

**Elementary School Level (Grade 5) Overview**

D.A.R.E (Drug Abuse Resistance Education) is a social skills program which seeks to provide children with information and skills needed to live drug and violence free. It seeks to establish positive relations between law enforcement, children, teachers, parents and other community members. Students are taught to use a four-step decision making model to make healthy choices and take charge of their lives.

**Define**

What is the problem, challenge or opportunity?  
What is the decision about?

**Assess**

What are your choices? (Explore all options.)

**Respond**

Use all the information available to make a choice.

**Evaluate**

Was my response appropriate, respectful and responsible?  
Was it a good choice? Why?



This D.A.R.E decision making model is designed to help the students think critically. It affords the opportunity to analyze each decision and evaluate past choices. The students are encouraged to use this D.A.R.E. model daily in all their decisions.

It is recognized that parents are important in their children's successful journey in life and D.A.R.E becomes more effective with their participation. D.A.R.E teaches topics that can be shared and built upon at home.

The following is a brief overview of the 10-week program, taught in the classroom by a uniformed police officer. Each lesson is presented in a fun and factual way, designed to maximize student participation using an interactive workbook.

**Lesson 1 - Introduction to D.A.R.E.**

In the first lesson, time is spent getting acquainted and outlining the expectations for the next nine weeks. Students receive their Student Planners. At the end of the nine weeks, the students will be required to **write and present a D.A.R.E report** about the importance of being drug-free, avoiding violence, and making healthy choices.

**Lesson 2 - Tobacco and You**

This week the students learn some basic facts about the **harmful effects of tobacco products**.

Students create a warning label with those facts.

Some topics discussed are:

- ▶ What are some harmful health effects?
- ▶ What are some parts of the body that are affected by tobacco use?
- ▶ What are some of the warnings on cigarette packages?

**Lesson 3 - Smoke Screen**

This week in D.A.R.E. it is learned how advertising promotes tobacco use. Marijuana is presented as an illegal drug and the pressures to try it are looked at.

Some topics taught are:

- ▶ The **harmful effects of marijuana use**.
- ▶ How do advertisers try to influence children?
- ▶ The parts of the body which are affected by marihuana use (brain, lungs liver, heart, mouth, and throat).

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### Lesson 4 - Alcohol and You

This week the students learn about **alcohol and how it affects the body**. From a Canadian study, it is learned that a large percentage of 8<sup>th</sup> graders do not drink alcohol.

Some topics discussed are:

- ▶ What are some important alcohol facts?
- ▶ What are some harmful effects of alcohol?
- ▶ What parts of the body does alcohol affect?
- ▶ You are in the **majority of youth** if you **do not drink alcohol!**

### Lesson 5 - The Real Truth

This week in D.A.R.E. class the students are shown how the **media influences** youth to use alcohol. Risks associated to inhalants are presented. **Positive alternative activities** to drug use are discussed and encouraged.

- ▶ Do advertisers target youth? How? Why?
- ▶ What are some risks associated to inhalant use?
- ▶ Skills developed to make wise choices.

### Lesson 6 - Friendship Foundations

The students learn to identify the **qualities of a good friend**, and how to respond to peer pressure.

- ▶ What is the foundation of a good friendship?
- ▶ What are the types of **peer pressure?** (friendly, teasing, indirect, heavy and positive)
- ▶ Practising role playing with using the **D.A.R.E. Decision Making Model** (Define / Assess / Respond / Evaluate)

### Lesson 7 - Putting it Together

This week in D.A.R.E. the class learns and practises 9 ways to confidently **“stay in charge of their lives.”** They learn how to stay out and get out of risky situations with confidence.

- ▶ What is a **way to stay out** of a risky situation?  
(avoid the situation, strength in numbers, walk away, cold shoulder)
- ▶ What is a **way to get out** of a risky situation?  
(say no, give reason or fact, change the subject, repeated refusal, humour)

### Lesson 8 - Personal Action

It is learned that personal pressure can influence decisions regarding risky behaviour. The D.A.R.E. **report** is discussed and the **pledge statement** that is be their goal.

Preparation is given for:

- ▶ Strategies to deal with personal pressure
- ▶ Highlighting some of the skills they learned in D.A.R.E. that are important to include in their report

### Lesson 9 - Practice, Practice, Practice

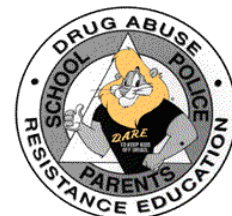
This week in D.A.R.E. the students practise the skills they learned in the past eight D.A.R.E. classes. Students are assigned scenarios and use facts and positive alternatives to make healthy choices.

- ▶ **Reports** and **Pledges** are read by students to the class
- ▶ Preparations are made for graduation

### Lesson 10 - Graduation Celebration

The final class is a time of recognizing the efforts and commitment made by the students to remain cigarette, alcohol and drug free. D.A.R.E. reports and pledges are read by students to parents, invited guests and school officials. **Certificates** are presented.

For more information call  
D.A.R.E. at (604) 264-2765  
or visit [www.darebc.com](http://www.darebc.com)



### Middle School Level (Grade 7) Overview

Building on the D.A.R.E. (Drug Abuse Resistance Education) elementary school program taught in Grade 5, the uniformed police officer is in the classroom reinforcing the principles taught earlier. The theme of this 10-week middle school program is “Take Charge of Your Life.”

A relevant, interactive workbook is used to present the information that will enable the student to use the “Decision Making Model” as a way of making wise choices and enable them to take charge of their life.

The following is a brief overview of the program. Each lesson is presented in a fun-factual way, designed to maximize student participation.

#### **Lesson 1- Getting Acquainted and the D.A.R.E. Game**

Gives an overview of the purpose of D.A.R.E., introduces the officer, and establishes that the respect of self and others is central to taking charge of ones’ life. Engages students in a game in which they discover what they know and do not know about the effects of tobacco, alcohol, marijuana, inhalants and other illegal drugs.

#### **Lesson 2 - Your Body and Brain - Keep Them Healthy**

Puts students in the role of emergency medical teams who are dealing with the critical care of peers who have indications of substance abuse. In this activity, the students review the effects that tobacco, alcohol, inhalants and illegal drugs have on their still-developing bodies, focusing on the potential damage to the brain.

#### **Lesson 3 - Analyzing Advertisements**

Students are exposed to a variety of advertisements, including tobacco and alcohol products. They are taught to recognize different advertising techniques and to understand why their age group is the target of tobacco and alcohol advertisements.

#### **Lesson 4 - Understanding Normative Beliefs**

In this lesson students conduct some research and present their findings to the class to dispel the myth that “everyone does it.” This is an effective way to weaken peer and self induced pressure to use drugs and alcohol to fit in. The students discover that most teens do not use drugs and alcohol. This new information encourages students to use this understanding to help them resist the offers to use drugs and alcohol.

#### **Lesson 5 - Decision Making Model**

Working through realistic situations involving peer pressure to use tobacco, students are equipped with the “Decision Making Model” as a tool for developing the capacity to “Take Charge Of Your Life.” In generating alternatives to the situation they are challenged to:

- 1) **D**efine the problem
- 2) **A**ssess the alternatives
  - Is this alternative
  - responsible?
  - respectful?
  - realistic?
- 3) **R**espond with the best alternative
- 4) **E**valuate the consequence



**Lesson 6 - Hanging Out at Anthony's**

Students continue to draw on the information and attitudes learned in earlier lessons to help create alternate ways to deal with situations where alcohol, tobacco and other drugs are present. The students practice acting confidently in role-playing activities. This helps them respond to these situations at a later time. The students work through activities that clearly inform them that the choices they make now can, and will, affect later consequences.

**Lesson 7 - Practice Resistance Skills**

Through the use of role playing, problematic situations are portrayed. Discussion and critical thinking are used to consider options and potential consequences.

**Lesson 8 - Cooling It**

This lesson shifts from substance-related problems to those associated with personal anger, frustration and the consequences of using violent behavior. Several scenarios are portrayed where frustration and anger are evoked. The students learn that the desire to strike out at someone can be reduced by using the decision making model and assertiveness skills.

**Lesson 9 - Social and Legal Responsibilities**

Includes a sequence of courtroom scenarios in which the characters (students) are brought to court to explain/defend their substance use, violence behavior or other behaviors that are socially and/or legally irresponsible. The task is not to determine guilt but to help students think through the social and legal responsibilities that were involved in the "case" before them in court.

**Lesson 10 - Putting It All Together**

This lesson concludes the court cases from the previous lesson. Students then apply all of the concepts and skills studied to examine ways they can have fun without using alcohol, tobacco and other drugs.

This Middle School D.A.R.E. curriculum is designed to help the students understand the risks involved when substances like alcohol, tobacco and other drugs are used, particularly by young people whose bodies and brains are still developing. It also helps them recognize that most kids do not use these substances on a regular basis. The "Decision Making Model" is the basis for equipping the students with the skills needed to enable them to choose to live a healthy, happy, productive life without drugs.

For more information call  
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