comprehensive K-12 prevention program with a parent education and involvement component?

**SOCIAL POLICY RESEARCH GUIDE: Home /Families**

Policy Questions/Answers Your Ideas About What Could or Should Be Done to Address This Policy Issue.

1. Do adults set positive examples for their children and other youth?
2. Do families have clear and consistent expectations about alcohol and drug use?
3. Do parents have adequate training and resources to cope with alcohol and drug issues at home?
4. What channels do parents have for communicating their ideas to the Tribal Council, schools, and law enforcement agencies?

**SOCIAL POLICY RESEARCH GUIDE: State Government**

Policy Questions/Answers Your Ideas About What Could or Should Be Done to Address This Policy Issue.

1. Where can alcohol be sold? Who can they sell it to, and under what conditions?
2. What laws does the State have on drinking and driving?
3. Does the State have any statewide efforts to educate the public about substance abuse?
4. What does the State require schools to teach about alcohol and drug issues?



**SOCIAL POLICY RESEARCH GUIDE: Federal Government**

Policy Questions/Answers Your Ideas About What Could or Should Be Done to Address This Policy Issue.

1. Are there any Federal laws that impact on how states or tribes regulate the sale of alcohol? Explain.
2. Are there any Federal laws that impact on how states or tribes regulate drinking and driving? Explain.
3. Are there any nationwide efforts to educate the public about substance abuse?
4. Does the Federal government require state and tribal schools to teach about alcohol and drug issues? Explain.

**SOCIAL POLICY RESEARCH GUIDE: Substance Abuse**

Policy Questions/Answers Your Ideas About What Could or Should Be Done to Address This Policy Issue.

1. Does the tribe have a full range of substance abuse services available? If not, what is needed.
2. Does the substance abuse program provide a comprehensive prevention effort?
3. Does the substance abuse program work with law enforcement, health, and social services systems?
4. Does the program have clearly defined policies and procedures?

**SOCIAL POLICY RESEARCH GUIDE: Social Services/Child Welfare**

Policy Questions/Answers Your Ideas About What Could or Should Be Done to Address This Policy Issue.

1. Do the program staff have adequate training in substance abuse issues?
2. Does the Social Services/Child Welfare program work with substance abuse service?
3. Does the program have clearly defined policies and procedures for dealing with alcohol and drug related issues?
4. Does the program provide parenting classes or other prevention or community education services?

**SOCIAL POLICY RESEARCH GUIDE: Health Services**

Policy Questions/Answers Your Ideas About What Could or Should Be Done to Address This  
Policy Issue

1. Do the program staff have adequate training in substance abuse issues?
2. Do the health program staff work with the substance abuse services?
3. Does the program have clearly defined policies and procedures for dealing with alcohol and drug related issues?

**SOCIAL POLICY RESEARCH GUIDE: Tribal Businesses and Industry**

Policy Questions/Answers Your Ideas About What Could or Should Be Done to Address This Policy Issue.

1. Do tribal businesses or industry have employee assistance programs?
2. Do tribal businesses or industry have clear policies and procedures for dealing with employee substance abuse issues?
3. Do the tribal officials running the business have adequate training in substance abuse issues?

**NAME OF ACTIVITY:** Developing Social Policy

**UNIT:** Social Policy

**LEVEL:** 7-12

**TIME REQUIRED:** 50 minutes

When the student has completed this activity, he/she will be able to:

**OBJECTIVE:** Identify how social policy is made.

**RESOURCES:**

- Guidelines for Developing Policy (SP/T#2)
- Policy Development Guide (SP#4)
- Policy Role Playing Guide (SP#5)

**PROCEDURES:**

- Ask group messengers to report to the whole class on their group's finding from the policy research guide they completed during the last session.
- When all groups have reported their findings, explain that the next step in this process is for each group to select a policy issue and clarify and develop it.
- Present lecture on the "Guidelines for Policy Development." Encourage the students to ask clarifying questions during the lecture.
- Distribute one Policy Development Guide and Role-Playing Guide to each group. Ask each group to collectively complete the worksheet and guide. The messenger completes the forms.
- Explain to each group that they will be asked to role play a presentation, advocating adoption of their policy, to a community group. The rest of the class will play the part of the community. When each group has selected a topic, they must write it on the board so the class will be able to prepare for the role plays. Students can work in their small groups on this project over a period determined by students and teacher. Students should prepare a 10-minute presentation advocating their policy.

**CLOSURE:** Clarify the process if students have questions and explain that in the next class session, they will begin the role plays. Review the topics that each group has selected and ask the students to think about their position on this topic before the next class.

**GUIDELINES FOR DEVELOPING POLICY:**

- A. Identify the policy issue you want to address.
- B. Identify who needs to be involved in the policy development process.
  - Identify the key individuals and groups that need to be involved.
  - Identify who has the authority to implement the policy and make sure they are involved in planning.
  - Identify who will be active supporters, passive supporters, active opponents and passive opponents.
- C. Identify policy goals:
  - The key people need to identify what they hope to accomplish throughout this policy development process.
  - Work on clarifying what you hope to accomplish.
- D. Review existing policies:
  - a. Do any policies exist?
  - b. Are there gaps and inconsistencies in policy?
- E. Define and write new policies:
  - a. Clarify policy priorities, based on what's needed and what already exists.
  - b. Write new policies or modify old ones.
- F. Implement new policies.

### **POLICY DEVELOPMENT GUIDE**

- A. Identify the policy issue your group wants to address:
- B. Identify who needs to be involved in the policy development process:
- C. Identify who will be a(n):
  - 1. Active Supporter
  - 2. Passive Supporter
  - 3. Active Opponent
  - 4. Passive Opponent
- D. Identify what you want to accomplish:
- E. Describe existing policies
- F. Describe your new policy briefly and concisely:



**POLICY ROLE PLAYING GUIDE**

Give your group a name:

- A. Identify the arguments that can be presented in favor of your position.
  
  
  
  
  
  
  
  
  
  
- B. Identify a general role for each group member. Everyone should say or do something.

Name	Role
------	------

- C. Identify questions or arguments that opponents might raise and think of good responses.

Arguments	Response
-----------	----------

**NAME OF ACTIVITY:** Advocating Policy Change

**UNIT:** Social Policy

**LEVEL:** 7-12

**TIME REQUIRED:** 20 minutes per group

When the student has completed this activity, he/she will be able to:

**OBJECTIVE:** Identify and demonstrate how social policy is made.

**RESOURCES:**

- Policy Development Guide (SP#4)
- Role Playing Guide
- Role play cards for audience (Cards have active supporter, passive supporter, active opponent and passive opponent written on them. At least 20 per class)

**PROCEDURES:**

- Explain that each group will be asked to make a 10-minute presentation on their policy.
- Ask for a volunteer group to go first.
- Distribute the role play cards to the audience and explain that they must think of questions to ask the group and play the role described on their card.
- When the group has completed their presentation, the audience can ask questions and make comments. After a 5-10 minute discussion ask the whole class to take a vote on whether to adopt the policy.
- This process is repeated for each group.

**CLOSURE:** To close this activity, discuss the following questions:

1. Which aspect of policy development do you think is most important?
  - a. Developing a well-thought-out policy that addresses, an important need, or
  - b. Effectively advocating and convincing people that your policy is a good idea.
2. Are social policies always developed with the best interests of people in mind, or can money and power play a role in determining social policy?

## ROLE PLAY CARDS

**ACTIVE SUPPORTER**

**PASSIVE SUPPORTER**

**ACTIVE OPPONENT**

**PASSIVE OPPONENT**