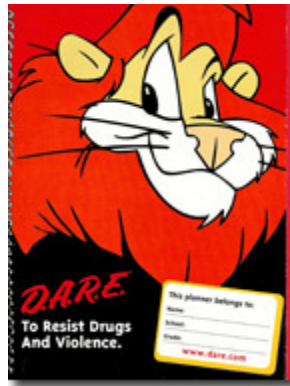




Elementary Curriculum



LESSON 1: PURPOSE AND OVERVIEW OF D.A.R.E. PROGRAM

Goal

- To describe the components of the **D.A.R.E.** program.
- To explore the use of the **D.A.R.E.** Decision-Making Model to solve problems.
- Introduction of officer and **D.A.R.E.** Program
- Importance of rules & following them
- Student introductions – interpersonal communications
- **D.A.R.E.** Decision-Making Model & Practice situations

Objectives

- Students will be able to say in their own words the theme of the **D.A.R.E.** program.
- Students will explain the steps in the **D.A.R.E.** Decision-Making Model.
 - Define
 - Assess
 - Respond
 - Evaluate

LESSON 2: TOBACCO AND YOU

Goal

- To help students understand the reality of low tobacco use amongst teens.
- To help students develop basic knowledge of tobacco and its harmful effects.

Objectives

Students will use the **D.A.R.E.** Decision-Making Model to:

- Identify at least five harmful effects of tobacco to the body.
- Implement a Decision-Making Model that addresses strengths, needs and health risk in using drugs.
- Normative beliefs about drug use.
- Compare and contrast "common" beliefs about tobacco use.
- Address misinformation and myth.
- Analyze the validity of personal beliefs about tobacco use.
- Recognize and correct personal misconceptions about tobacco use.
- Compare their estimates of the extent of tobacco use among Adolescents with estimates reported in national surveys.
- Tobacco work & fact sheet – harmful effects on the body.
- Warning Labels – Community Health Issues.

LESSON 3: SMOKE SCREEN

Goal

- To help students understand the role of advertising in promoting tobacco use.
- To help students develop basic knowledge of the harmful effects of marijuana.
- To compare and contrast the harmful effects of marijuana and tobacco on the body.

Objectives

- Students will be able to draw conclusions regarding the impact of advertising on the sale of tobacco.
- Students will compare and contrast the effects of marijuana and tobacco on the body.
- Students will practice, define and assess portions of the **D.A.R.E.** Decision-Making Model.

LESSON 4: ALCOHOL AND YOU

Goal

- To help students demonstrate the ability to apply knowledge of alcohol facts and its harmful effects.
- To help students understand the reality of low alcohol use among teenagers.

Objectives

Students will use the **D.A.R.E.** Decision-Making Model to:

- Identify at least five harmful effects of alcohol to the body and the brain.
- Implements a Decision-Making Model that addresses strengths, needs and health benefits of NOT using alcohol.
- Compare and contrast "common" beliefs about alcohol.
- Recognize personal misconceptions about alcohol.
- Compare their estimates of the extent of drug use among adolescents with estimates reported in national surveys.

LESSON 5. THE REAL TRUTH

Goal

- To help students identify the harmful effects of inhalants.
- To help students identify alternative methods to alcohol, tobacco and other drugs.
- To help students evaluate alcohol advertisements and their impact promoting alcohol use among youth.

Objectives

- To identify harmful effects of inhalants on the body.
- To recognize and describe the powerful effects of alcohol advertising.
- To identify five alternatives to drug use

LESSON 6: FRIENDSHIP FOUNDATIONS

Goal

- **Students will demonstrate communication skills to build and maintain healthy relationships.**
- **Students will demonstrate abilities to build and maintain healthy relationships.**

Objectives

- **Students will describe three qualities of positive friendships and social support networks.**
- **Students use the **D.A.R.E.** Decision Making Model to respond to peer pressure.**
- **Students will identify social support networks.**
- **Students will identify the qualities of a good friend.**
(National Health Standards)

LESSON 7: PUTTING IT TOGETHER

Goal

- **Students will be able to demonstrate skills to avoid and resist pressures to use drugs.**
(National Health Standards 5-6)

Objectives

- **Identify at least five ways to refuse drug offers.**
- **Demonstrate confident response styles in refusing drug offers.**
- **Demonstrate the ability to apply the Decision-Making process to health issues and problems individually and collaboratively.**

LESSON 8: PERSONAL ACTION

Goal

- Student will identify internal pressures that influence decisions regarding drug use.
- Students will apply the Decision-Making Process to internal pressure situations.
- Students will synthesize material learned into a **D.A.R.E.** report.

Objectives

- Students will demonstrate decision making skills regarding internal pressure situations.
- Students will be able to identify situations which influence internal pressure regarding substance abuse.
- Students will compose a report that stating what they have learned in **D.A.R.E.** and how they plan to use it in the future.

LESSON 9: PRACTICE! PRACTICE! PRACTICE!

Goal

- Students will make a commitment to be Drug Free.
- Students will demonstrate refusal skills for alcohol, tobacco, and other drugs.
- Students will demonstrate knowledge of the **D.A.R.E.** curriculum.
- Students will demonstrate knowledge of the Decision-Making Process.

Objectives

Students will:

- Present at least five healthy ways to express needs, wants and feelings. (National Health Standard 5-3)
- Practice refusal and negotiation skills to enhance health. (National Health Standard 5-6)
- Evaluate and reflect their learning in the **D.A.R.E.** program through the decision making process.

LESSON 10: SPECIAL EVENT

Goal

- To provide an appropriate **D.A.R.E.** culminating activity to recognize individual achievement of all participants and to reinforce the knowledge and skills they have learned.

Objective

- Students will participate in an appropriate **D.A.R.E.** culminating activity which recognizes individual achievement of all its participants and reinforces the knowledge and skills they have learned.

