

**SEATTLE STUDENT VOICES
COMPREHENSIVE EXECUTIVE SUMMARY**

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Center for Communication and Civic Engagement
University of Washington

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Introduction

During the 2001-2001 academic year, researchers and staff of the University of Washington's Center for Communication and Civic Engagement, along with nearly 40 teachers from 15 Seattle-area schools, administered the National Student Voices Project, in an effort to promote and understand the effects of a unique approach to high-school civics curricula. An initiative of the Annenberg Public Policy Center (APPC) of the University of Pennsylvania, with funding from the Annenberg Foundation and the Pew Charitable Trusts, the National Student Voices project engages students in the study of politics and the legal system using innovative classroom activities and projects, along with a unique interactive web portal. Specifically, the program is comprised of two parts, 'Student Voices,' which explores politics and elections through participating cities' mayoral races, and 'Justice Talking,' which engages students in legal issues through materials adapted from the National Public Radio program of the same name. In Seattle, we administered Student Voices during the fall academic sessions, and Justice Talking in the spring.

In what follows, we report our findings concerning the effects of the Student Voices and Justice Talking programs, as revealed through analysis of pre- and post-test surveys administered to participating students before and after each of the two component programs. Though more precise descriptions and copies of survey items are provided in the subsequent chapters, the basic strategy of evaluation for each program was as follows. As a general rule, we assigned roughly two-thirds of participating classrooms to adopt the Annenberg curriculum, leaving one-third as 'control' classrooms, creating a basic quasi-experimental design. Though random assignment was not possible, efforts were made to establish at least one control classroom in each school, and to select the most similar classrooms in each school to provide the best comparisons possible. Using linear regression of pre-posttest differences (posttest measures minus pretest measures) on a variable for program participation, along with standard demographic variables, we were able to identify the effects of each program on a number of important outcome measures, including media use, frequency of political discussion, and political and legal knowledge.

Overall, we found that the effects of the program to be substantial, and supportive of future efforts to modify high-school civics curricula using the Student Voices model. The Student Voices program, as administered during Seattle's 2001 mayoral race, significantly increased students' attention to, knowledge about, and engagement in local politics generally, and the 2001 mayoral race in particular. Though we encountered some difficulties surrounding the idiosyncrasies of the Seattle school system, which resulted in an inability to keep the same students in curriculum and control conditions, we were able to determine that the Justice Talking program, particularly for those students who were able to remain in a curriculum classroom for the duration of the school year, also promoted political talk, political and legal knowledge, as well as students' understanding of others' opinions on the issues involved, and attention to news related to the Supreme Court.

Evaluation of the Student Voices Program in Seattle

March 2002

**Center for Communication and Civic Engagement
University of Washington**

Report Prepared by Mike Xenos, Lance Bennett, and Adam Simon

Overview of Seattle Student Voices

Seattle Student Voices is part of the National Student Voices Project, an initiative of the Annenberg Public Policy Center (APPC) of the University of Pennsylvania with funding from the Annenberg Foundation and The Pew Charitable Trusts. The Student Voices program is a high-school civics curriculum enhancement aimed at building civic and political engagement among young people and increasing students' knowledge and understanding of local political processes and institutions. In Seattle, the project involved the participation of 35 teachers in 15 area schools, with thirty-two classrooms implementing the civic engagement curriculum and fifteen control classrooms using their normal civics curriculum. We were able to secure a good balance between public (8) and private (7) schools. Each of the teachers administering the Student Voices curriculum attended a full day of training by project staff. All classrooms were equipped with computers and provided with Internet access. In addition to engaging in Student Voices in-class curriculum activities, program participants accessed the Student Voices web site, which included candidate and issue information, on-line discussion forums for discussion of local political issues with other Seattle students and the mayoral candidates, as well as other curriculum related information. Students were made aware of their involvement in a city and nation-wide project, and geared many of their class activities toward public events that brought media attention to students, parents, and teachers from across the city. Participating classes attended a locally broadcast candidate forum with student questioners, received visits from candidates and their representatives in class, and developed community-oriented class projects, which were presented at a 'civics-fair' at the end of the program where awards were given to the best student presentations. Teachers participating in the control classrooms received no curriculum materials, but did receive computers with Internet access. In order to evaluate the effectiveness of the program nationwide, APPC has developed pre-test and post-test surveys tapping various outcome measures. In Seattle, these surveys were adapted to the local environment and administered to all students in both curriculum and control conditions.

Overall we found that the Student Voices program, as administered during Seattle's 2001 mayoral race, significantly increased students' attention to, knowledge about, and engagement in local politics generally, and the 2001 mayoral race in particular. Similar to the results of program evaluations in other cities, these findings speak to the robust effectiveness of the curriculum in achieving its stated goals. As indicated in the analyses reported below, the most important features of the curriculum were the direct participation aspects, including classroom visits by candidates and campaign staff, click polls on issues posted on the project web site, and various in-class discussions and deliberations on local issues and the election.

METHODOLOGY

As indicated above, the basic evaluation strategy employed involved the comparison of pre- and post-test survey responses in both curriculum and control conditions. In Seattle, roughly two thirds of participating classrooms were established as curriculum classrooms, with the remaining third serving as control classrooms. Efforts were made to select the most similar and comparable class within the grade and course to serve as the control classroom(s) for each school. In all classes, students completed both pre- and post-test surveys, which were administered confidentially by assigning each student a survey identification number.

In all, approximately one thousand students participated in the Seattle program (in either curriculum or control conditions) at any given time. The analyses presented here, however, focus on the 858 students for which both pre- and post-test surveys were received.¹ This design allowed us to assess pre-post differences individually for each student, thus enhancing our ability to accurately identify the effects of the curriculum. Of the 858 student respondents, 556 participated in the Student Voices curriculum while 302 were in the control condition.

¹ Initial aggregate level analyses using all surveys received appear consistent with the individual-level analyses reported here, given that they fail to control for demographic and other variables.

In order to evaluate the effectiveness of the program in accomplishing its broad goals of increasing political engagement and knowledge of local political processes and institutions among participants, we focused on the following outcomes:

- News media consumption
- Attention to and interest in news about local affairs and the mayoral election
- Discussion of politics and local issues
- Political knowledge
- Political cynicism/Trust in government
- Political participation

For each outcome variable of interest, we identified appropriate indicators among the survey items and subtracted pre-test values from post-test values, yielding net-change scores on each measure for each participant. For news media consumption, we chose seven indicators. Two of these, our national and local newspaper exposure measures, were compiled from responses to survey items asking respondents to identify how often they read a variety of national and local newspapers using a scale from 1 (never) to 4 (three or more times a week). The remaining five indicators tapped consumption of network television news, local television news, radio news, talk radio, and Internet news, in days per week. Three survey items were used to assess attention to and interest in news about local issues and the mayoral race. These items asked students how often they followed local affairs, how much attention they devoted to newspaper coverage of the mayoral election, and how closely they followed general news coverage of the campaigns and election. Generally, these responses came in the form of 4 to 5 point Likert scales; precise response options for these and all other items are presented in Appendix A. For assessment of political talk we used two items that asked students to rate how often they discussed local politics with family and friends using a scale of 0 (never) to 4 (every day), and a general item asking students to estimate how often they talked with anyone about the election specifically using the same scale.

We assessed political knowledge with three scale measures ranging from local to national in emphasis. First, we compiled a measure of candidate familiarity by summing

the number of evaluations or responses (excluding neutral, 'don't know' answers, and non-responses) offered for six questions about the candidates and issues of the mayoral race. Second, a four-point scale was constructed based on whether students could identify at least one of Seattle's nine city council members, Washington State governor Gary Locke, and the US Senators representing Washington State. For national political knowledge, we used the five-item index recommended by Delli Carpini and Keeter (1996). We measured political cynicism using an index of trust in local government (comprised of agree/disagree responses to positive statements about local government) and one that tapped distrust of local government (responses to negative statements). Finally, we assessed political participation using questionnaire items concerning the likelihood of the respondent to volunteer for a political campaign in the future and their self-reported level of political involvement.

Evaluation of curriculum effects was then accomplished in two stages. First, each outcome variable was regressed on a dummy variable denoting program condition, controlling for demographic characteristics. Specifically, we controlled for age, gender, ethnicity, mother's educational attainment, private school attendance, and whether English is the language primarily spoken in the student's home. Table 2 reports the results of these regressions. In a second stage of the analysis, we explored the question of whether particular components of the program were individually influential on the outcome variables of interest. To get at this question we used a post-test survey item asking students to indicate what activities they took part in (if any) as part of the Student Voices curriculum. Using these responses we then regressed outcome variables on dummy variables representing the various components of the program, again controlling for demographic variables, in order to identify particular portions of the program that had the greatest effect on student learning and engagement. The results of these analyses are reported in Table 3.

RESULTS AND DISCUSSION

Background

Before discussing general and specific curriculum effects, it will be useful to briefly report some background information on the student-participants and administration of the Seattle Student Voices program. Table 1 provides a basic demographic profile of student-participants. Based on simple t-tests, we are confident that there were virtually no significant differences in terms of these variables between the curriculum and control conditions, with the possible exception of mother's education. Though the difference on this variable achieves statistical significance, it is worth noting the small magnitude of difference.

Beyond simple demographics, we can also look to baseline levels of Seattle Student Voices participants on a few outcome variables, in comparison to a national sample of young people, as another way of conveying to the reader a sense of the local soil in which the seeds of the program were planted. For this we turn to the Project Vote Smart/Pew Charitable Trusts 1999 Survey, administered to a sample of 18 to 25 year olds (and an older comparison group) as part of an effort to assess youth civic engagement. Taking into account that the Project Vote Smart/Pew survey respondents were slightly older than our local high school students, we believe that a comparison of a handful of similar questionnaire items establishes that Seattle Student Voices participants are relatively typical of young people nationwide. For example, while more Seattle Student Voices participants report “never” paying attention to local politics and government (approximately 32% vs. 14%), the proportion of our students reporting “some” attention to these matters is roughly equal to that for Project Vote Smart respondents reporting “little” to “some” attention to local affairs (60% vs. 64%). Although markedly fewer Seattle Student Voices participants were able to correctly identify the Vice President of the United States (55% vs. 72% of Project Vote Smart respondents), on other national political knowledge items the rates of correct response were quite similar.² Another similarity can be found in the overwhelming preference of young people to pursue

² Whose responsibility is it to determine if a law is unconstitutional or not? Seattle Student Voices (SSV) 56.9%, Project Vote Smart (PVS) 62%. How much of a majority is required for the US Senate and House to override a presidential veto? SSV 55.3%, PVS 58%. Which party is more conservative? SSV 66%, PVS 57%.

information about politics and public affairs on the Internet. Although the formats of the survey items used in both cases prohibit a direct comparison, Seattle high school students appear to display a reliance on online news very typical of young people nationwide.

Finally, results from a brief exit-survey of teachers provide some background with respect to the administration of the program. By and large, these brief surveys indicate that the teachers found the curriculum to be helpful overall, and relatively easy to implement. On average, curriculum teachers devoted 1.3 days per week to program activities. There were, however, a few teachers who had trouble with some parts of the program and expressed an inability to administer all of the components. This variation underscores the importance of evaluating program components individually, in order to control for differences between curriculum classrooms.

Curriculum main effects

A cursory glance at Table 2 suggests that in Seattle the Student Voices curriculum had a significant effect on at least one outcome variable in virtually all of the categories of interest with the exception of political cynicism/trust in government. For example, students in the curriculum condition report almost a day increase in network television news consumption per week than students in the control classrooms. We suspect that increases in local news consumption were suppressed by the fact that articles from the local papers were clipped and posted on the project web site, thus offering students a readily available substitute for local newspapers. This suggests that the increase in national television news consumption may be taken as a more meaningful indicator of the media effect of the project.

With respect to interest in and attention to local affairs and the mayoral race, we find significant increases in all three indicators among curriculum participants. Though the magnitude of the increase in the simple “interest” measure is rather small, the increases in attention to newspaper and general news coverage of local politics and the election are substantial. Whereas average responses to these items on the pre-test ranged in the “none” to “not very much” territory, post-test responses of students in the curriculum condition display an average response squarely in the “some” attention range, as has been the case in other versions of the program. Although there appear to be no

statistically significant curriculum effects on general political talk, discussion of the mayoral race was also markedly increased among curriculum participants. Perhaps the clearest effect of the curriculum, however, can be seen in the candidate familiarity index. Recalling that this scale was constructed by summing dummy variables representing six candidate or issue opinions, we can interpret the effect of the curriculum as helping students to form about two more opinions on average than control students. Specifically, students in the curriculum group went from an average of 1.2 opinions in the pre-test to an average of 3.9 after the curriculum and election. Additionally, another effect on political knowledge can be seen in ability of students receiving the curriculum to recall the names of officials representing the city of Seattle and the State of Washington. Finally, a modest but significant increase in self-reported political involvement (based on a scale ranging from 1 “not involved” to 3 “somewhat involved”) is also found in comparing students from curriculum classrooms to those from the control classes.

Effects of specific program components

In addition to the above analyses, we also explored the effects of particular program components in a second phase of program evaluation. Looking over the cell entries in Table 3, which report coefficients for all aspects of the program found to be significantly related to at least one outcome measure, one can discern two distinct patterns regarding the program components found to be most effective in Seattle. First, it is clear that classroom visits by candidates and their representatives strongly influence news consumption and spontaneous political talk among program participants, among other outcome variables. Most strikingly, we see that these visits from mayoral hopefuls and their staff tend to result in over a day’s increase per week in network television news consumption and nearly a day per week increase in Internet news consumption respectively. Indeed, in this analysis, we find a significant relationship between candidate visits and students’ levels of general political talk with friends whereas the simple curriculum effect was found to be non-significant in the first phase of evaluation.

A second pattern is that classroom discussions appear to be the locus of political knowledge acquisition for students in the program. Although one might assume that all curriculum classrooms featured some discussion of the campaign, only around 80% of

students in the curriculum condition recall participating in them at the time of the post-tests. For these students, however, we find clear unique increases on our political knowledge measures. Specifically, in addition to finding significant and substantial effects of this aspect of the curriculum on candidate familiarity and recall of local officials, we again find a significant effect on an outcome variable for which no significant effects were found in the model for undifferentiated curriculum effects, in this case national political knowledge, which was uniquely increased among students discussing the campaign in class by around half a point on a five point scale. Moreover, we also find a significant unique increase in attention to general campaign news.

Beyond these general patterns, a number of other findings reported in Table 3 deserve comment as well. For example, the “click polls” feature of the Student Voices website and writing an Opinion-Editorial essay appeared to have significant effects on network news consumption and trust in local government, respectively. Additionally, forming a class ‘issues agenda’ led to unique increases in attention to local newspaper coverage of the mayoral race, presumably students were inspired to seek out information on the issues important to them in the local press, as well as a modest but discernable jump in self-reported political involvement. Finally, a close reading of Table 3 reveals three negative coefficients. The only one that seems strong enough to warrant attention is the negative relationship between class discussion and online news consumption. The most obvious explanation here is that in classrooms with access to only one computer, there is a time tradeoff between discussion time and computer time. The national project staff might consider guidelines for better integrating class discussion and deliberation activities and the uses of the computer.

Differences in Curriculum Effects: Testing Public-Private School Differences

We also considered the possibility that the effects of the program may have been greater in some classrooms than others. Specifically, we hypothesized that students in students in public classrooms may have experienced weaker effects. To test the first hypothesis we revisited the analyses reported in Table 2, this time introducing an interaction term to the regression models representing private curriculum participation. Testifying to the uniformity of curriculum effects across public and private education

settings, the results of these analyses revealed virtually no significant difference between the effect of the curriculum in private and public schools. Overall, then, these findings suggest the absence of any systematic differences in curriculum effectiveness across different settings.

CONCLUSION

Overall we found that the Student Voices program as administered during Seattle's 2001 mayoral race significantly increased students' attention to, knowledge about, and engagement in local politics generally and the 2001 mayoral race in particular. Similar to the results of program evaluations in other cities, these findings speak to the robust effectiveness of the curriculum in achieving its stated goals. While it is clear that the curriculum does not turn all students into political junkies, it is just as clear that the program does uniquely raise levels of political engagement in comparison to the traditional civics education curriculum administered in Seattle's secondary schools. Specifically, the visits by candidates and their staff, as well as the unique forum for student discussion of local politics provided by the program appear to have had the most impact on the young Seattle citizens involved in the program.

Finally, we believe that the findings reported here provide especially convincing evidence of the program's effects, given the proximity between administration of the program in Seattle and the events of September 11th, which found the majority of our pre-test surveys were in the field. As the local campaign season progressed, and observers of the national scene reported temporary short-term increases in media consumption and trust in government officials among the general public, we worried that similar dynamics among our student participants could swamp effects of the program.³ However, as the results reported above indicate, we were still able to detect unique differences in the expected direction between curriculum and control class participants on the outcome

³ To test this suspicion, we attempted to confirm the time and date of survey administration for each class as before or after the events of September 11th. Unfortunately, we were only able to obtain this confirmation for approximately 300 pre-test respondents. Based on this limited sample, however, we were able to detect significant 'September 11 effects' on media consumption, and political knowledge, suggesting that levels of these important outcome variables were artificially enhanced at the commencement of the program in Seattle.

variables of interest. Indeed, whereas students in the control condition actually displayed net decreases in some media consumption and even political knowledge measures, students in the curriculum condition appear to have been insulated from these decreases and focused on the local political events at the center of the Student Voices curriculum.

Table 1 - Demographic characteristics of program participants, by program condition. N=858.

N=858	Curriculum	Control	p value
Age (years)	16.9	16.9	.160
Percent Male	49	44	.214
Percent White	65	59	.111
Mother's Education	9.1	8.8	.014
Percent Private School Students	46	45	.838
Percent Homes Where English is the Primary Language	84	89	.063

Table 2 - Curriculum effects on outcome measures (pre-post differences).

N=858. Cell entries are unstandardized β coefficients from OLS regression of outcome measures on curriculum participation, controlling for demographic variables listed in Table 1. Standard errors appear in parenthesis.

	Effect of Curriculum Participation (N=858, Unstandardized β coefficients, Standard errors in parenthesis)	P value
<i>Media Exposure</i>		
National Newspapers	.003 (.032)	.914
Local Newspapers	.064 (.049)	.195
Network Television News	.730 (.186)	.000
Local Television News	.236 (.179)	.187
Radio News	-.563 (1.12)	.615
Talk Radio	-.197 (.176)	.263
Internet News	.161 (.192)	.401
<i>Attention to & Interest in Local Affairs and Mayoral Election</i>		
Interest in Local Affairs	.049 (.021)	.016
Attention to Newspaper Coverage of Mayoral Election	.680 (.080)	.000
Follow General News Coverage of Mayoral Election	.376 (.073)	.000
<i>Political Talk</i>		
Talk with Family, Local Affairs	.150 (.085)	.078
Talk with Friends, Local Affairs	.193 (.085)	.024
Talk About Mayoral Election	.398 (.122)	.001
<i>Political Knowledge</i>		
Mayoral Candidate and Issue Familiarity	1.925 (.180)	.000
Identification of State & Local Officials and Senators	.128 (.088)	.052
National Political Knowledge	-.131 (.132)	.321
<i>Political Cynicism</i>		
Trust in Local Government	.101 (.238)	.672
Distrust in Local Government	-.571 (.326)	.326
<i>Political Participation</i>		
Likelihood of Volunteering in a Future Campaign	.120 (.092)	.192
Self-reported Political Involvement	.147 (.052)	.005

Table 3 - Effects of various program components on outcome measures.

N=858, Cell entries are unstandardized β coefficients from OLS regressions of each outcome on curriculum components, controlling for demographic variables.

Standard errors appear in parentheses. * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Program Component	Network TV News Exposure	Local TV News Exposure	Online News Exposure	Interest in Local Affairs	Attention to Newspaper Coverage, Mayoral Election	Follow General News Coverage, Mayoral Election	Talk with Friends, Local Affairs	Talk About Mayoral Election	Candidate Familiarity	Local Officials	National Political Knowledge	Trust	Self-reported Political Involvement
Candidate visits	1.082 (.212)***	-	.510 (.220)*	-	.185 (.092)*	-	.239 (.098)*	.333 (.114)**	-	.230 (.101)*	-	-	.174 (.059)*
Visits by campaign representatives	.591 (.257)*	.519 (.253)*	.743 (.266)**	.056 (.029)*	.241 (.111)*	.251 (.100)*	-	-	-	-	-	-	-
Using the Student Voices website to vote in "click polls"	.490 (.247)*	-	-	-	-	-	-	-	-	-	-	-	-
Discussing the campaign in class	-	-	-1.007 (.310)***	-	-	.315 (.116)**	-	-	.750 (.216)*	.420 (.142)**	.551 (.175)**	-	-
Doing the class project	-	-	-	-.066 (.031)*	-	-	-	-	-	-	-	-	-
Writing an Opinion-Editorial Essay	-	-	-	-	-	-	-	-	-	-	-	.790 (.382)*	-
Forming a class 'issues agenda'	-	-	-	-	.215 (.102)*	-	-	-	-	-	-	-	.135 (.065)*
Participation in the Citywide Candidate Forum, held at the University of Washington	-	-	-	-	-	-	-	-	-	-.281 (.110)*	-	-	-

Evaluation of the Justice Talking Program in Seattle

August 2002

**Center for Communication and Civic Engagement
University of Washington**

Report Prepared by Mike Xenos, Lance Bennett, and Adam Simon

Overview of Seattle Justice Talking

Seattle Justice Talking is part of the National Justice Talking Project, an initiative of the Annenberg Public Policy Center (APPC) of the University of Pennsylvania with funding from the Annenberg Foundation and The Pew Charitable Trusts as well as National Public Radio and the American Bar Association. The Justice Talking program is a high-school curriculum enhancement aimed at building political engagement among young people and increasing students' knowledge and understanding of judicial processes and institutions. In Seattle, the project involved the participation of over 30 teachers from 15 area schools, with thirty-two classrooms implementing the civic engagement curriculum and fifteen control classrooms using their normal civics curriculum. We were able to secure a good balance between public (8) and private (7) schools. Each of the teachers administering the Justice Talking curriculum attended a full day of training by project staff. All classrooms were equipped with computers and provided with Internet access. In addition to engaging in Justice Talking in-class curriculum activities, program participants accessed the Justice Talking web site, which included candidate and issue information, on-line discussion forums for discussion of local political issues with other Seattle students and the mayoral candidates, as well as other curriculum related information. Teachers participating in the control classrooms received no curriculum materials, but did receive computers with Internet access. In order to evaluate the effectiveness of the program nationwide, we used developed pre-test and post-test surveys tapping various outcome measures. In Seattle, these surveys were adapted to the local environment and administered to all students in both curriculum and control conditions.

Overall we found that the Justice Talking program, as administered in Seattle in the year 2001, significantly increased students Political discussion with family and friends, increased awareness of others attitudes in the two central issue areas of student access to the internet and school vouchers and heightened awareness of Supreme Court activity. Perhaps most interestingly, we found that the curriculum's effects were highly dependent on participation in the previous semesters Student Voices curriculum, which is discussed elsewhere in this report. With regard to specific program's components, discussing the Constitution and justices system and participation in moot court sessions had the most positive influence on the outcome measures.

METHODOLOGY

As indicated above, the basic evaluation strategy employed involved the comparison of pre- and post-test survey responses in both curriculum and control classes. In Seattle, of the 44 classes 29 were assigned to the treatment condition as curriculum classrooms, with the remainder were assigned to be control classrooms. Efforts were made to select the most similar and comparable class within the grade and course to serve as the control classroom(s) for each school. In all classes, students completed both pre- and post-test surveys, which were administered confidentially by assigning each student a survey identification number.

In all, approximately eight hundred students participated in the Seattle program.. The analyses presented here, however, focus on the 507 students for which both pre- and post-test surveys were received.⁴ This design allowed us to assess pre-post differences individually for each student, thus enhancing our ability to identify curriculum effects. Of the 507 student respondents, 335 participated in the Justice Talking curriculum.

⁴ Initial aggregate level analyses using all surveys received appear consistent with the individual-level analyses reported here, given that they fail to control for demographic and other variables.

In order to evaluate the effectiveness of the program in accomplishing its broad goals of increasing political engagement and knowledge of judicial processes and institutions among participants, we focused on the following outcomes:

- Political talk with family and friends
- Attitudes toward central issues: student access to the internet and school vouchers
- Knowledge of others attitudes in these areas
- General political knowledge
- Awareness of Supreme Court activity

RESULTS AND DISCUSSION

Background

Before discussing general and specific curriculum effects, it will be useful to briefly report some background information on the student-participants and administration of the Seattle Student Voices program. Table 1 provides a basic demographic profile of student-participants. With the exception of the percentage of private school students, based on simple t-tests, we are confident that there were few significant differences in terms of the measured demographic variables between the curriculum and control conditions. The disparity in the private school number is indicative of the fact that private schools were much more enthusiastic about curriculum adoption. This difference will be attenuated through the use of appropriate statistical controls.

As discussed above, the proximity of the Justice Talking curriculum to the Student Voices curriculum necessarily complicated the analytic strategy. During preliminary analysis, we uncovered the fact that, in terms of the above outcomes, students clustered into three distinct groups, those who were exposed to both Student Voices and Justice Talking and those who were exposed to one or the other. Thus, in all the analyses presented here, we examine each outcome variables among these sub samples. For each outcome variable, we identified appropriate indicators among the survey items and subtracted pre-test values from post-test values, yielding net-change scores on each measure for each participant.

Generally, all the responses came in the form of 4 or 5 point Likert scales; precise response options for these and all other items are presented in Appendix B. For assessment of political talk we used two items that asked students to rate how often they discussed local politics with family and friends (separately) using a scale of 0 (never) to 4 (every day).

We assessed attitudes toward student internet access and school vouchers with separate measures that directly tapped these notions as well as those that separately charted students' ideas concerning others' opinions on these issues.

We assessed political knowledge with three scale measures ranging from local to national in emphasis. First, we compiled a measure of candidate familiarity by summing the number of evaluations or responses (excluding neutral, 'don't know' answers, and non-responses) offered for six questions about the candidates and issues of the mayoral race. Second, a four-point scale was constructed based on whether students could identify at least one of Seattle's nine city council members, Washington State governor Gary Locke, and the US Senators representing Washington State. For national political knowledge, we used the five-item index recommended by Delli Carpini and Keeter (1996). We measured knowledge of the legal system in a similar fashion.

Evaluation of curriculum effects was then accomplished in two stages. First, each outcome variable was regressed on a dummy variable denoting participation in Justice Talking, another dummy representing participation Student Voices and an interactive dummy representing participation in both. The coefficients for all these estimates, as well as their standard errors for inferential purposes appear in Table 2. This table is arrayed so that column one presents effects for students in both curricula, column two presents those who were just exposed to Justice Talking and column three represents those exposed to Student Voices but were in the control group for Justice Talking. A quick overview signals that the effect of Justice Talking was highly contingent on Student Voices participation. Let us explore the first row, the effect of the curriculum on political talk with family in order to clarify the procedure that was used in all the table's rows.

As can be seen in Figure 1, the combination of participation possibilities in Justice Talking (2) and Student Voices (2), provide 4 groups of students, those who participated

in both, those in one and not the other, two times, and those in neither. Note, the y axis is normalized so that the base effect of each treatment is zero. Each of these four groups is represented as a point on the graph. The columns represent participation in Justice Talking; the two points on the left were in the control and the two points on the right were exposed to the curricula. The lines represent participation in Student Voices; thus, the top right point denotes people who participated in both and the bottom left point indicates those who participated in Student Voices but not Justice Talking. As can be seen the Justice Talking curriculum produces no observed effect among students who were in the Student Voices control but it has a marked effect of keeping the students exposed to the Student Voices curriculum at high levels of family talk.

In Table 2, this effect is represented by an asterisk in the first column, which indicates a statistically significant effect for the treatments in combination as well as an asterisk in column three that indicates a negative effect for those in the Student Voices curriculum who did not have the Justice Talking follow up. Similar contingent but large and positive effects appear for knowledge of the legal system, row 9, and judgments concerning the relevance of the Supreme Court, row 10.

The statistically significant non-contingent effects of the Justice Talking curriculum are identified with the asterisks in column two. Positive effects were observed on the sensitivity to others' opinions concerning internet access, knowledge of local officials and following news on the Supreme Court. In each case, as expected, the curriculum increased the indicated observations of the socially desirable behavior whether or not the student had been exposed to Student Voices.

Given these positive results, we can ask which elements of Justice Talking were most responsible for its benefits. Table 3 presents a more refined analysis, examining the effect of specific Justice Talking program components. To perform this analysis we specified models comparing students who remembered a particular program component to students who did not remember that component. This use of recall as a measure of participation is based on the assumption that those who reported attendance had a richer educational experience, on average, than those who did not. Thus, the specifications enumerated in Table 3 present evaluations of programmatic components at their peak performance, either due to the student, teacher or other environmental factors.

Examining Table 3 holistically indicates that almost all the components increased sensitivity to other opinions on web censorship (column 2) and many components had a positive influence on legal knowledge (column 5). Other than these effects, the most powerful component in terms of an across the board influence were the Moot Court (row 4), which affected all the dependent measures with the exception of family talk. The second most powerful, seems to be discussing the constitution. Creating an advertisement was nearly as successful. Using the internet has more localized effects. Use of the website promoted political talk with family while using the internet itself had a major impact on legal knowledge. The remaining three components – lawyer visits, the Justice Talking books and the Justice Talking shows -- had less success based on our model in that they merely replicated the results obtained on sensitivity to each others opinions on web censorship.

CONCLUSION

Overall we found that the Justice Talking program as administered in Seattle significantly increased students' political talk, knowledge of the legal system and opinions as to the relevance of the Supreme Court so long as they had participated in the Student Voices curriculum in the preceding semester. In addition the program had significant positive independent effects with regard to learning others opinions, increasing local knowledge and following news of the Supreme Court. While the curriculum does not turn all students into “court junkies,” it is clear that the program does raise levels of engagement in the legal process relative to more traditional curricula, especially in combination with the Student Voices program administered earlier. Of the programs components, discussing the Constitution and justices system and participation in moot court sessions had the most positive influence.

Table 1 - Demographic characteristics of program participants, by program condition.

N=507	Curriculum	Control	p value
Age (years)	17.9	17.9	.969
Percent Male	50	49	.843
Percent White	71	63	.059
Mother's Education	8.9	8.5	.053
Percent Private School Students	65	35	N/A
Percent Homes Where English is the Primary Language	88	82	.060

Effects of Justice Talking, Student Voices, and Participation in Both Curricula
507 surveys, actual N for each model varies.

Cell entries are unstandardized β coefficients from OLS regression of outcome measures on curriculum participation variables, controlling for demographics. Standard errors in parenthesis.

* $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Dependent Variable	Justice Talking × Student Voices	Justice Talking Curriculum	Student Voices Curriculum
<i>Political Talk</i>			
With Family	.516 (.258)*	.002 (.161)	-.432 (.204)*
With Friends	.536 (.287)	-.401 (.179)	-.028 (.227)
<i>Political Opinions</i>			
Support for Restrictions on Student Access to the Internet	-.290 (.358)	.035 (.240)	.012 (.266)
Support for School Vouchers	.319 (.714)	-.311 (.356)	-.440 (.611)
<i>Sensitivity to Others' Opinions</i>			
Internet Access	-.134 (.162)	.268 (.100)**	.060 (.130)
School Vouchers†	.195 (.143)	-.045 (.089)	-.216 (.113)
<i>Political Knowledge</i>			
Local Officials and Representatives of Washington State	-.062 (.321)	.393 (.200)*	-.466 (.254)
National Political Knowledge	.505 (.320)	-.271 (.199)	-.148 (.253)
Knowledge of the Legal System	1.168 (.576)*	-.205 (.358)	-.691 (.456)
<i>Attention to the U.S. Supreme Court</i>			
Relevance of Supreme Court	.485 (.216)*	-.292 (.138)*	-.241 (.169)
Follow News of the Supreme Court	-.047 (.250)	.339 (.156)*	-.225 (.197)

† An alternate specification including the interaction term treatment × private school attendance yields a significant effect for this term, indicating that curriculum students in private schools did become more sensitive to others' opinions about school vouchers than their classmates in public and control classrooms.

Figure 1. Representation of the Curriculum's Contingent Effects

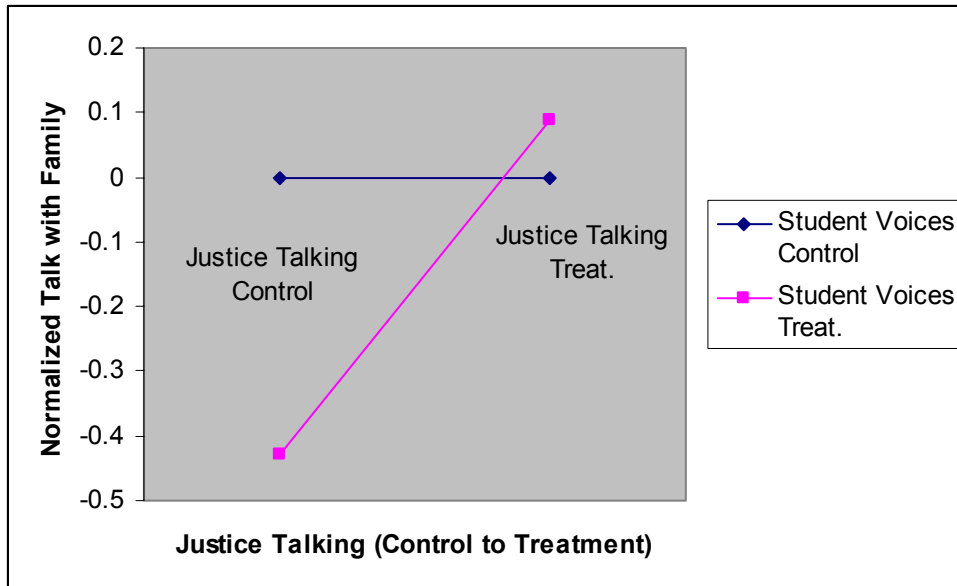


Table 3 - Effects of various program components on outcome measures.

N=507, Cell entries are unstandardized β coefficients from OLS regressions of each outcome on curriculum components, controlling for demographic variables. Standard errors appear in parentheses. * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Program Component	Political Talk with Family	Sensitivity to Others' Opinions - Web Censorship	Sensitivity to Others' Opinions - School Vouchers	Local Political Knowledge	Legal Knowledge	Follow Supreme Court
Discussing the US Constitution and justice system in class	.207 (.097)*	.171 (.061)**		-	.884 (.219)***	.307 (.096)***
Viewing the video tape about speechmaking that was part of the curriculum		.136 (.070)*				.222 (.109)*
Creating an advertisement in class		.215 (.064)*			.500 (.238)*	.272 (.101)**
Role playing judges and advocates in the Moot Court		.149 (.071)*	.196 (.064)**	.282 (.142)*	.597 (.259)*	.218 (.109)*
Using the Justice Talking Web site	.240 (.104)*	.148 (.066)*		-	-	-
Using the Internet to explore issues and learn about the judicial system		-		-	.741 (.219)***	-
Visits to your class or other opportunities for students to talk with judges or lawyers		.243 (.082)*		-	-	-
Using the Justice Talking books		.189 (.063)**				
Listening to Justice Talking shows on the radio or in class		.153 (.062)**				

**APPENDIX A: QUESTIONNAIRE ITEMS FOR OUTCOME VARIABLES
(Student Voices)**

Media Consumption:

Thinking about newspapers, tell us how often you read the following papers by **circling** a number between 1 and 4, below.

	Never	1or 2 Times a Month	1or 2 Times a Week	3or More Times a Week
A. New York Times	1	2	3	4
B. Washington Post	1	2	3	4
C. USA Today	1	2	3	4
D. The Wall Street Journal	1	2	3	4
E. Seattle Post-Intelligencer	1	2	3	4
F. Seattle Times	1	2	3	4
G. Seattle Weekly	1	2	3	4
H. The Stranger	1	2	3	4
I. Washington Free Press	1	2	3	4
J. Real Change	1	2	3	4
K. Seattle Medium	1	2	3	4
L. The Progress	1	2	3	4
M. Northwest Asian Weekly	1	2	3	4
N. Other – please specify:	1	2	3	4

How many days in the past week did you watch the **national nightly network news** on ABC with Peter Jennings, CBS with Dan Rather, NBC with Tom Brokaw, or on cable stations such as CNN, Fox News, Univision, or Telemundo?

How many days in the past week did you watch the **local news** about Seattle—either in the broadcasts that come on before the national news and then again at either 10 or 11pm, or in reports from regional cable news stations such as Northwest Cable News or Kong 6/16?

How many days in the past week did you listen to a **radio news broadcast** dealing with local events, issues or city politics for at least 5 or 10 minutes?

How many days in the past week did you listen to **talk radio shows** that invite listeners to call in to discuss local events, issues or city politics?

How many days in the past week did you use a **computer** to go online to get information about local events, public issues or politics?

Attention to & Interest in Local Affairs and Mayoral Election

What about local affairs? Some people are very interested in city government and the upcoming race for mayor, while others are not that interested. Would you say you are very interested in the **upcoming race for mayor** of Seattle, somewhat interested, or not at all interested? Check one.

- Very interested
- Somewhat interested
- Not at all interested

How much attention have you paid to newspaper stories about the **upcoming mayoral election** in Seattle?

- A great deal
- Some
- Not too much
- None

How likely are you to follow the campaigns of the candidates for mayor in the news?

- Very likely
- Somewhat likely
- Somewhat unlikely
- Very unlikely
- Don't know

Political Talk:

Thinking about your family at home, how often, if ever, do you discuss problems affecting Seattle and its neighborhoods with your family?

- Every day
- 3 or 4 times a week
- Once or twice a week
- Rarely
- Never

What about people outside your family, for example, your friends and people in your class? How often, if ever, do you discuss problems affecting Seattle and its neighborhoods with these people?

- Every day
- 3 or 4 times a week
- Once or twice a week
- Rarely
- Never

Please think about the upcoming primary election for mayor (September 18, 2001). How often in the past week have you talked with other people about the election?

- Every day
- 3 or 4 times a week
- Once or twice a week
- Rarely
- Never

Political Knowledge:

Please rate how you feel about each person below with a number between 1 and 5: 1 is for people you dislike most, 5 is for people you like most, and 3 is for people exactly in between. If you come to a person whose name you don't recognize, just circle "DK" for "don't know."

	Dislike Most		Neutral		Like Most	Don't Know
A. Greg Nickels	1	2	3	4	5	DK
B. Mark Sidran	1	2	3	4	5	DK

Some people say that transportation issues (such as traffic congestion, the condition of roads and bridges, and public transit system development) are some of the most important issues facing

Seattle and the Puget Sound region right now. Thinking back to the race for mayor of Seattle, which candidate do you think offered the best position on this issue? **Check one.**

- Greg Nickels
- Mark Sidran
- Other, please specify: _____
- Don't Know

Some Seattle citizens have voiced concerns about police violence and racial profiling. Thinking back to the race for mayor of Seattle, which candidate do you think offered the best position on this issue? **Check one.**

- Greg Nickels
- Mark Sidran
- Other, please specify: _____
- Don't Know

a. If the election for mayor of Seattle were held today, and you could vote, which one of the following candidates would you choose?

- Greg Nickels
- Mark Sidran
- Someone Else
- Don't Know

b. Which would be your second choice?

- Greg Nickels
- Mark Sidran
- Someone Else
- Don't Know

Here are a few questions about government at the federal, state, and city levels. Many people don't know the answers to these questions; so if there are some you don't know, leave it blank or check "don't know."

a. Who is on the Seattle city council? Write down as many city council members as you can think of.

- Don't know

b. Who is the governor of Washington State?

c. Who are the two U.S. senators who represent Washington State?

d. Do you happen to know what job or political office is now held by Dick Cheney? (Write the name of the job or political office below).

e. Whose responsibility is it to determine if a law is constitutional or not: the President, Congress, or the Supreme Court?

- President
- Congress
- Supreme Court
- Don't know

f. Which party is currently the majority party in the U.S. House of Representatives – the Republicans or the Democrats?

- Republicans
- Democrats
- Don't know

g. How much of a majority is required for the U.S. Senate and House to override a presidential veto?

- Fifty-one percent
- Two-thirds

- Three-fourths
- Don't know

h. Which political party is more conservative – the Republicans or the Democrats?

- Republicans
- Democrats
- Don't know

Political Cynicism:

Please indicate how strongly you agree or disagree with the following statements by circling the appropriate number, 1 – 5 or by indicating that you don't know how you feel (DK).

	Strongly disagree	Some-what disagree	Neither agree Nor disagree	Some-what agree	Strongly agree	Don't know
A. The city government is generally run for the benefit of all the people.	1	2	3	4	5	DK
B. When city government runs something, it is usually inefficient and wasteful.	1	2	3	4	5	DK
C. Most city public officials are trustworthy.	1	2	3	4	5	DK
D. City officials don't care much what people like me think.	1	2	3	4	5	DK
E. Sometimes city politics and government seem so complicated that a person like me can't understand what is going on.	1	2	3	4	5	DK
F. People like me don't have any say about what the city government does.	1	2	3	4	5	DK
G. If I had a problem in my neighbor-hood, I know that someone in city government would try to do something about it	1	2	3	4	5	DK

Political Participation/Engagement

How likely are you to volunteer your time to help a candidate get elected?

- Very likely
- Somewhat likely
- Somewhat unlikely
- Very unlikely
- Don't know

Some people are very involved in politics. Others are not involved in politics at all. Still others are somewhere in between. How would you describe **your** current level of political involvement?

- Very involved politically
- Somewhat involved politically
- Not involved politically

**APPENDIX B: QUESTIONNAIRE ITEMS PRETEST and POSTTEST
(Justice Talking)**

PRETEST

1. People say there are many problems facing people in this country. The following questions deal with how important some of them are to you personally. Please put a circle around any number from 1 to 7, where 1 means you think the problem is not at all important and 7 means you think the problem is very important. Of course, you may put a circle around any number in between. For instance, if you circled 4, it would mean that the problem is of moderate importance. Please circle your answers on the scales next to each problem below.

	Not at all Import- ant			Mod- erately Import- ant			Very Import- ant
A. The quality of public school facilities	1	2	3	4	5	6	7
B. The quality of public school instruction	1	2	3	4	5	6	7
C. Economic development and jobs	1	2	3	4	5	6	7
D. Access to the internet	1	2	3	4	5	6	7
E. Crime	1	2	3	4	5	6	7
F. The quality of life in residential neighborhoods	1	2	3	4	5	6	7
G. Homelessness, poverty, hunger	1	2	3	4	5	6	7
H. Fair treatment by the police	1	2	3	4	5	6	7
I. Fair treatment by the courts	1	2	3	4	5	6	7
J. Rising energy costs	1	2	3	4	5	6	7
K. Illegal street drugs	1	2	3	4	5	6	7
L. Transportation (traffic congestion, roads, public transit development)	1	2	3	4	5	6	7
M. Access to health-care services	1	2	3	4	5	6	7
N. Environmental quality	1	2	3	4	5	6	7
O. Racial and ethnic tensions	1	2	3	4	5	6	7
P. Other, please specify	1	2	3	4	5	6	7

2. Some people follow what's going on in government and public affairs most of the time, even when there's not an election. Others aren't that interested. Would you say that you follow what's going on in the **national government** most of the time, some of the time, only now and then, or hardly at all? Check one.

- 1. Most of the time
- 2. Some of the time
- 3. Only now and then
- 4. Hardly at all

3. What about local affairs? Some people follow city government and local politics most of the time, even when there's not an election. Others aren't that interested. Would you say that you follow events in **local politics and city government** most of the time, some of the time, only now and then, or hardly at all? Check one.

- 1. Most of the time
- 2. Some of the time
- 3. Only now and then
- 4. Hardly at all

4. How often do you read the newspaper?

- 1. Everyday
- 2. A few times a week
- 3. Once or twice a week
- 4. Once or twice a month
- 5. Less than once a month, but at least once a year
- 6. Never

5. When you read the newspaper, which sections do you usually read? Please check all that apply.

- | | | | |
|-----------------------------|------------------|-----------------------------|----------------------|
| 1. <input type="checkbox"/> | National news | 6. <input type="checkbox"/> | Weather |
| 2. <input type="checkbox"/> | Local/metro news | 7. <input type="checkbox"/> | Opinion/editorials |
| 3. <input type="checkbox"/> | Sports | 8. <input type="checkbox"/> | Comics/horoscopes |
| 4. <input type="checkbox"/> | Business | 9. <input type="checkbox"/> | Never read newspaper |
| 5. <input type="checkbox"/> | Entertainment | | |

6. If you do read the newspaper, please tell us how often you read the following papers by **circling** a number between 1 and 4, below.

	Never	1 or 2 Times a Month	1 or 2 Times a Week	3 or More Times a Week
A. New York Times	1	2	3	4
B. Washington Post	1	2	3	4
C. USA Today	1	2	3	4
D. The Wall Street Journal	1	2	3	4
E. Seattle Post-Intelligencer	1	2	3	4
F. Seattle Times	1	2	3	4
G. Seattle Weekly	1	2	3	4
H. The Stranger	1	2	3	4
I. Washington Free Press	1	2	3	4
J. Real Change	1	2	3	4
K. Seattle Medium	1	2	3	4
L. The Progress	1	2	3	4
M. Northwest Asian Weekly	1	2	3	4
N. Other – please specify:	1	2	3	4

7. How many days in the past week did you watch the **national nightly network news** on ABC with Peter Jennings, CBS with Dan Rather, NBC with Tom Brokaw, or on cable stations such as CNN, Fox News, Univision, or Telemundo?

_____ days

8. How many days in the past week did you watch the **local news** about Seattle—either in the broadcasts that come on before the national news and then again at either 10 or 11pm, or in reports from regional cable news stations such as Northwest Cable News or Kong 6/16?

_____ days

9. How many days in the past week did you listen to a **radio news broadcast** dealing with local events, issues or city politics for at least 5 or 10 minutes?

_____ days

10. How many days in the past week did you listen to **talk radio shows** that invite listeners to call in to discuss local events, issues or city politics?

_____ days

11. How many days in the past week did you use a **computer** to go online to get information about local events, public issues or politics?

_____ days

12. Please indicate how strongly you agree or disagree with the following statements by circling the appropriate number, 1 – 5 or by indicating that you don't know how you feel (DK).

	Strongly disagree	Some-what disagree	Neither agree Nor disagree	Some-what agree	Strongly agree	Don't know
A. The national government is generally run for the benefit of all the people.	1	2	3	4	5	DK
B. When government runs something, it is usually inefficient and wasteful.	1	2	3	4	5	DK
C. Most public officials are trustworthy.	1	2	3	4	5	DK
D. Most government officials don't care much what people like me think.	1	2	3	4	5	DK
E. Sometimes national politics and government seem so complicated that a person like me can't understand what is going on.	1	2	3	4	5	DK
F. People like me don't have any say about what the national government does.	1	2	3	4	5	DK
G. If I had a problem in my neighborhood, I know that someone in city government would try to do something about it	1	2	3	4	5	DK
H. If I wanted to get something done for my neighborhood, I would know who to go to for help.	1	2	3	4	6	DK

13. Thinking about your family at home, how often, if ever, do you discuss problems affecting Seattle and its neighborhoods with your family?

1. Every day
2. 3 or 4 times a week
3. Once or twice a week
4. Rarely
5. Never

14. Does your family at home generally share your views about those problems or do they have different views?
1. We share all views
 2. Mostly shared views
 3. An equal mix of shared and different views
 4. Mostly different views
 5. Completely different views
 6. Don't know
15. What about people outside your family, for example, your friends and people in your class? How often, if ever, do you discuss problems affecting Seattle and its neighborhoods with these people?
1. Every day
 2. 3 or 4 times a week
 3. Once or twice a week
 4. Rarely
 5. Never
16. Do other people you talk to generally tend to share your views or do they have different views?
1. We share all views
 2. Mostly shared views
 3. An equal mix of shared and different views
 4. Mostly different views
 5. Completely different views
 6. Don't know
17. Are you registered to vote?
1. Yes, I am registered
 2. No, I am not yet 18
 3. No, I am old enough to register, but haven't been able to register so far
 4. No, I am old enough to register, but have no plan to do so
18. Did you vote in the last Mayoral election in Seattle?
1. Yes
 2. No
 3. Not applicable (Not 18)
19. Do you favor or oppose laws making it more difficult for students to access anything they want to see on the Internet?
1. Favor laws making it more difficult for students to access things on the Internet
 2. Oppose laws making it more difficult for students to access things on the Internet
 3. Don't know
20. How strongly do you feel about your answer to the previous question?
1. Strongly
 2. Not strongly
 3. Don't know

21. Still thinking about the last two questions you just answered, please tell us what reasons or ideas (if any) came to mind as you gave your answer. Exactly what reasons or ideas went through your mind? You may write as much or as little as you like
22. Do you think most other Seattle residents favor or oppose laws making it more difficult for students to access anything they want to see on the Internet?
1. Favor laws making it more difficult for students to access things on the Internet
 2. Oppose laws making it more difficult for students to access things on the Internet
 3. Don't know
23. What about other high school students in Seattle? Do you think most other Seattle high school students favor or oppose laws making it more difficult for students to access anything they want to see on the Internet?
1. Favor laws making it more difficult for students to access things on the Internet
 2. Oppose laws making it more difficult for students to access things on the Internet
 3. Don't know
24. Do you favor or oppose school vouchers, which involve the use of tax dollars to allow parents to send their children to any school of their choice, including private and religious schools?
1. Favor the use of school vouchers
 2. Oppose the use of school vouchers
 3. Don't know
25. How strongly do you feel about your answer to the previous question?
1. Strongly
 2. Not strongly
 3. Don't know
26. Still thinking about the last two questions you just answered, please tell us what reasons or ideas (if any) came to mind as you gave your answer. Exactly what reasons or ideas went through your mind? You may write as much or as little as you like
27. Do you think most other Seattle residents favor or oppose the use of school vouchers?
1. Favor the use of school vouchers
 2. Oppose the use of school vouchers
 3. Don't know
28. What about other high school students in Seattle? Do you think most other Seattle high school students favor or oppose the use of school vouchers?
1. Favor the use of school vouchers
 2. Oppose the use of school vouchers
 3. Don't know

	Not Important		Somewhat Important		Very Important	Don't Know
A. Doing something to improve your community	1	2	3	4	5	DK
B. Doing something to contribute to your country	1	2	3	4	5	DK
C. Advancing yourself and your family	1	2	3	4	5	DK
D. Helping people less fortunate than you	1	2	3	4	5	DK
E. Going to college	1	2	3	4	5	DK

29. When you think about your life and your future, how important is each of the following for you to achieve? Please circle a number from 1 to 5 to tell us how important to you each thing is.

30. Here are some things students say about their teachers and their school. Thinking about **your teachers** and **your school**, how much do you agree with the following statements? Please use a scale from 1 (strongly disagree) to 5 (strongly agree) to indicate how you feel.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't Know
A. Teachers encourage students to express their opinions	1	2	3	4	5	DK
B. Teachers listen to students' ideas	1	2	3	4	5	DK
C. Students have a voice in what happens in school	1	2	3	4	5	DK
D. Students feel like they're an important part of the school	1	2	3	4	5	DK
E. Students feel proud to be part of this school	1	2	3	4	5	DK

31. Here are some questions about government at the federal, state, and city levels. Many people don't know the answers to these questions; so if there are some you don't know, leave it blank or check "don't know."

a. Who is the mayor of Seattle?

Don't know

b. Who is on the Seattle city council? Write down as many city council members as you can think of.

Don't know

c. Who is the governor of Washington State?

Don't know

d. Who are the two U.S. senators who represent Washington State?

Don't know

Don't know

e. Do you happen to know what job or political office is now held by Dick Cheney? Please write the name of the job or political office below:

Don't know

f. Whose responsibility is it to determine if a law is constitutional or not: the President, Congress, or the Supreme Court?

1. President
2. Congress
3. Supreme Court
4. Don't know

g. Which party is currently the majority party in the U.S. House of Representatives - the Republicans or the Democrats?

1. Republicans
2. Democrats
3. Don't know

h. How much of a majority is required for the U.S. Senate and House to override a presidential veto?

1. Fifty-one percent
2. Two thirds
3. Three-fourths
4. Don't Know

i. Which political party is more conservative - the Republicans or the Democrats?

1. Republicans
2. Democrats
3. Don't know

j. Who is William Rhenquist?

1. U.S. Attorney General
2. Vice President of the United States
3. Supreme Court Justice
4. Secretary of State
5. Don't know

k. Who is John Ashcroft?

1. U.S. Attorney General
2. Vice President of the United States
3. Supreme Court Justice
4. Secretary of State
5. Don't know

l. The Bill of Rights is...

1. A legal contract
2. An important part of the U.S. Constitution
3. Legislation in Congress
4. None of the above
5. Don't know

m. Which of the following rights is guaranteed by the U.S. Constitution?

1. Right to a job
2. Right to use the Internet

3. Right to free speech
4. All of the above
5. Don't know

n. The Constitutional right to religious freedom (as set forth in the First Amendment) includes...

1. Separation of church and state
2. Right to practice one's own religion
3. Ability to pray in public
4. All of the above
5. Don't know

o. The Constitution explicitly prohibits discrimination on the basis of...

1. Race
2. Being gay or lesbian
3. Where you live
4. None of the above
5. Don't know

p. The U.S. government includes the Congress, the president and federal courts. Which of the following do the states have as well?

1. Court systems
2. Constitutions
3. Legislatures
4. All of the above
5. Don't know

q. All criminal defendants in the U.S. have which of the following rights guaranteed in the Constitution?

1. Right to a slow trial
2. Right to a lawyer
3. Right to smoke
4. All of the above
5. Don't know

r. The U.S. Supreme Court issues legal opinions about many things. These opinions are...

1. The supreme law of the land
2. Advice to Congress
3. Suggestions to state governments
4. None of the above
5. Don't know

s. A "criminal case" in court is...

1. A law suit between two citizens
2. The government accusing someone of breaking the law
3. A judge's briefcase
4. A preliminary hearing
5. Don't know

32. Here is a list of government officials. For each one, please tell us if you think those officials can affect your life “very little,” “somewhat,” or “a great deal” by circling a number between 1 and 3. Circle DK if you don’t know.

	Very Little	Somewhat	A Great Deal	Don't Know
A. The President of the US	1	2	3	DK
B. The mayor and city council of Seattle	1	2	3	DK
C. Your representatives in the US Congress	1	2	3	DK
D. Your representatives in Olympia	1	2	3	DK
E. The Supreme Court of the US	1	2	3	DK

33. With which political party do you identify?

1. Republican
2. Democrat
3. Third party (such as Reform Party, Green Party)
4. None of these
5. Don’t know

34. If you indicated a party above, how strongly do you identify with that party?

1. Strongly
2. Not strongly
3. Don’t know/Not applicable

35. How likely are you to follow what happens in the Supreme Court in Washington D.C. in the news?

1. Very likely
2. Somewhat likely
3. Somewhat unlikely
4. Very unlikely

36. When it comes to politics, what do you usually think of yourself as?

1. Liberal
2. Conservative
3. Moderate
4. None of these
5. Don’t know

37. How strongly do you feel about your answer to the last question?

1. Strongly
2. Not strongly
3. Don’t know

38. How often in the past 12 months have you participated in a debate in class on a topic related to politics or the government?
1. Two or more times
 2. Once
 3. Never
39. How confident would you feel about your ability to debate a topic related to politics or the government in class?
1. Very confident
 2. Somewhat confident
 3. Not at all confident
40. The United States has families from many different countries who have come here at various times. Some families moved here in recent generations and others have been here for a long time. Please tell us which generation in your family **most recently** moved to the US.
1. I was born outside the US and then moved here
 2. One or both of my parents moved to the US and I was born here
 3. One or both of my grandparents moved to the US and I was born here
 4. I was born here and my family has lived here for many generations
 5. I don't know
41. Please tell us if any of the following ethnic classifications describes you (you may select more than one):
1. American Indian or Alaska native
 2. Asian
 3. Black or African American
 4. Filipino
 5. Hispanic, such as Mexican or Puerto Rican
 6. Pacific Islander
 7. White or Caucasian
 8. Something else; please specify: _____
42. What is the highest level of education obtained by your **mother**?
1. No formal schooling
 2. Some elementary school
 3. Elementary school
 4. Some middle School
 5. Middle school
 6. Some high school
 7. High school diploma, GED, or vocational school
 8. Some college
 9. College
 10. Some graduate school
 11. Graduate school (Master's degree, Law degree, MD, Ph.D.)
 12. Don't know

43. What do you plan to do during your first year after high school?

- 1. Work full-time
- 2. Attend vocational or technical school
- 3. Serve in the Armed Forces
- 4. Attend a 2-year college
- 5. Attend a 4-year college
- 6. Other, please
specify: _____
- 7. Don't know

44. How long have you lived in:

Seattle? _____ years Your neighborhood? _____ years

45. What is your 5-digit zip code? _____

46. What is your neighborhood like? Tell us how well each of the following phrases describes your neighborhood by circling a number from 1 (the phrase does not describe your neighborhood at all), to 5 (the phrase describes your neighborhood very well), or "DK" for "don't know."

	Not at all		Somewhat		Very Well	Don't Know
A. Close-knit and friendly	1	2	3	4	5	DK
B. People respect each other	1	2	3	4	5	DK
C. Residents care about the neighborhood	1	2	3	4	5	DK
D. There are many active community organizations	1	2	3	4	5	DK

47. Do you have access to a computer **outside of school** that can go online?

- 1. Yes
- 2. No

If "yes," how many days in the PAST WEEK did you use a computer outside of school to go online?

_____ Days

If you have access to a computer, how much time do you spend going online outside of school in AN AVERAGE WEEK?

Approximately _____ hours

During these hours, about how much time do you spend on the following activities? For each of the activities listed below, please indicate how much time you spend on each by writing a number from 1 to 3. **1 is for activities you spend little or no time on, 2 is for activities you spend some time on, and 3 is for activities you spend a great deal of time on.**

- _____ Seeking news about current events
- _____ Seeking information for school related or other projects
- _____ Virtual games or other entertainment
- _____ Communicating with friends or relatives (email/chat)
- _____ Other, please specify: _____

48. Place a check mark next to any of the following local or neighborhood activities in which you have participated.

- 1. Neighborhood events like block parties or picnics
- 2. Any club or recreation center for boys or girls
- 3. A group associated with a church, synagogue or mosque
- 4. Other (please specify)

49. Did your class participate in the Seattle Student Voices program, in which students followed the Seattle mayoral race in their classes, with the help of special activities and the Seattle Student Voices website? Please indicate the degree to which your class participated.

- 1. My class took the surveys, and engaged in special activities
- 2. My class took the surveys, but did not engage in any special activities
- 3. Did not participate at all

50. Have you ever heard the Justice Talking program on the radio or seen it on the Internet?

- 1. Yes
- 2. No

51. What is your grade in school?

- 1. First year/Freshman
- 2. Sophomore
- 3. Junior
- 4. Senior

52. What language is spoken most often in your home?

- 1. English
- 2. Other, please specify: _____

53. What is your year of birth? 19 _____

54. What is your gender?

1. Male
 2. Female

POSTTEST

1. People say there are many problems facing people in this country. The following questions deal with how important some of them are to you personally. Please put a circle around any number from 1 to 7, where 1 means you think the problem is not at all important and 7 means you think the problem is very important. Of course, you may put a circle around any number in between. For instance, if you circled 4, it would mean that the problem is of moderate importance. Please circle your answers on the scales next to each problem below.

	Not at all Important			Moderately Important			Very Important
A. The quality of public school facilities	1	2	3	4	5	6	7
B. The quality of public school instruction	1	2	3	4	5	6	7
C. Economic development and jobs	1	2	3	4	5	6	7
D. Access to the internet	1	2	3	4	5	6	7
E. Crime	1	2	3	4	5	6	7
F. The quality of life in residential neighborhoods	1	2	3	4	5	6	7
G. Homelessness, poverty, hunger	1	2	3	4	5	6	7
H. Fair treatment by the police	1	2	3	4	5	6	7
I. Fair treatment by the courts	1	2	3	4	5	6	7
J. Rising energy costs	1	2	3	4	5	6	7
K. Illegal street drugs	1	2	3	4	5	6	7
L. Transportation (traffic congestion, roads, public transit development)	1	2	3	4	5	6	7
M. Access to health-care services	1	2	3	4	5	6	7
N. Environmental quality	1	2	3	4	5	6	7
O. Racial and ethnic tensions	1	2	3	4	5	6	7
P. Other, please specify	1	2	3	4	5	6	7

2. Some people follow what's going on in government and public affairs most of the time, even when there's not an election. Others aren't that interested. Would you say that you follow what's going on in the **national government** most of the time, some of the time, only now and then, or hardly at all? Check one.

1. Most of the time
2. Some of the time
3. Only now and then
4. Hardly at all

3. What about local affairs? Some people follow city government and local politics most of the time, even when there's not an election. Others aren't that interested. Would you say that you follow events in local **politics and city government** most of the time, some of the time, only now and then, or hardly at all? Check one.

1. Most of the time
2. Some of the time
3. Only now and then
4. Hardly at all

4. How often do you read the newspaper?

1. Every day
2. A few times a week
3. Once or twice a week
4. Once or twice a month
5. Less than once a month, but at least once a year
6. Never

5. When you read the newspaper, which sections do you usually read? Please check all that apply.

- | | | | |
|-----------------------------|------------------|-----------------------------|--------------------------|
| 1. <input type="checkbox"/> | National news | 6. <input type="checkbox"/> | Weather |
| 2. <input type="checkbox"/> | Local/metro news | 7. <input type="checkbox"/> | Opinion/editorials |
| 3. <input type="checkbox"/> | Sports | 8. <input type="checkbox"/> | Comics/horoscopes/advice |
| 4. <input type="checkbox"/> | Business | 9. <input type="checkbox"/> | Never read the newspaper |
| 5. <input type="checkbox"/> | Entertainment | | |

6. If you do read the newspaper, please tell us how often you read the following papers by **circling** a number between 1 and 4, below.

	Never	1or 2 Times a Month	1or 2 Times a Week	3or More Times a Week
A. New York Times	1	2	3	4
B. Washington Post	1	2	3	4
C. USA Today	1	2	3	4
D. The Wall Street Journal	1	2	3	4
E. Seattle Post-Intelligencer	1	2	3	4
F. Seattle Times	1	2	3	4
G. Seattle Weekly	1	2	3	4
H. The Stranger	1	2	3	4
I. Washington Free Press	1	2	3	4
J. Real Change	1	2	3	4
K. Seattle Medium	1	2	3	4
L. The Progress	1	2	3	4
M. Northwest Asian Weekly	1	2	3	4
N. Other – please specify:	1	2	3	4

7. How many days in the past week did you watch the **national nightly network news** on ABC with Peter Jennings, CBS with Dan Rather, NBC with Tom Brokaw, or on cable stations such as CNN, Fox News, Univision, or Telemundo?

_____ days

8. How many days in the past week did you watch the **local news** about Seattle—either in the broadcasts that come on before the national news and then again at either 10 or 11pm, or in reports from regional cable news stations such as Northwest Cable News or Kong 6/16?

_____ days

9. How many days in the past week did you listen to a **radio news broadcast** dealing with local events, issues or city politics for at least 5 or 10 minutes?

_____ days

10. How many days in the past week did you listen to **talk radio shows** that invite listeners to call in to discuss local events, issues or city politics?

_____ days

11. How many days in the past week did you use a **computer** to go online to get information about local events, public issues or politics?

_____ days

7. Please indicate how strongly you agree or disagree with the following statements by circling the appropriate number, 1 – 5 or by indicating that you don't know how you feel (DK).

	Strongly disagree	Some-what disagree	Neither agree Nor disagree	Some-what agree	Strongly agree	Don't know
A. The national government is generally run for the benefit of all the people.	1	2	3	4	5	DK
B. When government runs something, it is usually inefficient and wasteful.	1	2	3	4	5	DK
C. Most public officials are trustworthy.	1	2	3	4	5	DK
D. Most government officials don't care much what people like me think.	1	2	3	4	5	DK
E. Sometimes national politics and government seem so complicated that a person like me can't understand what is going on.	1	2	3	4	5	DK
F. People like me don't have any say about what the national government does.	1	2	3	4	5	DK
G. If I had a problem in my neighborhood, I know that someone in city government would try to do something about it	1	2	3	4	5	DK
H. If I wanted to get something done for my neighborhood, I would know who to go to for help.	1	2	3	4	6	DK

13. Thinking about your family at home, how often, if ever, do you discuss problems affecting Seattle and its neighborhoods with your family?

1. Every day
2. 3 or 4 times a week
3. Once or twice a week
4. Rarely
5. Never

14. Does your family at home generally share your views about those problems or do they have different views?

1. We share all views
2. Mostly shared views
3. An equal mix of shared and different views
4. Mostly different views
5. Completely different views
6. Don't know

15. What about people outside your family, for example, your friends and people in your class? How often, if ever, do you discuss problems affecting Seattle and its neighborhoods with these people?

- 1. Every day
- 2. 3 or 4 times a week
- 3. Once or twice a week
- 4. Rarely
- 5. Never

16. Do other people you talk to generally tend to share your views or do they have different views?

- 1. We share all views
- 2. Mostly shared views
- 3. An equal mix of shared and different views
- 4. Mostly different views
- 5. Completely different views
- 6. Don't know

17. Are you registered to vote?

- 1. Yes, I am registered
- 2. No, I am not yet 18
- 3. No, I am old enough to register, but haven't been able to register so far
- 4. No, I am old enough to register, but have no plan to do so

18. Did you vote in the last Mayoral election in Seattle?

- 1. Yes
- 2. No
- 3. Not applicable (Not 18)

19. Do you favor or oppose laws making it more difficult for students to access anything they want to see on the Internet?

- 1. Favor laws making it more difficult for students to access things on the Internet
- 2. Oppose laws making it more difficult for students to access things on the Internet
- 3. Don't know

20. How strongly do you feel about your answer to the previous question?

- 1. Strongly
- 2. Not strongly
- 3. Don't know

21. Still thinking about the last two questions you just answered, please tell us what reasons or ideas (if any) came to mind as you gave your answer. Exactly what reasons or ideas went through your mind? You may write as much or as little as you like

22. Do you think most other Seattle residents favor or oppose laws making it more difficult for students to access anything they want to see on the Internet?
1. Favor laws making it more difficult for students to access things on the Internet
 2. Oppose laws making it more difficult for students to access things on the Internet
 3. Don't know
23. What about other high school students in Seattle? Do you think most other Seattle high school students favor or oppose laws making it more difficult for students to access anything they want to see on the Internet?
1. Favor laws making it more difficult for students to access things on the Internet
 2. Oppose laws making it more difficult for students to access things on the Internet
 3. Don't know
24. Do you favor or oppose school vouchers, which involve the use of tax dollars to allow parents to send their children to any school of their choice, including private and religious schools?
1. Favor the use of school vouchers
 2. Oppose the use of school vouchers
 3. Don't know
25. How strongly do you feel about your answer to the previous question?
1. Strongly
 2. Not strongly
 3. Don't know
26. Still thinking about the last two questions you just answered, please tell us what reasons or ideas (if any) came to mind as you gave your answer. Exactly what reasons or ideas went through your mind? You may write as much or as little as you like
27. Do you think most other Seattle residents favor or oppose the use of school vouchers?
1. Favor the use of school vouchers
 2. Oppose the use of school vouchers
 3. Don't know
28. What about other high school students in Seattle? Do you think most other Seattle high school students favor or oppose the use of school vouchers?
1. Favor the use of school vouchers
 2. Oppose the use of school vouchers
 3. Don't know

29. When you think about your life and your future, how important is each of the following for you to achieve? Please use a scale from 1 (not very important) to 5 (very important) to indicate how you feel. Circle one.

	Not Important		Somewhat Important		Very Imp.	Don't Know
A. Doing something to improve your community	1	2	3	4	5	DK
B. Doing something to contribute to your country	1	2	3	4	5	DK
C. Advancing yourself and your family	1	2	3	4	5	DK
D. Helping people less fortunate than you	1	2	3	4	5	DK
E. Going to college	1	2	3	4	5	DK

30. Here are some things students say about their teachers and their school. Thinking about **your teachers** and **your school**, how much do you agree with the following statements?

	Strongly disagree	disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't Know
A. Teachers encourage students to express their opinions	1	2	3	4	5	DK
students' ideas	1	2	3	4	5	DK
C. Students have a voice in what happens in school	1	2	3	4	5	DK
D. Students feel like they're an important part of the school	1	2	3	4	5	DK
E. Students feel proud to be part of this school	1	2	3	4	5	DK

31. Here are some questions about government at the federal, state, and city levels. Many people don't know the answers to these questions; so if there are some you don't know, leave it blank or check "don't know."

a. Who is the mayor of Seattle?

Don't know

b. Who is on the Seattle city council? Write down as many city council members as you can think of.

_____ Don't know

c. Who is the governor of Washington State?

_____ Don't know

d. Who are the two U.S. senators who represent Washington State?

_____ Don't know

_____ Don't know

e. Do you happen to know what job or political office is now held by Dick Cheney? (Please write the name of the job or political office below:

_____ Don't know

know

f. Whose responsibility is it to determine if a law is constitutional or not: the President, Congress, or the Supreme Court?

1. President
2. Congress
3. Supreme Court
4. Don't know

g. Which party is currently the majority party in the U.S. House of Representatives - the Republicans or the Democrats?

1. Republicans
2. Democrats
3. Don't know

h. How much of a majority is required for the U.S. Senate and House to override a presidential veto?

1. Fifty-one percent
2. Two thirds
3. Three-fourths
4. Don't Know

i. Which political party is more conservative - the Republicans or the Democrats?

1. Republicans
2. Democrats
3. Don't know

j. Who is William Rhenquist?

1. U.S. Attorney General?
2. Vice President of the United States?
3. Supreme Court Justice
4. Secretary of State
5. Don't know

k. Who is John Ashcroft?

1. U.S. Attorney General
2. Vice President of the United States?
3. Supreme Court Justice
4. Secretary of State
5. Don't know

l. The Bill of Rights is...

1. A legal contract
2. An important part of the U.S. Constitution
3. Legislation in Congress
4. None of the above
5. Don't know

m. Which of the following rights is guaranteed by the U.S. Constitution?

1. Right to a job
2. Right to use the Internet
3. Right to free speech
4. All of the above
5. Don't know

n. The Constitutional right to religious freedom (as set forth in the First Amendment) includes...

1. Separation of church and state
2. Right to practice one's own religion
3. Ability to pray in public
4. All of the above
5. Don't know

o. The Constitution explicitly prohibits discrimination on the basis of...

1. Race
2. Being gay or lesbian
3. Where you live
4. None of the above
5. Don't know

p. The U.S. government includes the Congress, the president and federal courts. Which of the following do the states have as well?

1. Court systems
2. Constitutions
3. Legislatures
4. All of the above
5. Don't know

q. All criminal defendants in the U.S. have which of the following rights guaranteed in the Constitution?

- 1. Right to a slow trial
- 2. Right to a lawyer
- 3. Right to smoke
- 4. All of the above
- 5. Don't know

r. The U.S. Supreme Court issues legal opinions about many things. These opinions are...

- 1. The supreme law of the land
- 2. Advice to Congress
- 3. Suggestions to state governments
- 4. None of the above
- 5. Don't know

s. A "criminal case" in court is...

- 1. A law suit between two citizens
- 2. The government accusing someone of breaking the law
- 3. A judge's briefcase
- 4. A preliminary hearing
- 5. Don't know

32. Here is a list of government officials. For each one, please tell us if you think those officials can affect your life "very little," "somewhat," or "a great deal" by circling a number between 1 and 3. Circle DK if you don't know.

	Very Little	Some-what	A Great Deal	Don't Know
A. The President of the US	1	2	3	DK
B. The mayor and city council of Seattle	1	2	3	DK
C. Your representatives in the US Congress	1	2	3	DK
D. Your representatives in Olympia	1	2	3	DK
E. The Supreme Court of the US	1	2	3	DK

33. With which political party do you identify?

- 1. Republican
- 2. Democrat
- 3. Third party (such as Reform Party, Green Party)
- 4. None of these
- 5. Don't know

34. If you indicated a party above, how strongly do you identify with that party?

- 1. Strongly
- 2. Not strongly
- 3. Don't know/Not applicable

35. How likely are you to follow what happens in the Supreme Court in Washington D.C. in the news?
1. Very likely
 2. Somewhat likely
 3. Somewhat unlikely
 4. Very unlikely
36. When it comes to politics, what do you usually think of yourself as?
1. Liberal
 2. Conservative
 3. Moderate
 4. None of these
 5. Don't know
37. How strongly do you feel about your answer to the last question?
1. Strongly
 2. Not strongly
 3. Don't know
38. How often in the past 12 months have you participated in a debate in class on a topic related to politics or the government?
1. Two or more times
 2. Once
 3. Never
39. How confident would you feel about your ability to debate a topic related to politics of the government in class?
1. Very confident
 2. Somewhat confident
 3. Not at all confident
40. How confident would you feel in telling a member of the Seattle City Council your opinion on a problem in your community?
1. Very confident
 2. Somewhat confident
 3. Not at all confident
41. What do you plan to do during your first year after high school?
1. Work full-time
 2. Attend vocational or technical school
 3. Serve in the Armed Forces
 4. Attend a 2-year college
 5. Attend a 4-year college
 6. Other, please specify: _____
 7. Don't know

42. What is your gender?

1. Male 2. Female

43. What is your neighborhood like? Tell us how well each of the following phrases describes your neighborhood by circling a number from 1 (the phrase does not describe your neighborhood at all), to 5 (the phrase describes your neighborhood very well), or "DK" for "don't know."

	Not at all		Somewhat		Very Well	Don't Know
A. Close-knit and friendly	1	2	3	4	5	DK
B. People respect each other	1	2	3	4	5	DK
C. Residents care about the neighborhood	1	2	3	4	5	DK
D. There are many active community organizations	1	2	3	4	5	DK

44. Do you have access to a computer **outside of school** that can go online?

1. Yes
2. No

If "yes," how many days in the PAST WEEK did you use a computer outside of school to go online?

_____ Days

If you have access to a computer, how much time do you spend going online outside of school in AN AVERAGE WEEK?

Approximately _____ hours

45. Place a check mark next to any of the following local or neighborhood activities in which you have participated.

1. Neighborhood events like block parties or picnics
2. Any club or recreation center for boys or girls
3. A group associated with a church, synagogue or mosque
4. Other (please specify)

46. In the Justice Talking program at your school, what parts of the program did you and your class participate in? Please circle Yes or No for each activity listed below. **Of those you participated in, please tell us how much each activity contributed to your learning by circling a number between 1 to 3 below. 1 is for activities that did not contribute to your learning, 2 is for activities that moderately contributed to your learning, and 3 is for activities that you feel contributed a great deal to your learning.**

	Activity	Participated	Did Not Contribute	Moderately Contributed	Contributed a Great Deal
A	Discussing the US Constitution and justice system in class	Yes / No	1	2	3
B	Viewing the video tape about speech making that was part of the curriculum	Yes / No	1	2	3
C	Writing an editorial as part of the Justice Talking curriculum	Yes / No	1	2	3
D	Giving speeches in class	Yes / No	1	2	3
E	Creating an advertisement in class	Yes / No	1	2	3
F	Role playing judges and advocates in the Moot Court	Yes / No	1	2	3
G	Using the Justice Talking web site	Yes / No	1	2	3
H	Using the internet to explore issues and learn about the judicial system	Yes / No	1	2	3
I	Visits to your class or other opportunities for students to talk with judges or lawyers	Yes / No	1	2	3
J	Using the Justice Talking books	Yes / No	1	2	3
K	Listening to Justice Talking shows on the radio or in class	Yes / No	1	2	3
L	Other Activity (Please Specify) :	Yes / No	1	2	3