



D.A.R.E.

Parent Information Presentation

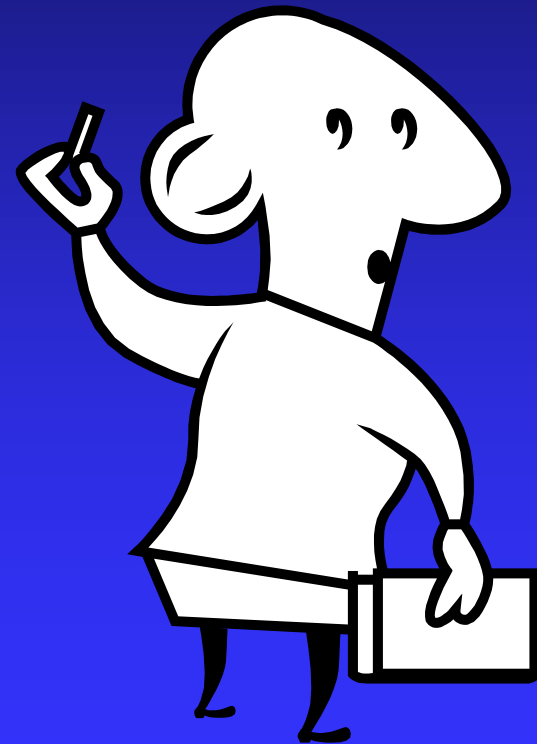


Is There a Need for D.A.R.E.?

- Drug abuse and addiction is directly related to other crimes committed.
 - ◆ Robberies
 - ◆ Break and Enter, and other property crime
- Gangs
- Violence
 - ◆ Assaults
 - ◆ Shootings (Littleton, Colorado; Taber, AB)
- In general, sound decision making skills and peer pressure resistance techniques.

Traditional Methods of Drug Abuse Education

- Knowledge based
 - ◆ Scare tactics
 - ◆ Celebrity presentation
- Affective
 - ◆ Positive self worth and self esteem
- Alternative Based
 - ◆ Police activity leagues
- Social Resistance
 - ◆ Techniques to resist negative pressures



D.A.R.E.

- **D** Drug
- **A** Abuse
- **R** Resistance
- **E** Education



D.A.R.E. Program

- Assists young people in making wise decisions about drug use.
- Provides skills to resist peer pressure.
- Develops positive self esteem.
- Provides positive alternatives to drug use.
- Skills to avoid violent acts.

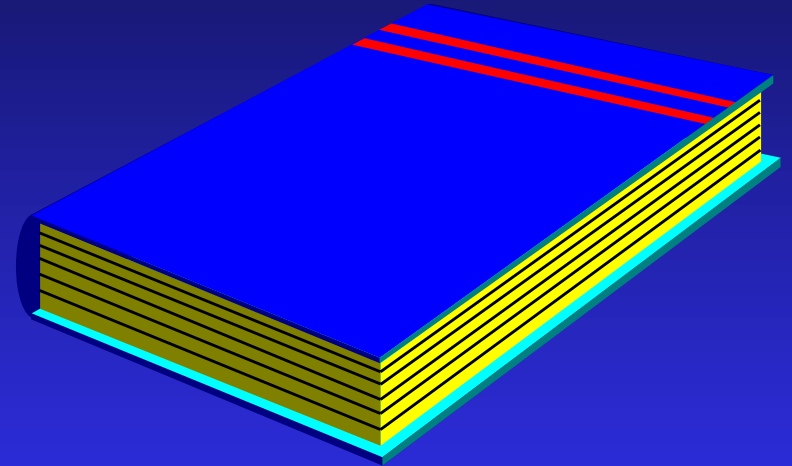
History of D.A.R.E.

- Began in 1983 with ten officers of the L.A.P.D. and Unified School District.
- Program is in over 50 countries.
- D.A.R.E. Edmonton
 - ◆ 40 D.A.R.E. Officers
 - ◆ 57 D.A.R.E. Schools
 - ◆ 119 Schools on the waiting list

D.A.R.E. Officer Training

- Two week - 80 hour training course.
- Trained by veteran D.A.R.E. Officers and a certified educator.
- Training concentrated on:
 - ◆ D.A.R.E. Curriculum
 - ◆ Teaching Methodology
 - ◆ Public Speaking
 - ◆ Lesson Preparation
- Officers must be certified before instructing the D.A.R.E. Program.

D.A.R.E. Curriculum



- Ten lessons.
- Core program targets grade 5/6 students.
 - ◆ K-4, Junior High and Senior High programs have also been developed.

Lesson #1

- Purposes and Overview of D.A.R.E. Program
 - ◆ Students are introduced to the D.A.R.E. Program and the D.A.R.E. Decision-Making Model. Students practice skills used in decision-making and reflect on their learning in their D.A.R.E. planners.

Lesson #2

■ Tobacco and You

- ◆ This lesson focuses on normative beliefs about the use of tobacco by youth. Tobacco facts are used to design tobacco-warning labels, which are shared with the class. Journal entries reflect the learning.

Lesson #3

■ Smoke Screen

- ◆ Students apply tobacco and marijuana facts in a variety of situations using the D.A.R.E. Decision-Making Model. Students are introduced to the purpose of advertising. Journal entries reinforce discussions of the affects tobacco has on the body.

Lesson #4

■ Alcohol and You

- ◆ Students work through a normative belief activity about the use of alcohol by youth. Decision-making skills are reinforced as students work together solving a variety of situations. Student journal entries in their D.A.R.E. planners reinforce skills.

Lesson #5

■ The Real Truth

- ◆ Students are given the opportunity to examine alcohol ads in their environment and apply their learning in a relay race. Inhalants and their danger are examined. Journaling processes the new learning.

Lesson #6

■ Friendship Foundations

- ◆ In teams, students examine friendship and peer pressure in situational dilemmas using the D.A.R.E. Decision-Making Model. Journal entries in their D.A.R.E. planners reinforces new learning.

Lesson #7

■ Putting It Together

- ◆ Students work with partners to apply assertiveness skills in a think/pair/share methodology. D.A.R.E. planner journaling is used to process new skills.

Lesson #8

■ Personal Action

- ◆ Student teams practice decision-making skills as they examine the role of personal peer pressure in their lives. Students review their D.A.R.E. planner entries to assist in creating a personal D.A.R.E. report.

Lesson #9

■ Practice! Practice! Practice

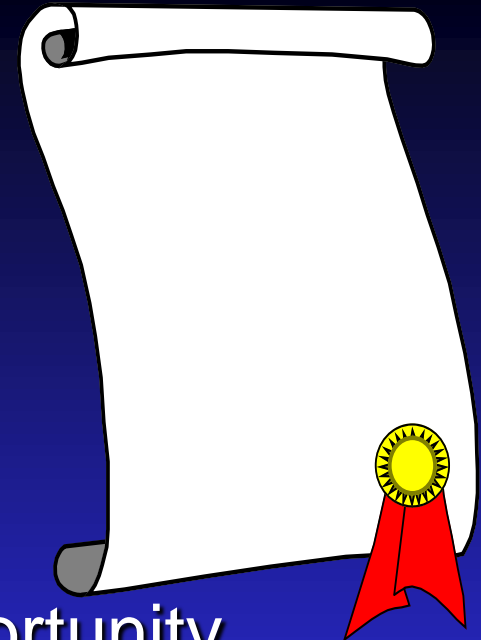
- ◆ Students have the opportunity to apply assertive refusal skills along with facts in a spiraling competition. Personal affirmations about healthy choices are shared from D.A.R.E. reports.



Lesson #10

■ Culmination

- ◆ Students are given the opportunity to make a public statement about their choices to resist drugs and violence in a group assembly. Students receive D.A.R.E. graduation certificates and celebrate their accomplishments.



Student Requirements for D.A.R.E. Graduation

- Complete D.A.R.E. workbook.
- Have good attendance.
- Demonstrate good behavior in class.
- Write a D.A.R.E. report.
- Keep body free from drugs.

D.A.R.E. Graduates

- Receive a graduation certificate.
- Receive “D.A.R.E. Graduate” T-shirt.
- Receive recognition and support.

What can I do as a parent?

- Discuss the concepts your child is learning at school, when they are home.
- Be a strong role model for them to follow.
- Volunteers needed for D.A.R.E. graduation.

???? Questions ????

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