Policy & Procedure for Inclusion of the Topic of Marijuana in the D.A.R.E. *keepin' it REAL* Elementary Curriculum

POLICY:

The D.A.R.E. *keepin' it REAL* (*kiR*) elementary curriculum is a universal program, a prevention strategy designed for delivery to all students, without regard to individual risk factors. For the general population of 5th/6th grade students, the topic of marijuana is not age appropriate. Most students in this age group have no basis of reference to the substance. Research has found that teaching children about drugs with which they have no orientation or real life awareness may negatively stimulate their interest or curiosity about the substance. The topic of marijuana can be addressed, using the D.A.R.E *kiR* Elementary Curriculum Marijuana Discussion Guide. The guide can be used when it is determined that for a specific classroom marijuana is an age appropriate topic.

PROCEDURE:

If it is established for a specific classroom that a discussion regarding marijuana is age appropriate, the D.A.R.E. *kiR* Elementary Curriculum Marijuana Discussion Guide can be used to direct the conversation. The benchmark for establishing age appropriateness is that the subject or conversation regarding marijuana is initiated by the students.

BACKGROUND:

The D.A.R.E. *kiR elementary* curriculum was developed using the most advanced prevention science principles based on over three decades of teaching and research. The curriculum enhances the development of safe and responsible citizens who lead successful, drug free lives. The lessons teach young children the skills they need to accomplish these goals, including how to assess the risks and consequences of their behaviors and make safe and responsible choices. The curriculum is designed so that students have opportunity to develop competency in using the skills learned. They also are taught about communicating, as well as giving and getting help. The lessons in the curriculum address the *many* challenges facing our elementary school-aged youth, including relationships, school work, and drugs.

A wealth of research data substantiates the two most common and dangerous drugs with which elementary aged students have knowledge or familiarities are alcohol and tobacco. Also, these are the substances, across all segments of the population, with the highest use levels within this age group. The experience or knowledge of alcohol and tobacco creates an environment in which it is appropriate to talk with young students about these drugs. The D.A.R.E. *kiR* elementary curriculum provides information about drugs, focusing on alcohol and tobacco. Students learn to apply the information, within the constructs of a decision-making model, and to employ resistance skills in making safe and responsible decisions about drugs. While we do not focus individually on all drugs, we believe the students can apply the learned decision-making model and developed resistance skills to other substances such methamphetamine, prescriptions drugs, cocaine/crack, heroine, etc.

In delivering the D.A.R.E. *kiR* lessons, the D.A.R.E. officer functions as a facilitator, presenting information and guiding an interactive discussion. The D.A.R.E. *kiR* lessons are structured in a way to engage students and provide them with the opportunity to bring into the conversation questions they may have about the topics being discussed or other relevant matters, such as marijuana.

If students introduce the subject of marijuana, not only does this satisfy the concern of age appropriateness, but it also serves as an indication that the ensuing discussion will have particular meaning to the students. It is proven to be more effective to discuss drugs, risks and consequences, decision-making, and resistance strategies when the students show an interest by initiating the discussion. As part of the D.A.R.E. *kiR* elementary curriculum, a discussion guide has been provided to D.A.R.E. officers for incorporation into lessons when appropriate. The marijuana discussion guide has been constructed so that it reflects the design of the D.A.R.E. *kiR* elementary lessons, when employed it integrates in a seamless fashion.

D.A.R.E *Klr* Elementary Curriculum
Marijuana Discussion Guide

Instructions:

This guide is to be used **only** when the D.A.R.E. Officer is asked questions about marijuana. Remember you have a **very short time** to respond or you will not be able to complete this lesson. If the students raise a question remember to keep the information very basic and at an age appropriate level.

Guide:

Remember that marijuana is a drug.

The D.A.R.E. definition that we use for the word drug is, "any substance other than food that affects the way your mind and body works."

Some of the ways that your mind and body might be affected by marijuana are:

- It affects my mind.
  - Causes you to forget.
  - Makes it hard to concentrate and learn.
  - Makes you irritable and anxious.
  - Makes it hard to sleep.
  - Effects your school work.

- It affects my body.
  - Causes colds and coughs.
  - Causes infections.
  - Slows coordination and reflexes making it hard to ride a bike, skateboard, or do other activities.
  - Is addictive.

- It is always **illegal** for minors to possess or use.
  (Marijuana is against federal law. You need to consider your state laws in answering this question.) Try to avoid discussion regarding medical marijuana as it is not age appropriate and too many complex issues are involved.

Summarize by telling that we know that marijuana affects our mind and body and is illegal. Remind them that we want to make safe and responsible decisions.

Resources:

www.drugabuse.gov/tib/marijuana.html
www.drugabuse.gov/MarijBroch/parentpg13-14N.html
www.ncjrs.gov/ondcppubs/publications/pdf/mj_rev.pdf
www.drugabuse.gov/publications/research-reports/marijuana-abuse

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Acknowledgements:

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Penn State University
Curriculum Development Team:

Dr. Michael L. Hecht,
Distinguished Professor

Dr. Michelle Miller-Day,
Associate Professor

Dr. Allison Kootsikas,
Project Coordinator

Dr. Jonathan Pettigrew,
Project Coordinator

Margaret Colby,
Project Coordinator

Sunam Ellis,
Researcher

Emily Reichert
Researcher

D.A.R.E. America
Curriculum Development Team:

Frank Pegueros,
Chief Operating Officer

Scott Gilliam,
Director of Training

Anita Bryan,
Deputy Director, Education

Dr. Benita Cahalane,
D.A.R.E. Educator – 17 years

Karen Simon,
NYSDOA, Educator

Dr. Jolene Cassa-Granier,
D.A.R.E. Educator – 20 years

Commander Bobby Robinson,
Calcasieu Parish Sheriff's Office

Randy J. Wiler, Director
Kansas Bullying Prevention Program

National Experts:

Dr. Virginia Molgaard
Associate Professor Emerita
Iowa State University

Dr. Jeffrey Temple
Assistant Professor
University Texas Medical Branch

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Executive Summary

Since 1983 D.A.R.E. has demonstrated leadership in the prevention of drug abuse. Collaborative efforts among Law Enforcement, Education and Prevention Science have distinguished the D.A.R.E. program. D.A.R.E.'s *keepin' it REAL* Elementary Curriculum continues this commitment to provide cutting edge instruction that prevents drug use by developing basic or core skills needed for safe and responsible choices. These skills extend beyond drugs to health and mature choices in life. Developing core academic and life skills, the curriculum furthers both educational and prevention goals.

The D.A.R.E.'s *keepin' it REAL* Elementary Curriculum is designed based on the Socio-Emotional Learning Theory (SEL). SEL identifies fundamental, basic skills and developmental processes needed for healthy development including:

- self-awareness and management
- responsible decision making
- understanding others
- relationship and communication skills
- handling responsibilities and challenges

The curriculum uses this theory to teach youth to control their impulses and think about risks and consequences resulting in more responsible choices. We believe that if you can teach youth to make safe and responsible decisions, this guides them to healthy choices not only about drugs but across all parts of their lives. As they grow to be responsible citizens, they will lead healthier and more productive drug-free lives.

The ten lessons are arranged in a scaffolding process, starting with the basics about responsibility and decision making and then building on each other allowing students to develop their own responses to real life situations. The very first lesson starts with responsibility and introduces decision making with subsequent lessons applying these skills in increasing complex ways to drug use and other choices in their lives.
It is D.A.R.E.'s vision that youth who think their way through situations, make better choices that are not impulsive, communicate, and relate to people, will be drug-free and more successful in all areas of their lives. This is our vision for success and the journey that begins with lesson one.

D.A.R.E.'s keepin it REAL Elementary Curriculum Design

Welcome to D.A.R.E. America's new *keepin' it REAL* curriculum for elementary school students. This innovative curriculum is intended to build on the partnership between D.A.R.E. and *keepin' it REAL* to provide enhanced tools for keeping youth safe and drug free.

The D.A.R.E. officer remains the key to delivering the curriculum. Officers are vital in making the lessons come to life while playing an incredibly positive role for D.A.R.E. students. The curriculum is based on the D.A.R.E. Decision Making Model and teaching communication and life skills through the effective "from kid through kid to kids" narrative approach that are the hallmarks of D.A.R.E.'s successful middle school *keepin' it REAL* curriculum. Lessons begin with a story about characters and real life situations the students will learn to know and care about. These stories are based in the actual experiences of students in schools around the country. Situations and role plays are integrated into the lessons to provide practice for each skill. Hopefully, students will be encouraged to tell their own stories by continuing to use the "someone I know" dialogue method. This is what makes the lessons "real" to them. The D.A.R.E. Decision Making Model helps students process their thoughts and help them make safe and responsible choices.

The **new D.A.R.E. *keepin' it REAL* elementary curriculum** continues many of the strengths of previous D.A.R.E. lessons, improvements have been made to be even more effective in encouraging students to lead safe, responsible, and drug-free lives. Here are some of the highlights:

- The new theme of **safe and responsible choices** provides a framework for teaching about decision making, risk, stress, communication, and peer pressure while providing youth with the information about drugs they need to make informed choices.
- There are increased opportunities to **practice the D.A.R.E. Decision Making Model** and **apply it to real life situations.**
- The new curriculum covers a **broad range of risks** students face in their lives on a daily lives, including drugs, as well as other risks they are likely to face in the near future.
- The skills are now taught through **stories.** This includes videos, situations and role plays, and journaling to give students the opportunity to practice skills, write, and plan for the future.
- The curriculum is tied to emerging **national educational standards.** A table linking the lessons to the standards is included in this manual.

Core Concepts

After participating in our new curriculum, students will be able to:

- Exercise **self-control** particularly when under stress and pressure. The new curriculum will teach them to control their emotions, avoid impulsive behavior, and think critically about their experiences in order to plan a drug-free life.
- Identify the **risks and consequences** of their choices. The curriculum prepares them for the rapid changes and challenges they are about to face, including the increasing presence of drugs in their lives, by teaching them to evaluate the risks and consequences of their choices.
- Make **safe and responsible decisions**. The D.A.R.E. Decision Making Model continues to be central because youth this age need to understand how to think clearly and critically about the choices they face and, perhaps more importantly, plan for the ones they are about to face.
- **Communicate** more confidently and effectively, thus developing stronger **relationships** with peers, family, and authority figures.
- Become **safe and responsible citizens** by learning how to help others and know how to get help. We know youth of this age cannot do everything alone so the new curriculum stresses safe and responsible ways to give and get help.

Lessons Overview

Based on the core principles, we constructed a ten lesson curriculum. Simply teaching something once is not enough for most young learners. That's why each skill is broken down into parts, "scaffolding" or building upon concepts so that they appear over and over again in lessons, each time in a more advanced and sophisticated way. The best example of this is the D.A.R.E. Decision Making Model. DDMM is introduced and modeled in lesson 1. In lesson 2, students use the "D" to define a problem involving drugs. In lesson 3, they define and assess risks and consequences in situations in which they often find themselves. In lesson 4, they define, assess and decide how to respond in stressful life situations. In lesson 5 they are using the entire model to define, assess, respond and evaluate strategies for handling peer pressure. In lessons 6-9, they are refining and expanding their decision making skills. All of the skills are reviewed in lesson 10. The concepts are charted below.

Concept	Lessons									
	1	2	3	4	5	6	7	8	9	10
Responsibility	x	x	x	x	x	x			x	x
Decision Making	x	x	x	x	x	x	x	x	x	x
Drug Information		x	x							x
Risk & Consequences			x	x				x	x	x
Peer Pressure				x	x	x			x	x
Stress					x	x		x	x	x
Confident Communication						x	x	x	x	x
Nonverbal Communication							x	x	x	x
Listening							x	x	x	x
Bullying								x	x	x
Helping Others									x	x
Getting Help										x

Lesson Structure

The same basic lesson structure allows for consistency in delivery of each lesson:

- Review previous lesson
- Animated introduction story to engage, review previous lesson, and introduce this week's lesson
- Explain the basic concepts
- Describe the concepts and skills
- Practice the skills
- Apply DDMM
- Review and Journaling
- Closing Story

D.A.R.E. Videos

The new curriculum uses original videos to introduce and summarize the lessons. The stories are based on interviews with D.A.R.E. students around the U.S. Starting in lesson 1, students will meet Michael and his friends in a video that summarizes that lesson and introduces lesson 2. The lessons then begin with introductory stories reviewing the previous lesson and introducing the main concept in the new lesson. These introductory stories are told through animated versions of Michael and his friends.

LESSON ONE: Introduction to DARE's *keepin' it REAL*

- Define what it means to be responsible
- Identify student responsibilities in their daily lives
- Name the steps in the D.A.R.E. Decision Making Model (**DDMM**)

LESSON TWO: Drug Information for Responsible Decision Making

- Identify how alcohol and tobacco use affects student responsibilities
- Examine information on alcohol and tobacco
- Understand the health effects of alcohol and tobacco on the body
- Use the **DDMM** to define the problem in scenarios related to alcohol or tobacco

LESSON THREE: Risk and Consequences

- Define risks and consequences and apply to real life situations
- Assess the positive and negative consequences in the choices made about risky situations
- Use the **DDMM** to assess how to make responsible decisions involving risky situations

LESSON FOUR: Peer Pressure

- Define pressure and peer pressure
- Recognize the sources of peer pressure
- Identify ways to respond to peer pressure
- Use the **DDMM** to generate responses to peer pressure

LESSON FIVE: Dealing With Stressful Situations

- Identify possible signs of stress
- Recognize the physical and behavioral signs of stress
- Use the **DDMM** in evaluating stressful situations

LESSON SIX: Basics of Communication

- Define and explain the importance of communication in daily living
- Demonstrate confident communication
- Use the **DDMM** to evaluate and generate alternative options for effective communication

LESSON SEVEN: Nonverbal Communication and Listening

- Define effective listening behaviors
- Demonstrate effective listening using verbal and nonverbal behaviors
- Use the **DDMM** to evaluate and generate alternative options for effective communication

LESSON EIGHT: Bullying

- Define and recognize characteristics of bullying
- Identify bullying behaviors
- Differentiate between tattling and telling
- Use the **DDMM** to practice safe ways to report bullying

LESSON NINE: Helping Others

- Identify the importance of being a good citizen
- Recognize the importance of reporting bullying to an adult at school and at home
- Demonstrate the use of the **DDMM** in reporting bullying behaviors
- Reinforce knowledge and positive behaviors to stop bullying

LESSON TEN: Getting Help from Others and Review

- Identify people in student's lives they can go for if they need help
- Recall previously learned key terms

NATIONAL COMMON CORE STANDARDS FOR D.A.R.E.'s new *keepin' it REAL* Curriculum for Elementary School Students

D.A.R.E.'s *keepin' it REAL* Elementary Curriculum is aligned with National Common Core Standards to provide a framework for core instruction in today's classrooms. As a result, teachers, parents and education communities can be confident of accountability in instructional as well as prevention goals.

The 10 Lessons in D.A.R.E. *keepin' it REAL* are aligned with National Common Core 5th grade standards since fifth grade students are the usual grade level for the introduction of D.A.R.E. curricula. Standards are stated exactly as noted on www.corestandards.org. These common core standards should also be reflective in the alignment of individual state standards.

The curriculum meets multiple National Core Standards in the areas of Reading (Literature, Informational Text, and Foundational Skills), Writing, and Speaking and Listening. The following table summarizes these standards.

	Lesson Number									
	1	2	3	4	5	6	7	8	9	10
Reading: Literature										
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	X	X	X	X	X	X	X	X	X	X
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	X	X	X	X	X	X	X	X	X	X
Reading: Informational Text										
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		X						X		
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			X	X	X	X	X	X		
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		X	X	X	X	X	X	X	X	X
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	X	X	X	X	X	X	X	X	X	X
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	X	X	X	X	X	X	X	X	X	X
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			X					X		
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	X	X	X	X	X	X	X	X	X	X
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				X	X	X	X	X	X	X

	Lesson Number									
	1	2	3	4	5	6	7	8	9	10
Reading: Foundational Skill										
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	X	X	X	X	X	X	X	X	X	X
Writing										
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	X	X	X	X	X	X	X	X	X	X
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X	X	X	X	X	X	X	X	X	X
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.							X	X	X	X
Speaking & Listening										
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	X	X
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas and speak clearly at an understandable pace.							X			

LESSON 1
INTRODUCTION TO D.A.R.E.'s *keepin' it REAL* PROGRAM

Objectives
The students will be able to:
- Define what it means to be responsible
- Identify student responsibilities in their daily lives
- Name the steps in the D.A.R.E. Decision Making Model (**DDMM**)

Preparation
- Review the lesson plan.
- Review the lesson with the classroom teacher.
  - Creating **D.A.R.E. Teams**
  - **Parent letter** (optional) Check with school administration regarding this option. (Make copies if needed).
  - **Journaling**: These will be part of each lesson. Negotiate with your teachers for times that students may use their journal.

Materials
- Student Planner
- PowerPoint or Transparency Masters (If transparencies are used, a DVD player will also be needed.)
- Parent Letter (optional)

Instructor Note: All lessons require the Planner and a PowerPoint projector, overhead projector or DVD player with monitor.

Key Terms
- **Responsible:** Being reliable and dependable; people can count on you and you can count on others to follow-through with a job or task.
- **D.A.R.E. Decision Making Model:** A way of making safe and responsible decisions using four steps (Define, Assess, Respond, Evaluate).

Lesson Structure

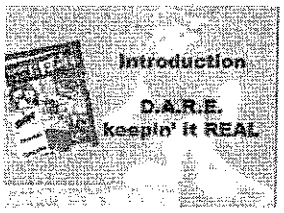
• Activity 1	Officer and Student Introductions	13 minutes
• Activity 2	Responsibilities	7 minutes
• Activity 3	Decision Making Model Introduction	8 minutes
• Activity 4	Decision Making Model Practice	12 minutes
• Activity 5	Review / Journaling	5 minutes

ACTIVITY 1 (13 minutes)
OFFICER AND STUDENT INTRODUCTIONS

NOTES

Introduce yourself.

- Name
- Number of years you have been a **D.A.R.E. Officer**
- Why you enjoy being a **D.A.R.E. Officer**
- Other appropriate personal information



Instructor Note: Model the introduction activity for students by either bringing a student to the front of the room or using the teacher. Go through all the steps below when you model this activity. Do not linger with each student because time is limited for this activity.

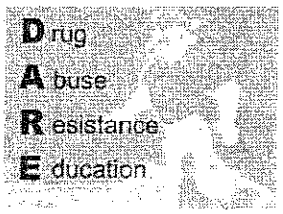
Tell students that you will move around the room and hand out their Planner. Have them tell you their name and one fun thing they like to do when you hand it to them.

Ask students to put their first and last names along with their room # on the cover.

Say: *The main purpose of the keepin' it REAL lessons is to learn skills which can be used to make safe and responsible decisions at home, school, or with our friends.*

- *keepin' it REAL is about you and your stories. That's what makes it REAL. To make it about you, your participation is essential -- we cannot keep it* ***real*** *without you.*
- *We will be introducing stories and situations about Michael and his friends that are based on what REAL fifth or sixth grade students have told us about their lives and experiences.*
- *You will have the opportunity to practice what you are learning while helping the kids in the stories solve their problems and make good decisions.*

Write the D.A.R.E. acronym on board or display PowerPoint or overhead.



Tell students that D.A.R.E stands for Drug Abuse Resistance Education.

NOTES

Explain that the class will be using the **D.A.R.E. Box** during the lessons. It is another way to communicate, share concerns, or ask questions.

- Students should feel free to put questions in the box at any time.
- You do not have to put your name on the question. This is called being anonymous.
- All the questions will be read and appropriate ones will be answered as time allows.

Instruct students about confidentiality. The law requires certain activities be reported to proper authorities. These include:

- Statements that deal with harm to themselves or to others and child abuse.
- Statements related to drug use.

Ask for a volunteer(s) to decorate a shoebox or other container and bring it in next week.

ACTIVITY 2 (7 minutes)
RESPONSIBILITIES

NOTES

Tell students:

- It is important that the classroom be orderly so that everyone can participate.
- This is one way we are responsible to each other in this class.

Say: *In order to be responsible to each other and help our class run smoothly, we need to have some rules.*

Have students open their Planner to page **1**, the "D.A.R.E. Rules".

Show the PowerPoint or overhead with the D.A.R.E. Rules.

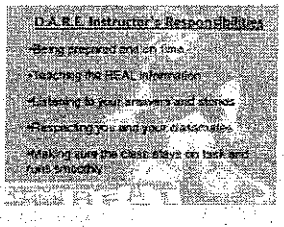
NOTES

Review the rules with students.

- Raise your hand so that only one person speaks at a time.
- Be positive, responsible, and respectful. A put-down can hurt feelings and stop open discussion.
- Observe and use the quiet signal.
- Use the words "someone I know" instead of a person's name when sharing a story.
- Answer only questions that feel comfortable to you.

Say: *As your D.A.R.E. Officer I also have responsibilities.*

Show the PowerPoint or overhead and go over the D.A.R.E. instructor responsibilities.



- Being prepared and on time
- Teaching the REAL information
- Listening to your answers and stories
- Respecting you and your classmates
- Making sure the class stays on task and runs smoothly

Ask: *What does it mean to be responsible to yourself?* Allow students to share their answers and acknowledge their responses.

Possible answers:

- Brushing my teeth and washing my face
- Wearing a helmet when riding my bike
- Eating healthy foods

Ask: *What does it mean to be responsible to others?* Allow students to share their answers and acknowledge their responses.

Possible answers:

- chores
- homework
- helping teachers
- helping with younger siblings

NOTES

Say: *As an officer, I have responsibilities to you in the classroom. I also have responsibilities to keep you safe when I am out in the community. Who else is responsible for you? Allow students to share their answers.*

Instructor Note: The school in which you are working may require use of the **Parent Letter**. If you are using it, explain to students that for any program to be effective, it is important that teachers, parents, officers, and students work together. This letter to the parent may be their first after school D.A.R.E. responsibility. (Make copies prior to class).

Distribute Parent Letter.

- Have a student read it aloud.
- Ask students to sign the letter.
- Have their parent or guardian sign.
- Return the letter to you during the next class.

ACTIVITY 3 (8 minutes)

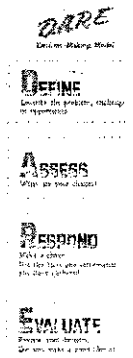
NOTES

D.A.R.E. DECISION MAKING MODEL (DDMM)

Emphasize to students that the main goal of your time together is learning how to make safe and responsible decisions in their lives and become good citizens. There are many things that one needs to think about when making decisions.

Explain to students:

- There are many ways of thinking about and making decisions.
- We will be using a D.A.R.E. Decision Making Model.



Show the PowerPoint or overhead with the **DDMM**.

Say: *Turn to the inside of the front cover of your Planner and* **use the DDMM flap**.

NOTES

Explain each step of the model. You might have one student read each term and say what it means to him or her (depending on remaining time in class).

Define
- **Describe the problem, challenge, or opportunity.**

Assess
- **What are your choices**?
- What are the consequences of each choice?

Respond
- **Make a choice.**
- Use the facts and information.

Evaluate
- **Review your decision**.
- Did you make a good choice?

ACTIVITY 4 (12 minutes)
DDMM PRACTICE

NOTES

Say: *We are going to use the D.A.R.E. Decision Making Model as a class to make a decision. Turn to page **2** in your Planner and follow along as I read the situation.*

Situation:
You play on a soccer team. The team depends on you as goalkeeper. You are invited to your best friend's birthday party at the same time as the big game. You would have to miss the game to go to the party. How do you decide what to do?

Instructor Note: Demonstrate the use of the steps of the **DDMM** to help students make a decision about the situation. Use the **Think Aloud** strategy so students can "hear your thinking" as you model each step of the **DDMM**. Have them write the response in their Planner.

NOTES

Say: *Using the D.A.R.E. Decision Making Model to make decisions is one way we can act responsibly.*

Remind students that:

- The **DDMM** will be used throughout the **D.A.R.E.** classes. It can also be used to make decisions in your daily life.
- Think about questions about responsibilities for the **D.A.R.E. Box** for next lesson.

ACTIVITY 5 (5 minutes)
REVIEW / JOURNALING

NOTES

Have students open their Planner to page **37**. Add the key terms from the word bank to the definitions in the Glossary.

Key terms: Responsible, D.A.R.E. Decision Making Model

After completing the Key Terms, have students share their answers to check for accuracy.

Facilitate a discussion of the main concepts in today's Lesson.

Have students open their Planner to page **31** to the Journal prompts. Tell them at the end of each lesson they will be writing in their Journal about what they learned that day.

Say: *Your first Journal entry will be about responsibilities. Today I will give you a prompt. A prompt is the beginning of a sentence which you will complete by adding other sentences to explain your idea. Today's Journal prompts are:*

- *The most important responsibility I have is…*
- *This week I will try to be responsible by…*

Tell students that during D.A.R.E. class they will be following the lives of people their age.

NOTES

Say: *These stories are real and come from other D.A.R.E. students. The stories help guide us through the lessons. Let me introduce you to Michael and his friends.*

Instructor Note: Play video.

Closing Story: Meeting Michael, Josh, Sophia, and Darryl

Hi everyone! My name's Michael and I'm in the same grade as you. That short guy who just went by on the scooter, is my little brother Josh, and these are my friends, Darryl and Sofia. We're going to hang out with you over the next few weeks. I think we can really help each other out.

Gotta go, but stay tuned for next week when you will meet the cutest member of my family.

(To his brother) Josh, go away, I'm NOT talking about you. (Grabs his brother in a hug/hold) Just kidding, you have your moments.

See everyone next time and remember to be safe and responsible!

Thank students and let them know you look forward to sharing ways they can help make safe and responsible decisions

LESSON 2
DRUG INFORMATION FOR RESPONSIBLE DECISION MAKING

Objectives

Students will be able to:

- Identify how alcohol and tobacco use affects student responsibilities
- Examine information on alcohol and tobacco
- Understand the health effects of alcohol and tobacco on the body
- Use the **DDMM** to define the problem in scenarios related to alcohol or tobacco

Preparation

- Review the lesson plan.
- Familiarize yourself with the "Alcohol and Tobacco Did You Know?" Charts on pages **3** and **4** of Planner. Be ready with an example of why the information is important to share with others.
- Discuss with the classroom teacher possible reinforcement opportunities to use the illustrated body on page **5**. This could include follow-up from the health effects chart to locate the body parts affected by alcohol and tobacco.

Key Terms

- **Fact:** Something that can be proven to be true.
- **Health Effect:** What happens as a result of using a drug.
- **Drug:** Any substance other than food that affects the way your mind and body works.

Lesson Structure

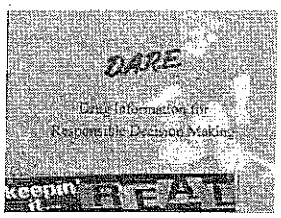
Activity 1	D.A.R.E. Box / Review	5 minutes
Activity 2	Opening Story: Cutest Puppy in the World	5 minutes
Activity 3	Health Effects and Me	22 minutes
Activity 4	D.A.R.E. Decision Making Model	8 minutes
Activity 5	Review / Journaling	5 minutes

ACTIVITY 1 (5 minutes)
D.A.R.E. BOX / REVIEW

NOTES

Answer selected questions from the **D.A.R.E. Box**. Start with those about responsibility, decision making, and rules, if any.

Facilitate a review of the previous lesson on responsibilities and the **DDMM**.



Say: *In our first lesson we talked about what it means to be responsible. We identified some of our personal responsibilities and learned about decision making.*

Possible Questions:

- What are some of your responsibilities?
- Think about the D.A.R.E. Decision Making Model that we went over last week. Do you think it can help you make safe and responsible decisions?

ACTIVITY 2 (5 minutes)
OPENING STORY: CUTEST PUPPY IN THE WORLD

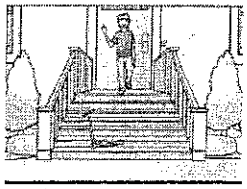
NOTES

Say: *Last week we met Michael and his younger brother Josh. Each week we are going to check back with our characters. So, Let's check back to see if Michael and Josh have been safe and responsible.*

Please watch the video and think about:

- *What are some responsible behaviors in the story?*

Instructor Note: Play video.



NOTES

CUTEST PUPPY IN THE WORLD

Hi Michael again, whoa, hold on a second.

Josh, will you please get your scooter out of here? Someone might step on it and fall.

Okay, sorry.

Boy, I wish Josh had been in last week's lesson about responsibility!

Anyway, last week I promised you would meet the cutest member of my family and here he is…

[Josh pops his head out of the door and smiles.]

No Josh! Not you!

Last month my mom surprised us with the cutest puppy in the world. His name is Bailey.

He's a good boy and is so much fun to play with! But having a puppy is hard work too. I'm responsible for playing with him, making sure he has fresh water, and giving him chow.

Yesterday, after feeding him Josh and I took him for a walk down the street. [The puppy starts pawing at something in the dirt.]

Josh: Bailey, what do you have there?

[Michael uncovers a cigarette butt and pulls Bailey away.]

Michael: Yuck.

Facilitate a brief discussion:

Ask: *What were some of the responsible behaviors in the story?*

NOTES

Possible answers:

- Michael watching out for Josh
- Michael playing with, feeding, and giving fresh water to Bailey
- Michael taking Bailey for a walk

Say: *In the story the boys and puppy found a cigarette.*

Ask: *Why do you think Michael said "Yuck" when he saw the cigarette?*

Possible answers:

- Throwing a cigarette on the street is littering.
- Cigarettes are unhealthy for dogs.

Ask: *Why would he want to keep Bailey away from the cigarette?*

What do you know about the harmful effects of cigarettes on people?

ACTIVITY 3 (22 minutes)
HEALTH EFFECTS AND ME

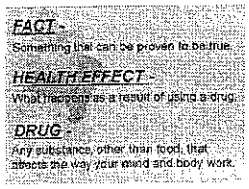
NOTES

Say: *Today we are going to be discussing the ways we can be safe and responsible about our health. We need facts and information to help us. We are going to be looking at some important facts about alcohol and tobacco that will help us make good choices about our health.*

Instructor Note: Use **Guided Reading** strategy to assist students in understanding and analyzing the information on the Alcohol and Tobacco "Did You Know?" Charts. This strategy will help students as they use the chart to read and process the information. Use the questions below to guide the students as they begin the process.

Have students open their Planner to page **3** for the Alcohol "Did You Know?" Chart.

NOTES



Say: *What is the title of the chart*

- *What are the two headings?*
- *What is a fact?*
- *What is a health effect?*
- *What is a drug?*

Show the definitions on the PowerPoint or overhead.

> **Fact** is something that can be proven to be true.
> **Health Effect** is what happens as a result of using a drug.
> **Drug** is any substance other than food that affects the way your mind and body work.

Say: *Now that we are familiar with how to read the* Alcohol "Did You Know?" Chart, *please take a few minutes to silently read the chart carefully.*

Follow along while I read aloud each fact and health effect.

- *If you have heard the fact or health effect, place a check mark next to the fact.*
- *If the fact or health effect is new to you, place a star next to the fact.*

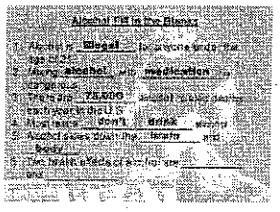
Ask*: How many stars did you place on the chart? What did you learn from the activity?*

Say: *Now you are going to use those facts and health effects on the chart to fill in the blanks at the bottom of the page.*

Instructor Note: The fill in the blanks are at the bottom of the Alcohol "Did You Know?" Chart. Discuss their answers and then have them complete the Tobacco "Did You Know?" Chart using the same format. **This activity could be completed either individually or with a partner.**

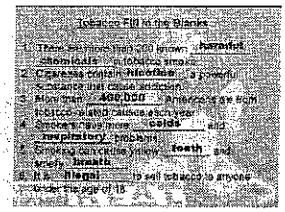
NOTES

Alcohol Fill In the Blanks



1. Alcohol is __illegal__ for anyone under the age of 21.
2. Mixing __alcohol__ with __medicine__ is dangerous.
3. There are __75,000__ alcohol related deaths each year in the U.S.
4. Most teens __don't__ __drink__ alcohol.
5. Alcohol slows down the __brain__ and __body__.
6. Two health effects of alcohol are __see chart__ and __see chart__.

Tobacco Fill In the Blanks



1. There are more than 200 known __harmful chemicals__ in tobacco smoke.
2. Cigarettes contain __nicotine__, a powerful substance that causes addiction.
3. More than __400,000__ Americans die from tobacco-related causes each year.
4. Smokers have more __colds__ and __upper respiratory__ problems.
5. Smoking can cause yellow __teeth__ and smelly __breath__.
6. It is __illegal__ to sell tobacco to anyone under the age of 18 (19 in some states).

Facilitate a brief summary following the activity emphasizing key concepts.

- What did you check on the charts? Why?
- What did you star on the charts? Why?
- What is the most important health effect you learned?
- Why?

Instructor Note: Following this activity, students could be referred to the body diagram on page **5** of the planner to locate parts of the body affected by alcohol and tobacco. This could also be a follow-up activity to be completed by the classroom teacher.

ACTIVITY 4 (8 minutes)
DDMM – DEFINE THE PROBLEM

NOTES

Say: *Knowing the health effects of alcohol and tobacco may help you make safe and responsible decisions.*

The first step in the D.A.R.E. Decision Making Model is to DEFINE the problem. Let's take a few minutes to practice "defining a problem" that you may encounter.

Have students open their Planner to page **6** for the "Define the Problem" activity and **use the DDMM flap**. Have students read silently while you read Situation 1 aloud.

Situation 1:
Michelle is waiting for a ride home and notices some of her older sister's friends smoking cigarettes. They ask her to smoke with them.

Say: *Let's look at Situation 1 and define the problem together.*

Instructor Note: Use the **Think Aloud** strategy as you process this **DDMM** step.

Have students work in pairs to read Situations 2 & 3 and DEFINE the problem of each. (Think/Pair/Share)

Facilitate a discussion by calling on selected pairs to define the problem. Make sure they explain how they know that it's a problem and why it is important. Have them refer to the Health Effects from the "Did You Know?" Chart.

Situation 2:
Travis is visiting with his friend, Charley. He sees Charley's older sister taking a beer out of the refrigerator to share with her friends at a party. What is Travis' problem?

Situation 3:
Jack's parents were out for the evening. Jack's older brother, Sam, and his friends were smoking outside. Jack knows the health effects of smoking and knows he should tell his parents. What is Jack's problem?

ACTIVITY 5 (5 minutes) **NOTES**

REVIEW / JOURNALING

Have students open their Planner to page **37**. Add the key terms from the word bank to the definitions in the "Glossary".

Key terms: Drug, Fact, Health Effect

After completing the Key Terms, have students share their answers to check for accuracy.

Facilitate a discussion of the main concepts in today's Lesson.

Have students open their Planner to page **31** and respond to "My Journal" prompts.

- *Three health effects I did not know…*
- *In the coming week, two important facts I will share with someone...*

Instructor Note: Play video.

CLOSING STORY: SOMETHING NEW ABOUT MICHAEL

Josh: *Really. I AM the cutest in the family. [Big smile] See you next week and I'll tell you something I bet you didn't know about Michael! He doesn't always make the best decisions.*

Thank students and teacher for their time and participation.

Remind Students: Be safe and be responsible.

LESSON 3
RISKS AND CONSEQUENCES

Objectives

Students will be able to:

- Define risks and consequences and apply to real life situations
- Assess the positive and negative consequences in the choices made about risky situations
- Use the **DDMM** to assess how to make responsible decisions involving risky situations

Preparation

- Review the lesson plan.
- Familiarize yourself with lesson objectives.
- Read today's story and note the concepts that are discussed.
- **NOTE:** Think about a time that you took a risk and be prepared to share this story in Activity 3, if needed.

Key Terms

- **Risk:** Taking a chance.
- **Consequences:** What happens as a result of something you choose to do or not to do. They can be positive or negative.

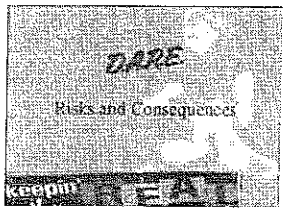
Lesson Structure

• Activity 1	D.A.R.E. Box / Review	5 minutes
• Activity 2	Opening Story: Josh Takes Karate Class	5 minutes
• Activity 3	Risks and Consequences	15 minutes
• Activity 4	Making Safe and Responsible Choices	15 minutes
• Activity 5	Review / Journaling	5 minutes

ACTIVITY 1 (5 minutes)
D.A.R.E. BOX / REVIEW

NOTES

Answer any questions from the **D.A.R.E. Box.** Start with questions about alcohol and tobacco information, if any.



Facilitate a review of the previous lesson on alcohol and tobacco.

Possible Questions:

- What information did you learn in the last lesson that might help you make safe and responsible decisions?
- What do you think is the most important fact about tobacco? Alcohol? What were you able to share about what you learned?

ACTIVITY 2 (5 minutes)
OPENING STORY: JOSH TAKES KARATE CLASS

NOTES

Say: *Last week Michael was responsible to his family by taking care of his puppy and responsible to himself by making a healthy choice about what to put in his body. We also learned that deciding to use alcohol and tobacco would certainly NOT be a responsible or healthy choice.*

This week, let's check back with our characters and see how they are doing with being safe and responsible.

Please watch the video and think about:

- *What choices do the characters make?*
- *Do you believe these choices are responsible?*

Instructor Note: Play video.

NOTES

JOSH TAKES KARATE CLASS

JOSH: *Hey there. I'm Josh and you already met my big brother, Michael. Do you really think he is perfect? Ha! Last night he did something he wasn't supposed to. He told my mom he was visiting his friend Darryl when, for real, he went over to Austin's and there wasn't an adult at home (**risk**). Austin kind of gets into trouble a lot, so my mom doesn't like Michael to hang out with him and she really doesn't want him to go over there without an adult at home.*

*So, Michael says to me, "Austin needed me to see some cool videos and he was going to get mad at me if I didn't go. So, if you don't tell mom, she won't even know, right?" I was like, "What?" I looked at him and said, "No way! Mom has a way of finding out EVERYTHING. I'm not going to cover for you." What do you think will happen when mom does find out? (**consequence**)*

*Oh well, I am off to my karate class. My friend talked me into taking a chance and trying karate and I said no for a few months and then I tried it (**risk**). I am really glad I did. I really love it. Hiiiiiiiiyah! (**positive consequence**)*

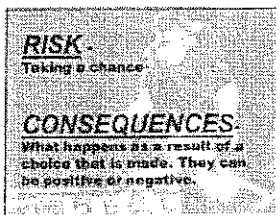
ACTIVITY 3 (15 minutes)
RISKS AND CONSEQUENCES

NOTES

Ask: *In today's story, what choices did you see Michael make? Were these choices responsible?*

Ask: *We call the choices that were made in the story, taking a risk. What do you think the word risk means?*

Facilitate a brief discussion by calling on two or three students for their response.



Show the definition on the PowerPoint or overhead.

Risk is taking a chance.

Say: *This is known as a **risk** – when we don't know for sure whether the results of our choices will be either positive or negative.*

NOTES

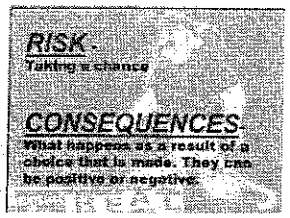
Instructor Note: Make a list of the answers to the next activity on the board.

Ask: *What might happen if:*

- *Michael goes to his friend's house and there is no adult there?*
- *Josh does or does not tell his mother about Michael?*
- *Josh did or did not try karate.*

Say: *Every choice has a consequence. What is a consequence?*

Show the definition on the PowerPoint or overhead.



> **Consequences:** What happens as a result of something you choose to do or not to do. Consequences can be positive or negative.

Say: *We all experience risks every day, but some of the consequences may be positive and others negative. Some risks are worth taking and that is why you have to weigh the possible positive and negative results before deciding to take risks.*

Instructor Note: Be prepared to share one of your own stories, and then wait for students to share.

Possible Example:
To become a D.A.R.E. Officer, I had special training and it was a pass or fail course. One possible consequence could be failing. Passing the course was a positive consequence for me and allows me to be here today to teach you. No matter how much work the course was, I am glad I took this risk.

Ask: *Do you remember a risk that Josh took that had a positive consequence?*

Say: *This is why it is important to assess the consequences of our choices.*

Have the students open their Planner to page **6** to the "Risky Situations" activity.

NOTES

Say: *With a partner identify three risky situations that people your age might experience and write these in the planner. Ask them to think of at least one situation with positive consequences. (Think/Pair/Share)*

Facilitate a brief class discussion on the risks and consequences by having one or two students share short stories about these situations in the large group (time is limited for this activity).

Possible answers:

- If you don't wear a helmet when riding your bike, you are risking the consequence of being injured.
- If you don't study for a test, you are risking the consequence of failing the test.
- If you try out for the school play, you might find out how much you like acting.

Instructor Note: End the discussion with the positive consequences of one situation.

ACTIVITY 4 (15 minutes)
MAKING SAFE AND RESPONSIBLE CHOICES

NOTES

Say: *In today's stories, both Michael and Josh took risks that had consequences. We have been talking about being safe and responsible. This means making good choices and possible positive consequences.*

Remember, to help us make wise decisions, we use the ***D.A.R.E. Decision Making Model****.*

Today we will focus on the first two steps in the **DDMM,** *which are Define and Assess.*

NOTES

Review Define and Assess:

Define
- Describe the problem, challenge or opportunity

Assess
- What are your choices?
- What are the consequences of each choice?

Tell the students they will be using the Define and Assess steps of **DDMM** to list possible choices in the situations. They should think about both positive and negative consequences for their choices.

Have students open their Planner to page **7**, "Making Safe and Responsible Choices" and **use the DDMM flap**. Have students read silently while you read aloud.

Model the first situation with all the students using the Define and Assess steps in the **DDMM**.

Ask students:
- To **define** the problem or situation
- To **assess** the situation by thinking of possible choices and consequences, using facts and information

Situation # 1:
Your best friend had to practice for a play last night and was late getting home. Your friend did not have a chance to complete their homework and is worried about getting in trouble. You are asked for a copy of your homework.

Have students work in groups to define and assess one of the remaining situations.

Situation # 2:
Jamal has a science project that is due tomorrow. He has a new video game and really wants to beat the top score of his friends. He does not have time to do both.

NOTES

Situation # 3:
Natalie is with a group of friends who are smoking cigarettes. She is afraid that someone will see them and tell her parents that she was also smoking.

Situation # 4:
Jeremy practices basketball all the time with his friends in the neighborhood. His good friend, Terrell, is going to try out for a team. Jeremy would like to play on the team, but isn't sure that he is as good a player as his friend.

Facilitate a class discussion of the responses.

ACTIVITY 5 (5 minutes)
REVIEW / JOURNALING

NOTES

Have students open their Planner to page **37**. Add the key terms from the word bank to the definitions in the Glossary.

Key terms: Risk, Consequences

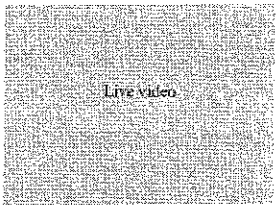
After completing the Key Terms, have students share their answers to check for accuracy.

Facilitate: a discussion of the main concepts in today's lesson.

Have students open their Planner to page **32** and respond to "My Journal" prompts:

- *It is important to think about the consequences of our choices because…*
- *In the next week, a choice I might make that will have a positive consequence is…*

Instructor Note: Play video.



NOTES

Closing Story: Michael and Josh Playing Video Games

[Michael and Josh are playing video games.]

Michael: *I did it!*

Josh: *Good job.*

Michael: *[to the audience] Ha! I just got to the next level by taking a chance and it totally paid off. So, yeah, it's fun to take a risk sometimes, but not all risks have positive consequences. Next week you will not believe the story of how our friend Sofia learns about negative consequences.*

Josh: *Yeah, she learns the hard way.*

Michael: *See you then.*

[They turn back to the game.]

Josh: *Now, I'm gonna beat this level!*

Thank students and teacher for their time and participation.

Remind Students: Be safe and be responsible.

LESSON 4
PEER PRESSURE

Objectives

Students will be able to:

- Define pressure and peer pressure
- Recognize the sources of peer pressure
- Identify ways to respond to peer pressure
- Use the **DDMM** to generate responses to peer pressure

Preparation

- Review the lesson plan.
- Familiarize yourself with lesson objectives.
- Read today's story and note the concepts that are discussed.
- Be prepared to give examples of positive peer pressure in Activity 3.
- Prepare cards with Resistance Strategies for Activity 4.

Key Terms

- **Pressure**: A force or influence that acts on you to do something.
- **Peer Pressure:** When people about your age try to get you to do something.
- **Resistance:** The refusal to accept others' influence.

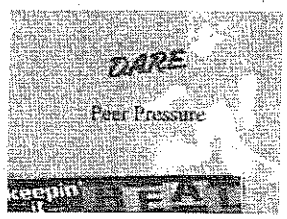
Lesson Structure

Activity 1	D.A.R.E. Box / Review	5 minutes
Activity 2	Opening Story: Sofia's Story	5 minutes
Activity 3	Define Pressure	10 minutes
Activity 4	Responding to Peer Pressure	13 minutes
Activity 5	Responding to Pressure Using **DDMM**	7 minutes
Activity 6	Review / Journaling	5 minutes

ACTIVITY 1 (5 minutes)
D.A.R.E. BOX / REVIEW

NOTES

Answer any questions from the **D.A.R.E. Box**. Start with questions about risks and consequences, if any.



Facilitate a review of the previous lesson on risk and consequences.

Possible Questions:

- What did we talk about in our last lesson? (risk and consequences)
- Since our last lesson, did anyone take a risk that had a positive consequence?

ACTIVITY 2 (5 minutes)
OPENING STORY: SOFIA'S STORY

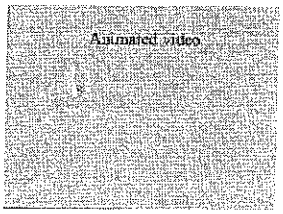
NOTES

Say: *Last week there were some positive and negative consequences to the choices Michael made. This week we are going to check in with Sofia who we met in our first week. As always…*

Please watch the video and think about:

- *What is the risky choice that one of the new characters makes?*
- *What is the consequence of that choice?*
- *Why do you think she makes this choice?*

Instructor Note: Play video.



NOTES

SOFIA'S STORY

*[The store manager to Sofia] Sofia, sit right there while I call your mother. (**consequence**)*

*[Sofia sits on her hands on a hard chair in the manager's office.] She thinks, Ooohhh…my stomach feels tight and my face feels hot. You see, I didn't pay for the sunglasses that were in my pocket (**risk**). Now, here I am waiting for my mother. What's going to happen to me?*

You are in such big trouble. [Taunts Jaylene, who is sitting next to Sofia]

You're the one who told me to do it! [Sofia hissed quietly.]

*I didn't think you would actually steal the sunglasses just because I told you that you could hang out with me and the other popular girls if you wore them! **(peer pressure)***

[Sofia thought] The sad thing is, I thought if I stole the sunglasses I would be popular. I guess not.

Facilitate a discussion with the following:

- *What are the risky choices in the story?*
  Possible Answer: Stealing sunglasses
- *What is the consequence of those choices?*
  Possible Answer: The store manager called her mom.
- *Why do you think Sofia stole the sunglasses?*
  Possible Answer: Sofia wanted to be included in Jaylene's group.

ACTIVITY 3 (10 minutes) **NOTES**

DEFINE PRESSURE

Instructor Note: Demonstrate the activity below.

Say: *We are going to do an activity to help introduce our lesson. Take your own hands and push them back and forth against each other. Offer resistance against each hand.*

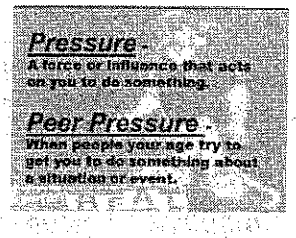
Ask: *How does this feel when you do this?*

Allow students to share what they felt.

Possible answers: strength, force, a pressing feeling

Say: *What you are experiencing is something called pressure.*

Show the definition on the PowerPoint or overhead.



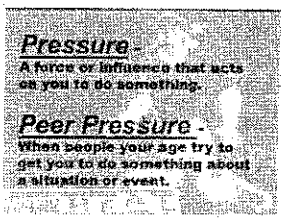
> **Pressure** is a force or influence that acts on you to do something.

Say: *Could you see the pressure when you were pushing? Pressure is like that -- you can't see it, but you feel that it is there.*

Ask: *In the story, what sort of pressure did Sofia feel from Jaylene?*

Say: *Like Sofia, sometimes your friends can pressure or influence you to do something. This is called* ***Peer Pressure.***

Show the definition on the PowerPoint or overhead.



> **Peer Pressure** is when people about your age try to get you to do something.

Have students work with a partner to come up with examples of peer pressure.

Facilitate a brief discussion of their answers by listing 3-4 situations on the board.

NOTES

Instructor Note: Look for examples of positive and negative pressure.

Say: *Peer Pressure can be positive or negative.*

Instructor Note: Go back over the list on the board for examples of positive and negative pressure. If none are positive, ask the students if they have ever been pressured to do something that is good for them. If no response, give one of your own.

Ask: *What are some ways that peer pressure can be both positive and negative?*

ACTIVITY 4 (13 minutes)
RESPONDING TO PEER PRESSURE

NOTES

Say: *There are many ways for students to respond to peer pressure. You can either give in or resist.*

Ask: *What do you think the word **Resistance** means?*

Show the definition on the PowerPoint or overhead.

Resistance is the refusal to accept others' influence.

Say: *There are ways to resist peer pressure.*

Have students open their Planner to page **9** to the "Resistance Strategies." Review each strategy. Have a student read the example of each strategy.

NOTES

Examining Resistance Strategies

Instructor Note: Divide the class into five groups. Give a card listing one Resistance Strategy to each group. Ask each group to prepare a role play using that strategy. After students role play, have the class guess which Resistance Strategy was used. (Have each strategy on cards to hand out). **Students may use the lines below the strategy in the planner to prepare for their role play.**

Group 1:	**Avoiding the situation**
Group 2:	**Strength in numbers**
Group 3:	**Walking away**
Group 4:	**Saying No, while giving a reason or excuse**
Group 5:	**Change the subject**

Have groups practice their assigned Resistance Strategy.

Ask students to role play the assigned Resistance Strategy.

Have classmates guess the strategy being used by each group.

Facilitate a discussion of the risks and consequences of some of the responses, how best to respond, and make a safe and responsible choice.

ACTIVITY 5 (7 minutes)

NOTES

RESPONDING TO PRESSURE USING THE DDMM

Say: *In today's story, Sofia experienced pressure to make a choice.*

We are learning how to be safe and responsible when we make choices. Remember, to help us make wise decisions, we use the ***D.A.R.E. Decision Making Model****. You will be using the Define, Assess and Respond steps in this activity.*

Have students open their Planner to page **11** for the "Responding to Pressure" activity and **use the DDMM flap**.

NOTES

Define
- Describe the problem, challenge, or opportunity.

Assess
- What are the choices?
- What are the consequences of each choice?

Respond
- Make a choice.
- Use the facts and information you have gathered.

Model the first situation with all the students using the Define, Assess, and Respond steps in the **DDMM**.

Ask students:
- To **define** the problem or situation
- To **assess** the situation by thinking of possible choices using facts and information
- To **respond** to the situations by making a choice

Remind students to think of positive and negative consequences when they assess the situation. Some situations may not have both positive and negative consequences.

Situation # 1:
Oscar saw his best friend take money off the teacher's desk. His friend said it was only $5.00 and the teacher probably wouldn't notice. Oscar's friend threatened to say that Oscar stole the money if he told anyone.

Have students work in groups to define and assess a situation. Each group works on one of the three remaining situations.

Situation # 2:
Yoko is shopping for clothes with her mother. Yoko and her mom are looking at clothes when she sees girls from school. The girls say, "When are you going to grow up? Come with us!" Yoko really wants to go with the girls.

Situation # 3:
Your friends are talking about bringing wine coolers from home to the soccer match this afternoon. They ask if you want them to bring you one.

NOTES

Situation # 4:
Reggie goes over to Derrick's house after school. Derrick wants to play video games. All his games are violent and rated M for Mature. Reggie knows he is not allowed to play those kinds of games.

ACTIVITY 6 (5 minutes)
REVIEW / JOURNALING

NOTES

Have students open their Planner to page **37**. Add the key terms from the word bank to the definitions in the "Glossary".

Key terms: Pressure, Peer Pressure, Resistance

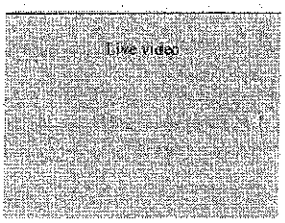
After completing the Key Terms, have students share their answers to check for accuracy.

Facilitate a discussion of the main concepts in today's lesson.

Have students open their Planner to page **32** and respond to "My Journal" prompts:

- *It is sometimes difficult to say "no" to our friends because…*
- *One response to pressure that I might use in the future is…*

Instructor Note: Play video.



NOTES

CLOSING STORY: SOFIA LEARNED A LESSON

Sophia: *Make good choices you guys! I certainly didn't with the sunglasses. I got into a lot of trouble and I really disappointed my mom and my D.A.R.E. Officer. The whole thing was stressful. So, take it from me when I say, pay attention next week when you learn about ways to deal with stress. You just may need it someday. See you then.*

Thank students and teacher for their time and participation.

Remind Students: Be safe and Be responsible.

Avoiding the Situation
Strength in Numbers
Say No and Give a Reason or Fact
Walking Away
Change the Subject

LESSON 5
DEALING WITH STRESSFUL SITUATIONS

Objectives
Students will be able to:
- Identify possible signs of stress
- Recognize the physical and behavioral signs of stress
- Use the **DDMM** in evaluating stressful situations

Preparation
- Review the lesson plan.
- Familiarize yourself with lesson objectives.

Materials
- Activity 4: One sheet for each category: Almost Never, Sometimes, Almost Always, I Don't Know (It is suggested that you laminate each sheet for durability.)

Key Terms
- **Stress:** Any strain, pressure, or excitement felt about a situation or an event.

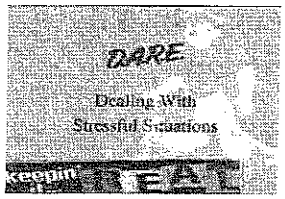
Lesson Structure

Activity 1	D.A.R.E. Box / Review	5 minutes
Activity 2	Opening Story: Michael Falls in the Cafeteria	5 minutes
Activity 3	How Do You Know When You're Stressed	8 minutes
Activity 4	What Situations Are Stressful	10 minutes
Activity 5	Healthy Ways To Handle Stress **(DDMM)**	12 minutes
Activity 6	Review / Journaling	5 minutes

ACTIVITY 1 (5 minutes)
D.A.R.E. BOX / REVIEW

NOTES

Answer any questions from the **D.A.R.E. Box**. Start with questions about peer pressure, if any.



Facilitate a review of the previous lesson on peer pressure.

Possible Questions:

- *What did we talk about in our last lesson on peer pressure?*
- *How can peer pressure impact decisions you make?*

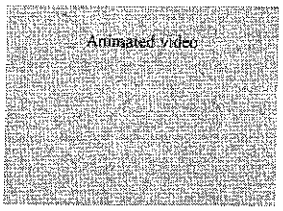
ACTIVITY 2 (5 minutes)
OPENING STORY: MICHAEL FALLS IN THE CAFETERIA

NOTES

Say: *Last week, we learned that others sometimes can pressure us into making choices. This week, let's check back with our characters and learn more about what is going on in their lives! As always…*

Please watch the video and think about:

- *What happens to Michael in this video?*
- *How would you describe his feelings or emotions when this happens?*



Instructor Note: Play video.

MICHAEL FALLS IN THE CAFETERIA

Hey, what's up? Michael here again! I have a question for you. Have you ever had a really bad day? Well, today was one of those days.

Today at lunch, I picked up a carton of milk that had a hole in it. The milk started dripping out all over the floor. Not everyone was looking at me, so it wasn't a big deal…until…I stepped on the milk, slipped, and fell flat on the floor. THEN everyone looked at me! (**stressful situation**)

NOTES

*My face got all hot and my palms got all sweaty (**signs of stress**). I tried to laugh it off, but then slipped again trying to get up. I guess it was pretty funny to look at, but I just wanted to scream at everyone to "stop looking at me!" (**pressure**). My friend Darryl came over and helped me up and said, "Just ignore them!" That helped a little, but, wow, that was not fun.*

Ask: *What happened to Michael in this video?*

Possible answers:

- He slipped and fell and couldn't get up.
- Everyone looked at him.
- His friend tried to make him feel better.

Ask: *How would you describe Michael's feelings or emotions when this happened to him?*

Possible answers:

- Worried
- Scared
- Upset
- Angry
- Embarrassed

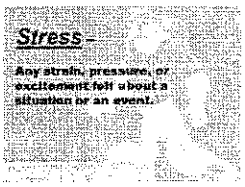
Ask: *What is one word that we might use to describe these feelings or emotions? (**Stress**)*

ACTIVITY 3 (8 minutes)

NOTES

HOW DO YOU KNOW WHEN YOU'RE STRESSED

Say: *In our class we are going to define stress as:*



> **Stress** is any strain, pressure, or excitement felt about a situation or an event.

Show the definition on the PowerPoint or overhead.

Ask: *What strain, pressure, or excitement did we observe in Michael that led us to believe he was stressed in the story and was feeling pressured?*

NOTES

Facilitate a discussion about the causes and response to stress, first in the story and then student's personal experience.

Possible Questions:

- In today's story, Michael fell in the cafeteria. Why do you think this situation was stressful?
- What do you think about how Michael handled the situation?

Say: *Think of a time that you felt stressed or upset about a situation or event. Tell us a short story about how you felt.*

Select one student to share; time is limited, so choose carefully.

Have students open their Planner to page **13** and answer the questions about the "Signs of Stress".

Facilitate a discussion of each question:

- *First, how does your body feel when you are stressed?*

  Possible answers:
  - *frustration*
  - *headaches*
  - *blushing*
  - *sweaty palms*
  - *fast heartbeat*
  - *anger*
  - *fear*
  - *nervousness*
  - *sadness*

Say: *These are how you **feel** when you are stressed.*

- *What are some possible actions that might show you are feeling stress?*

NOTES

Possible answers:

- *yell at someone*
- *cry*
- *start to act differently*
- *say something mean*
- *throw something*

Say: *This may be how your **behavior changes** when you are stressed.*

ACTIVITY 4 (10 minutes)
WHAT SITUATIONS ARE STRESSFUL

NOTES

Instructor Note: Prior to the lesson, place each of the four sheets (almost never, sometimes, almost always, I don't know) in the four corners of the room or along a wall or chalkboard. Be sure there is ample space by each sheet for students to gather.

Say: *We are going to talk about situations that may be stressful. I am going to read you a list of situations that might cause you stress.*

Explain to students that you will read a statement and they will need to determine which of the 4 categories best suits them in dealing with stress by standing in the identified area. Explain the meaning of each category.

Almost Never - Hardly ever stressed
Sometimes - Get stressed occasionally
Almost Always - This stresses me most of the time
I Don't Know - I've not had this experience

NOTES

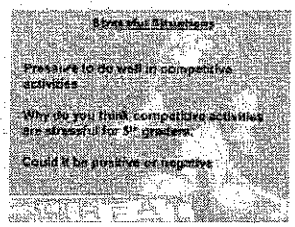
Say: *I'm going to show you how this activity works.*

The situation is: Doing my homework as soon as I come home.

I would have to decide which category or sign best describes how I feel and why I chose that category. For this example I'll use "Sometimes" and then move to that sign. I should be prepared to share with others why I might feel stress regarding the situation.

Display PowerPoint or overhead with situations. Click to advance each situation as students move to categories.

Instructor Note: Have students move to the category that indicates their stress level. After everyone has identified one of the categories, call on one or two students to share the reason for their choice (why it might be stressful and if it is positive or negative).



Read the following situations to students:

- pressure to do well in competitive activities
- having to get up in front of the class
- friends try to get you to do to something you don't want to do
- moving to a new school

Facilitate a brief discussion about situations that cause stress.

Possible Questions:

- *Why do you think a situation might be stressful one time but not another?*
- *Which of the situations was the most or least stressful? Why?*

ACTIVITY 5 (12 minutes)
POSITIVE WAYS TO HANDLE STRESS (DDMM)

NOTES

Say: *We just talked about some situations that might cause you stress. At times everyone feels stress. There are positive and negative ways to handle stress.*

Ask: *What would be some positive ways you can handle stressful situations?*

List student responses on the board.

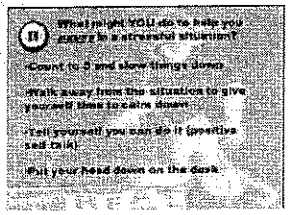
Say: *Those are good ideas. We are going to practice positive ways to deal with our stress.*

*The first thing you need to do is **pause** and stop to think about the situation because you feel stressed out. It's like hitting the "pause button" on your TV remote. You can take a moment to get yourself under control and calm down. Now, think of the stressful situations we just talked about.*

Ask: *What might you do to help you **pause** in a stressful situation?*

Possible answers:

- Count to 5 and slow things down.
- Walk away from the situation to give yourself time to calm down.
- Tell yourself you can do it (positive self talk).
- Put your head down on the desk.



Say: *We need to **think** of what we should do once we've calmed down. What is something we have learned in previous lessons that helps us make safe and responsible decisions?*

Possible Answer:

- D.A.R.E. Decision Making Model

NOTES

Say: *After you have paused, you might want to use the D.A.R.E. Decision Making Model to make a safe and responsible choice.*

Have students open their Planner to page **15** for the "Evaluating Your Decision" situations and **use the DDMM flap**.

Instructor Note: Model the first situation with the class together using pause and the **DDMM**.

Situation # 1:
You are trying out for a club or competition. You are worried you won't make the cut. How do you handle the situation?

- **Pause**
  - Count to 5 and slow down.
  - Say to yourself, "I can do this. I can make the team."

Review DDMM

Define
- Describe the problem, challenge, or opportunity.
  - Afraid I won't make the club or lose the competition

Assess
- What are your choices?
  - Try out or not try out for the club
  - Compete or not compete
  - Practice more before tryouts
  - Ask my parents or the coach for suggestions

Respond
- Make a choice.
  - Try out for the club and give my best effort

Evaluate
- Review your decision.
  - Did you make a good choice?

NOTES

Say: *Working with your partner or in your D.A.R.E. teams, use the* ***Pause*** *and the D.A.R.E. Decision Making Model to decide how to respond safely and responsibly to stressful situations. Be sure to consider the reasons why you think you made a positive or negative choice. Consider using positive ways of handling stress.*

Instructor Note: Assign each group one of the remaining three situations.

Situation # 2:
You and some other kids go to another friend's house to hang out. The friend suggests getting some of her parents' prescription medicine out of the bathroom. If you get caught, you will be in trouble even if you aren't using the drugs. The friend is heading into the bathroom.

Situation # 3:
You and your best friend have an argument at recess because your friend said something that hurt your feelings. You feel bad about the argument and are worried you won't be friends again. Another friend wants you to start saying mean things about your best friend.

Situation # 4:
Tomorrow you have to read your book report in front of the class. You are worried that the class might laugh at you.

Facilitate a short classroom discussion of the responses to each situation.

Ask: *What have we learned about positive ways of dealing with stressful situations?*

ACTIVITY 6 (5 minutes)
REVIEW / JOURNALING

NOTES

Have students open their Planner to page **37**. Add the key term from the word bank to the definitions in the "Glossary."

Key term: Stress

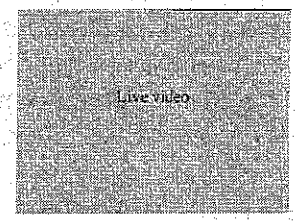
After completing the Key Terms, have a student share their answer to check for accuracy.

Facilitate a discussion of the main concepts in today's lesson.

Have students open their Planner to page **33** and respond to "My Journal" prompts.

- Three signs of stress I learned today.....
- In the upcoming week, two positive ways that I will deal with stress....

Instructor Note: Play video.



NOTES

CLOSING STORY: BE CONFIDENT EVEN WHEN STRESSED

Michael: Sometimes I am not very good under stress. But, I am working on getting better. See you next time when we will learn more about how to be confident, even when we're stressed. Remember…Be safe and Be responsible!

Thank students and teacher for their time and participation.

Remind Students: Be safe and Be responsible.

ALMOST ALWAYS

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NOTES

ALMOST NEVER

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SOMETIMES

I DON'T KNOW

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LESSON 6
BASICS OF COMMUNICATION

Objectives

The students will:

- Define and explain the importance of communication in daily living
- Demonstrate confident communication
- Use the **DDMM** to evaluate and generate alternative options for effective communication

Preparation

- Review the lesson plan.
- Familiarize yourself with lesson objectives.
- Read today's story and note the concepts that are discussed.

Key Terms

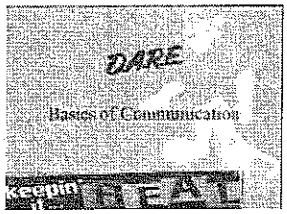
- **Communication:** When people express their thoughts or feelings with each other.
- **Confident:** Acting in a way that communicates your opinion while still respecting others.
- **Unsure:** Being uncertain or unwilling to stand up for yourself.
- **Demanding:** Acting in a way that is hostile; attacking or harming others without regard for their feelings.

Lesson Structure

Activity 1	D.A.R.E. Box / Review	5 minutes
Activity 2	Opening Story: Teacher's Pet	5 minutes
Activity 3	What is Communication?	5 minutes
Activity 4	Confident Communication	5 minutes
Activity 5	Practicing Confident Communication	10 minutes
Activity 6	Evaluating My Decisions Using the **DDMM**	10 minutes
Activity 7	Review / Journal Entry	5 minutes

ACTIVITY 1 (5 minutes)
D.A.R.E. BOX / REVIEW

NOTES



Answer any questions from the **D.A.R.E. Box.** Start with questions about stress, if any.

Facilitate a review of the previous lesson on stress.

Possible questions:

- What are some of the ways that you know that you are stressed?
- How might you handle these situations in a positive manner?

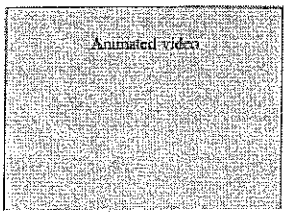
ACTIVITY 2 (5 minutes)
OPENING STORY: TEACHER'S PET STORY

NOTES

Say: *Last week Michael fell in the cafeteria and experienced stress and then we talked about how to manage stress. This week we will hear from Sofia in a situation where she is feeling stress. As always…*

Please watch the video and think about:

- *What kinds of pressure do you think Sofia is feeling?*
- *How does Sofia handle her stressful feelings?*
- *Do you think Sofia's communication with her classmates is effective?*



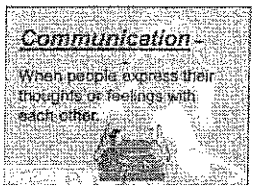
Instructor Note: Play video.

ACTIVITY 3 (5 minutes)
WHAT IS COMMUNICATION?

NOTES

Say: *Today's lesson is on communication. We are going to help Sofia understand:*

- *What do we mean by communication?*
- *How to be effective in her communication.*



Ask: *What do you think communication means?*

Show the definition on the PowerPoint or overhead.

> **Communication** is when people express their thoughts or feelings with each other.

Say: *Sometimes we just want to share something we know or how we feel. Other times, we want to influence the other person. We do this by the things we say and do.*

Let's see what we can do to help Sofia with communication. Work with a partner to answer the following questions and be prepared to share your responses with the class.

Reflecting on Sofia's experience today, let's examine …

- *What was she thinking and feeling? How did she express this to her friends?*
- *What did she want her friends to do?*
- *How would you suggest Sofia improve her communication?*

Have students share with the class their ideas about how to communicate effectively.

NOTES

TEACHER'S PET STORY

Welcome to my world! It's Sofia again and things have been crazy since we were together last.

The other day I was in class and my teacher, Mrs. Lopez asked me to help her clean off some desks. I wanted to be responsible and help her out, no big deal. Until two of my friends, Lily and Michael, started teasing me about being the teacher's pet ***(peer pressure)****. I tried to explain why I was helping her, but they didn't want to listen (****passive communication****).*

*I was getting embarrassed (****peer pressure, stress).*** *I tried to talk to them (****communication****) and said, "Why are you treating me like this?" They both just laughed, so I got mad and yelled, "Shut up!" (****demanding response style).***

*Well, that did shut them up. But, Lily glared at me and Michael crossed his arms and walked away (****nonverbal communication****). I stood up for myself and they got even madder. I didn't know what to do. After Lily left, I told Mrs. Lopez, but she said I probably wasn't clear with my communication. I thought talking was communication. Huh? I'm confused.*

Facilitate a brief discussion.

Ask: *What kinds of pressure was Sofia feeling?*
Possible answers:

- Personal pressure
- Peer pressure

Ask: *How does Sofia handle her stressful feelings?*
Possible answers:

- Yelling at her classmates

Ask: *What do you think Mrs. Lopez meant when she said Sofia's communication wasn't clear?*
Possible Answers:

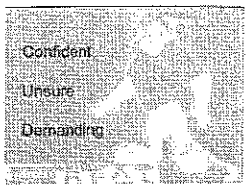
- There are other ways to communicate
- Sofia was not clear

ACTIVITY 4 (5 minutes)
CONFIDENT COMMUNICATION

NOTES

Say: *We've been talking about effective communication. To be effective, it is important that we communicate confidently to others.*

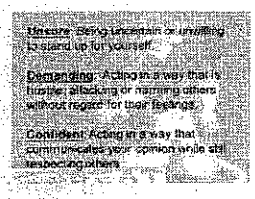
Show the definitions on the PowerPoint or overhead.



Confident: Acting in a way that communicates your opinion while still respecting others.
Unsure: Being uncertain or unwilling to stand up for yourself.
Demanding: Acting in a way that is hostile; attacking or harming others without regard for their feelings.

Instructor Note: For now, show the three words only. Have students share their ideas before showing the descriptions of the styles of communication.

Ask: *What do you think it looks or sounds like when people are unsure? (Select one or two students to share their ideas.)*



Show the descriptions on the PowerPoint or overhead of each style of communication as you discuss it.

UNSURE
- Speaks in a weak voice
- Is afraid to speak up
- Has poor posture
- Looks nervous

Ask: *What do you think it looks or sounds like when people are demanding? (Select one or two students to share their ideas.)*

DEMANDING
- Speaks in a loud, angry tone of voice
- Has stiff posture and leans forward
- Bullying and gets in your face
- Frowns and points at the other person

Ask: *What do you think it looks or sounds like when people are confident? (Select one or two students to share their ideas.)*

NOTES

CONFIDENT

- Speaks clearly and respectfully
- Standing up straight, with shoulders back
- Maintains eye contact
- Appears calm

Have students open their Planner to page **17** and look at the "Communication Styles".

Instructor Note: Consider whether it is culturally appropriate in your immediate community to focus on eye contact.

Say: *As a D.A.R.E. instructor, I frequently give directions to you in our class. I'm going to give the same directions using each of the three ways of communicating. When I do, tell me which one I am using.*

Present one style (Demanding, Unsure or Confident) and then ask students to identify the style and describe how it was communicated. Ask them to tell you:

- What style of communication was used?
- What did I do that told you it was that style of communicating?

Then continue with the other two styles.

Example:

- *Loudly and aggressively say, "Open your Planner to page 10!!"*
- *Quietly and looking down say, "Could you please maybe open your Planner some time so we can work on it?"*
- *Calmly and looking straight at them say, "I want you to open your Planner to page 10."*

ACTIVITY 5 (10 minutes) **NOTES**
PRACTICING CONFIDENT COMMUNICATION **PAIRS**

Say: *We are going to practice our confident communication.*

Have students open their Planner to page **18** and look at the instructions for "Confident Communication."

Instructor Note: Select one volunteer to assist you as you demonstrate confident communication for Situation #1. Quickly prepare the volunteer for the demonstration. Focus on the confident ways to communicate the message.

Say: *Read the first situation silently while I read it to you.*

Show the definition on the PowerPoint or overhead.

> **Confident** is acting in a way that communicates your opinion while still respecting others.

Situation #1
You really need help with a project for school. You want to do well and it will take two people to work on it. Ask your friend to help you with your project.

Say: *Watch as we act out the situation and look for signs of confident communication.*

Possible examples of a Confident Style are:

- Speaks clearly and respectfully
- Stands up straight, with shoulders back
- Maintains eye contact
- Appears calm

Tell students that they will be working with their partner on Situations 2 and 3. Assign students to be either Partner A or Partner B. In Situation 2, Partner A will be the friend who took the cigarettes and Partner B will demonstrate confident communication in response. In Situation 3, switch roles.

Instructor Note: Monitor the students to check for understanding.

NOTES

Situation #2
Your friend took a pack of cigarettes from his parents without them knowing. He wants to smoke them after school in the park and asks if you want to go. Confidently give your friend a reason you are not going to smoke.

Situation #3
It's a beautiful day outside, but your friend would just like to hang out and play video games. Confidently convince your friend to go outside and play.

Instructor Note: After students have had the opportunity to practice confident communication, select a few student pairs to demonstrate each situation in front of the class.

ACTIVITY 6 (10 minutes)
EVALUATING MY DECISIONS USING THE DDMM

NOTES

Instructor Note: The purpose of this activity is to use the D.A.R.E. Decision Making Model to evaluate responses in a communication situation.

Have students open their Planner to page **19** for the "What Should They Do?" situations and **use the DDMM flap.**

Instructor Note: If you feel the class needs an example, model Situation #1 using the **DDMM** with entire class. Otherwise, just assign all four situations.

Situation #1:
Kim's friends are sending mean emails about her. They say that she doesn't wear cute clothes. Another friend shows her these emails. The next day in the hallway, she sees them looking at her and whispering. What should she do?

NOTES

Define - Describe the problem, challenge, or opportunity.

Assess – What are your choices?
- What are the consequences?

Respond - Make a choice.
- Use the facts and information.

Evaluate - Review your decision.
- Was it a good one?
- Why or why not?

Officer assigns each group one of the remaining three situations.

Situation #2:
Robert has just moved and is attending a new school. He doesn't know anyone. What can he do to make new friends?

Situation #3:
Noah's mom started to work so he will be home alone. At first he thought it was cool to stay by himself, but the first afternoon he felt uncomfortable. How could Noah communicate with his mom how afraid he is to be alone?

Situation #4:
Rosa and her friend are with some older girls who are smoking. She is afraid when she gets home she will smell like smoke. Her mother will be angry. How does she explain the smoke smell to her mother?

Facilitate a discussion of their answers.

ACTIVITY 7 (5 minutes)
REVIEW / JOURNALING

NOTES

Have students open their Planner to page **37**. Add the key terms from the word bank to the definitions in the "Glossary".

Key terms: Communication, Confident, Unsure, and Demanding

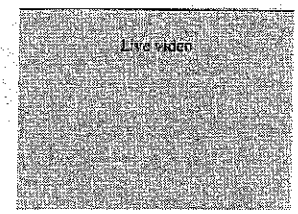
After completing the Key Terms, have students share their answers to check for accuracy.

Facilitate a discussion of the main concepts in today's lesson.

Have students open their Planner to page **33** and respond to "My Journal" prompts.

Journal Entry:

- *To communicate confidently I will…*
- *The confident communication skills that I will practice this week are…*



Instructor Note: Play video.

CLOSING STORY: WILL THEY LISTEN?

Sofia: Lily, Michael, and I are still mad at each other and I don't know what to do. I think I have to be the one to talk with them, but will they listen? I guess we all need to wait until the next time we are together to find out. Be safe!

Thank students and teacher for their time and participation.

Remind Students: Be safe and Be responsible.

LESSON 7
NONVERBAL COMMUNICATION AND LISTENING

Objectives

The students will:

- Define effective listening behaviors
- Demonstrate effective listening using verbal and nonverbal behaviors
- Use the **DDMM** to evaluate and generate alternative options for effective communication

Preparation

- Review the lesson plan.
- Familiarize yourself with lesson objectives.
- Consult with the teacher and begin preparing for Essay and Culmination, if acceptable. Make copies of the Pre-writing Organizer, if needed.

Key Terms

- **Nonverbal Communication:** Physical actions or body language that goes along with what we are saying.
- **Effective Listening Skills**: Showing the other person through verbal and nonverbal communication that you are paying attention.
- **Empathy:** Understanding how other people feel.

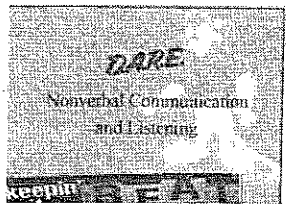
Lesson Structure

• Activity 1	D.A.R.E. Box / Review	5 minutes
• Activity 2	Opening Story: Teacher's Pet Continues	5 minutes
• Activity 3	Nonverbal Communication?	5 minutes
• Activity 4	Effective Listening	13 minutes
• Activity 5	**DDMM**	12 minutes
• Activity 6	Review/Journal Entry	5 minutes

ACTIVITY 1 (5 minutes)
D.A.R.E. BOX / REVIEW

NOTES

Answer any questions from the **D.A.R.E. Box**. Start with questions about communication, if any.



Facilitate a review of the previous lesson on confident communication.

Possible questions:

- What does it mean to communicate confidently?
- What does it look and sound like?

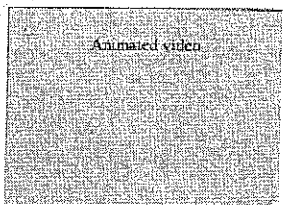
ACTIVITY 2 (5 minutes)
OPENING STORY: TEACHER'S PET CONTINUES

NOTES

Say: *Last week Lily and Michael made fun of Sofia and she yelled at them. But remember that Sofia said she wanted to communicate with them to resolve the argument. Do you think she did talk with them or is she still trying to figure out what to do? Let's see…*

Please watch the video and think about:

- *What is Sofia's decision about how to resolve the argument?*
- *What is the big question she wants help with?*



Instructor Note: Play video.

TEACHER'S PET STORY CONTINUES

*Hi, (waving) Sofia, again. I still feel bad about the argument I had with Lily and Michael. I thought I was being confident when I asked them why they were acting that way. After our last lesson, I can see I was really being demanding (**demanding communication**). But, I mean, they just wouldn't listen to me (**passive communication**; **listening**) and then they walked away (**nonverbal communication**).*

NOTES

*All week I've been thinking about what to do. I really miss hanging out with them. So, I talked to my friend Emily, she said I could have communicated more effectively. Well, I decided to talk to Lily and Michael in school tomorrow. But, what should I say to get them to listen to me? (**confident communication, listening**)*

Facilitate a brief discussion:

Ask: *What was Sofia's decision about how to resolve the argument?*

Possible answers:

- She wants to talk with them.
- She wants to communicate effectively.

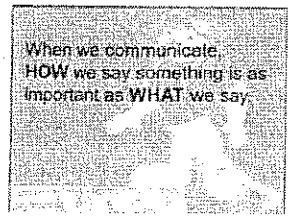
Ask: *What was the big question she wants help with?*
Possible answers:

- How to talk with them.
- How to get them to listen.

ACTIVITY 3 (5 minutes)
NONVERBAL COMMUNICATION

NOTES

Instructor Note: The purpose of this activity is to have students demonstrate using body language to communicate their feelings, emotions and thoughts. Several times during this activity, ask students to pause, look at their classmates and observe their nonverbal communication.



Say: *When we communicate, **how** we say something is as important as **what** we say.*

Now we are going to look at nonverbal communication. What do you think we mean by nonverbal communication?

NOTES

Possible Answers:

- Nonverbal communication is demonstrated through our body actions or body language.
- These actions show how we are feeling or what we are thinking, regardless of the words we say.
- These body actions are called nonverbal communication.

Summarize the discussion by saying that nonverbal communication is actions or body language that goes with what we are saying. Nonverbal communication should match our words and actions.

***Say**: You are now going to have the opportunity to practice nonverbal communication by using body language and not words.*

- *Stand next to your desk and turn to face your partner.*
- *Communicate without words each of the emotions as I call them out.*

Show the PowerPoint or overhead with list of emotions.

Say: *Show your partner what it looks like to be …*

- *Happy*
- *Sad*
- *Angry*
- *Confused*
- *Disagree*

Ask: *What did you observe about your partner while you were using nonverbal communication?*

Possible Answers:

- frowns
- leaning forward
- relaxed shoulders
- eye contact
- eyes looking downward
- crossed arms
- shaking head

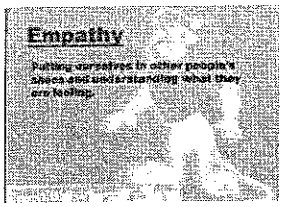
NOTES

Say: *Nonverbal communication is important because it has a big effect on others. We should think about how our nonverbal communication makes other people feel.*

Select a volunteer to come to the front of the room. Without using words, show the class how you would look if:

- I hurt your feelings
- I made you mad
- You made the best grade on a test

Say: *To understand how our communication impacts other people, we need to try and put ourselves in other people's shoes and understand what they are feeling. This is called* ***empathy****.*



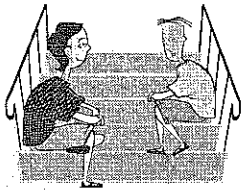
Instructor Note: Give an example of how to show empathy for someone who is sad or afraid. Use the previous demonstration to show how you might respond to someone who is hurt or happy

Say: *We can tell how other people are feeling based on their nonverbal communication, their behavior, and by what they are saying. Then we can decide how to be effective when we communicate with them.*

ACTIVITY 4 (13 minutes)
EFFECTIVE LISTENING

NOTES

Say: *Today, we've been talking about nonverbal communication. Last week we talked about confident communication. Remember, when we defined communication, we said it was often two-way or between people. It goes back and forth and involves both speaking and listening.*

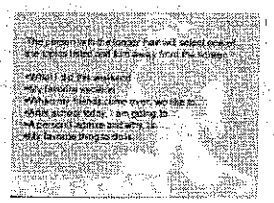


Show the PowerPoint or overhead with the communication diagram.

Say: *Now we are going to have an opportunity to practice our listening skills. You will be working with a D.A.R.E. Partner.*

Instructor Note: Follow the steps below. Make sure that each student is not aware of the other's role in this activity. Allow 30 seconds for each topic.

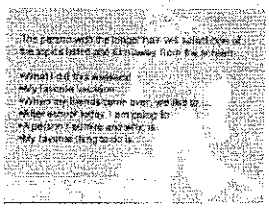
Show PowerPoint or overhead for activity.



Step 1. The person with the longer hair will select one of the topics listed and turn away from the screen.

Step 2. Show the PowerPoint or overhead to instruct the person with the shorter hair NOT TO LISTEN. Click the instructions back to the topics.

Step 3. The person with the longer hair then talks to their partner about the topic for 30 seconds.

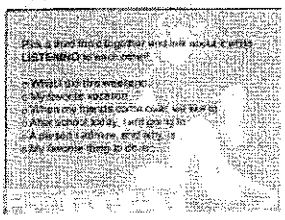


Step 4. Both students then face the front of the room. The person with the shorter hair will select another topic from the list and turn away from the screen.

Step 5. Show the PowerPoint or overhead to instruct the person with the longer hair NOT TO LISTEN. Then click the PowerPoint back to the topics.

Step 6. The person with the shorter hair turns to their partner and talks about the topic for 30 seconds.

NOTES



Step 7. Facilitate a large group discussion regarding how they knew the other person was not listening and how they felt when they were not being listened to by the other person.

Step 8. Have the pairs pick a third topic together and talk about it while listening to each other.

Step 9. Facilitate a brief discussion to compare and contrast what happened in each activity and the importance of nonverbal signs of communication.

Possible topics:

- What I did this weekend
- My favorite vacation
- When my friends come over, we like to ....
- After school today, I am going to ...
- A person I admire is .....
- My favorite thing to do is ....

Say: *We can see that it's really important that you use your nonverbal skills to show that you are a good listener when communicating with people.*

ACTIVITY 5 (12 minutes) **NOTES**

DDMM

Instructor Note: The purpose of this activity is to practice using the **DDMM** to make decisions in a communication situation. Assign one situation to each group.

Show the PowerPoint or overhead with the **DDMM**.

Have students open their Planner to page **21** and look at "Communicating Effectively" situations. Assign one situation to each group and have them use the D.A.R.E. Decision Making Model to decide what to do.

Situation # 1:
Casey sends an email to her friends asking them to go to the mall on Saturday. All of her friends reply to her e-mail that they want to go. Brittany's response said she really hoped that Michelle would not be going because she smokes. Brittany sent her reply to everyone, including Michelle.

Situation # 2:
Roberto needs to talk with Dion about his homework that is due tomorrow. While he is talking, Dion keeps texting. Roberto is annoyed that Dion is not listening.

Situation # 3:
A science class project requires a report and research on the internet. Mia, Jasmine, and Carlos are to work together and receive the same grade. Mia forgets to look up her part and Jasmine and Carlos need to talk to her about this.

Facilitate a discussion of their answers.

ACTIVITY 6 (5 minutes)

NOTES

REVIEW / JOURNALING

Have students open their Planner to page **38**. Add the key terms from the word bank to the definitions in the "Glossary".

Key terms: Nonverbal communication, effective listening, and empathy

After completing the Key Terms, have students share their answers to check for accuracy.

Facilitate a brief discussion of the main concepts in today's lesson.

- Nonverbal communication
- Listening

Have students open their Planners to page **34** and respond to "My Journal" prompts.

Journal Entry:

- *Nonverbal communication is ...*
- *In the next week, I will demonstrate that I am listening by...*

GETTING READY FOR YOUR D.A.R.E. REPORT

Instructor Note: This report may be introduced at this time or at a later lesson. This activity may be found in the Planner page **23**, "My D.A.R.E. Report." Prior to assigning this activity, discuss the options with the classroom teacher for this activity.

Say: *Let's take a few minutes to review some of the information and skills we have been learning in our D.A.R.E. class.*

Ask: *What are some of the things that we have discussed?*

Instructor should list student responses on the board. Some responses might include:

NOTES

- Safe and Responsible Choices
- Decision- Making Model
- Alcohol and Tobacco Facts
- Risks and Consequences
- Peer Pressure
- Handling Stress
- Confident Communication
- Nonverbal Communication
- Listening

Say: *In the next few weeks, we are going to be learning about:*

- Ways to Report Bullying
- Being a Good Citizen
- Helping Others and Getting Help

Say: *Take a minute to think about the decisions you have made using the D.A.R.E. Decision Making Model. Look at your journal entries in your D.A.R.E. Planner.*

You are going to write a short report or essay that describes:

- What you have learned
- How you have used the D.A.R.E. Decision Making Model
- How you plan to make safe and responsible choices

Instructor Note: This is the introduction to prepare students for the D.A.R.E. Report that will be part of the culmination of the program. Work with the teacher regarding procedures and timeline for the report. If your teacher has a standard organizer or format that is used for writing assignments, please adjust this activity to match their standard. Otherwise, you may use the "Planning and Writing My D.A.R.E. Report" instructions at the end of this lesson.

If you are using this form, make copies and hand out to students. Briefly discuss each of the points and check for understanding of what students are to do.

Instruct students to use the "Planning and Writing My D.A.R.E. Report" to organize their ideas first and then begin to write their final report on a separate piece of paper.

NOTES

Instructor Note: Play video.

CLOSING STORY: BODY LANGUAGE CAN HURT SOMEONE'S FEELINGS

Michael: As you can see, Sofia ended up talking with us and we're friends again. I feel bad I walked away from her, especially now that I know how much that kind of body language can hurt someone's feelings. It's kind of weird how important body language is to show that you are listening and that you are interested in what the other person is saying… Sofia? Lily? Hello?

Lily: [Still texting and looking down] Yep, I'm listening.

Michael: Really?

Sofia: You're right! Sorry! OK, now I'm listening

Lily: All ears, now what were you saying?

Michael: Never mind! You think our argument was rough, wait until next week when you'll hear a story about someone who is really mean, on purpose. Sometimes clear communications is just not enough. Adios!

Thank students and teacher for their time and participation.

Remind Students: Be safe and Be responsible.

Planning and Writing My D.A.R.E. Report

This is the time for you to review your D.A.R.E. notes and to think about all the things you have learned in D.A.R.E. Take a few minutes to look through your D.A.R.E. Planner and to read your Journal Entries. Think of the things your officer has taught you and what you have learned about being safe and responsible. Think about how you have used what you have learned to make safe and responsible decisions for yourself. You have learned a lot!

Now, you will be writing a report or essay about your own experience in D.A.R.E.

Be sure to express your thoughts and ideas:

What I learned during D.A.R.E.
How I have used the D.A.R.E. Decision Making Model.
How I plan to use what I have learned to make safe and responsible choices.

The following guidelines will help you prepare for your D.A.R.E. Report. There are three sections:

Introduction:

Start with a great first sentence. Your first sentence should interest your reader so they will want to keep reading. You may want to begin with a thought, a question, or a surprising statement or fact.

Body:

Use the topics above to develop three well-organized paragraphs. Give details and specific examples about what you have learned, how you are using those skills, and how you plan to use them in the future.

Conclusion:

Summarize or restate your ideas and thoughts. This is a good place to make a personal statement.

LESSON 8
BULLYING

Objectives

Students will be able to:

- Define and recognize characteristics of bullying
- Identify bullying behaviors
- Differentiate between tattling and telling
- Use the **DDMM** to practice safe ways to report bullying

Preparation

- D.A.R.E. officers should review the officer instructional notes on bullying prevention prior to instructing this lesson.
- Read today's story and note the concepts that are discussed.
- Review school policy on bullying.
- Be prepared to assign "My Interview." Make copies of the "My Interview" sheet at the end of this lesson.

Key Terms

- **Bullying:** An aggressive or unwanted behavior used again and again to isolate, harm, or control another person.
- **Bystander:** Someone who witnesses bullying who has the opportunity to help.
- **Tattling**: When you want to get someone in trouble for a harmless behavior.
- **Telling**: Providing information to a trusted adult to help someone or keep them safe.
- **Reporting:** When you need help from a trusted adult to keep someone safe from being bullied.

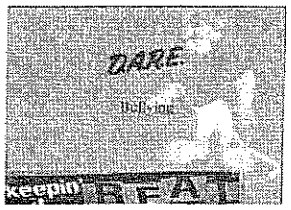
Lesson Structure

• Activity 1	D.A.R.E. Box / Review	5 minutes
• Activity 2	Opening Story: Pat's Story	5 minutes
• Activity 3	What is Bullying?	8 minutes
• Activity 4	What we can do to stop bullying	12 minutes
• Activity 5	**DDMM**	8 minutes
• Activity 6	Review / Journaling	5 minutes
• Activity 7	Assignment	2 minutes

ACTIVITY 1 (5 minutes)
D.A.R.E. BOX / REVIEW

NOTES

Answer selected questions from the **D.A.R.E. Box**. Start with questions about communication, if any.



Facilitate a review of the previous lesson on communication.

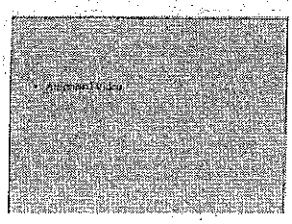
Possible Questions:

- In our lesson last week, what did we learn about the differences between verbal and nonverbal communication?
- Why is it important to use effective listening skills when we communicate?

ACTIVITY 2 (5 minutes)
OPENING STORY: PAT'S STORY

NOTES

Say: *We have been talking about communication and how people can get along with each other. Sometimes, people don't get along with each other. Today you are going to meet Pat and find out how Pat is being influenced in a different way by classmates.*



Please watch the video and think about:

- *What were the stressful situations?*
- *Why didn't Pat want to go back to school?*

Instructor Note: Play video.

PAT'S STORY

*Hey, this is Pat. I don't want to go to school today. Have you ever felt that way? I actually begin to feel sick to my stomach and my head hurts (**signs of stress**) just thinking about going to school and seeing Taylor. I haven't been able to sleep much at night because I am worried about what he will do next.*

NOTES

*You see, Taylor is this kid in school who doesn't like me. Last week at recess we were choosing up sides to play soccer. Taylor was choosing kids to be on his team and Michael was choosing kids to be on the other. I was the last one to be chosen, and I should have been on Taylor's team. Taylor got mad that I was going to be on his team and said to Michael, "Let's flip a coin and the loser has to take Pat." Taylor did this right in front of me and then pushed me away from the other kids – I couldn't believe it! (**stressful situation, bullying**) Michael and all the other kids just stood by and watched and didn't do anything. (**bystander**) Taylor made me so mad that I didn't want to play soccer anymore and I just left.*

*It didn't get any better after recess, either. Taylor keeps bumping me, and calling me "loser." (**bullying**) This week has been terrible for me. I hate school and I don't want to go back ever again!*

Facilitate a discussion about what happened in the story and why Pat didn't want to go back to school.

Possible answers:

- Afraid other kids would join Taylor and start pushing Pat around and calling names
- Upset because no one stood up to Taylor at recess last week
- Embarrassed about being chosen last for the soccer game last week
- Angry that the teachers didn't see what happened

ACTIVITY 3 (8 minutes)

NOTES

WHAT IS BULLYING?

Say: *In the story, we can see that Pat was upset after a week of being called names and being pushed around by Taylor. What do you think we might call the behavior that is happening between Taylor and Pat?*

Possible Answer: Bullying

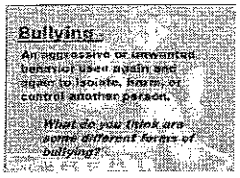
NOTES

Ask: *What did he do that was bullying?*

Possible Answer: Pushing, bumping, name calling, teasing, leaving the person out.

Ask: *How would you define bullying?*

Show PowerPoint or overhead of definition.



Explain that bullying is:

- a repeated behavior
- that it is intentional and designed to inflict harm or hurt on another person
- the person being bullied often is unable or unwilling to protect him/herself.

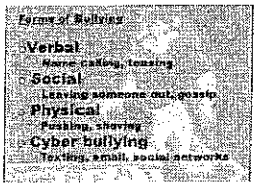
Say: *So, we can see there are many forms of bullying but that it usually happens when someone tries to use their power or strength to hurt or control another person who might not be able to defend themselves.*

Facilitate a discussion regarding the different forms bullying can take.

Possible Answers:

- *Name calling*
- *Teasing*
- *Physical – pushing and shoving*
- *Spreading rumors*
- *Ending friendships*
- *Cyber or phone bullying*

Show PowerPoint or Overhead with the four forms of bullying.



Say: *There are four forms of bullying. They are:*

- *Verbal*
  - *What would verbal bullying mean?*
  - **Possible Answers:** calling names, teasing
- *Social*
  - *What would social bullying mean?*
  - **Possible Answers:** leaving someone out, gossip

NOTES

- *Physical*
  - *What would physical bullying mean?*
  - **Possible Answers:** pushing, shoving
- *Cyberbullying*
  - *What would cyberbullying mean?*
  - **Possible Answers:** bullying through texting, email, social networks, etc.

Facilitate a brief discussion of the four forms.

ACTIVITY 4 (12 minutes)

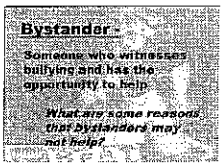
NOTES

WHAT WE CAN DO TO STOP BULLYING

Say: *Did you know that bullying almost always occurs in front of other people? Did you know that most people who see someone being bullied want to do something, but don't?*

In today's story, Michael saw Pat being bullied. He was a ***bystander*** *because he saw what happened but didn't do anything.*

Show PowerPoint or overhead with definition of bystander.



Bystander - Someone who witnesses bullying who has the opportunity to help.

Say: *Even though bystanders have an opportunity to help, many do not.*

Instructor Note: Have students turn to a neighbor and give them one minute to come up with reasons why some bystanders do not help.

Facilitate a brief discussion about why bystanders do not do help by calling on two or three students.

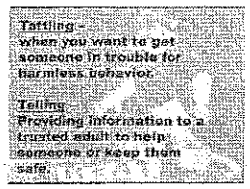
Possible answers:

- Fear that others would make fun of them
- Think someone else will step in and help
- Afraid it could make the situation worse
- Do not know what to do
- Might lose friends

NOTES

Say: *Some people are afraid to report the bullying because they do not want to tattle on others, but there is a difference between tattling and telling. What is the difference?*

Show definitions on the PowerPoint or overhead.

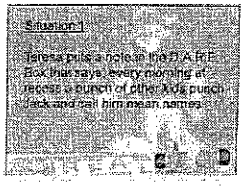


Say: *Our definitions will be:*

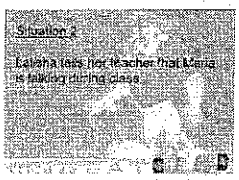
- ***Tattling*** *is when you want to get someone in trouble for a harmless behavior.*
- ***Telling*** *is providing information to a trusted adult to help someone or keep them safe.*

Read the following situations to the students and have them vote thumbs up if it is TELLING and thumbs down if it is TATTLING.

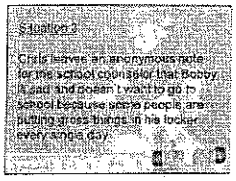
Situation # 1:
Teresa puts a note in the D.A.R.E Box that says every morning at recess a bunch of other kids punch Jack and call him mean names.



Situation # 2:
Latisha tells her teacher that Maria is talking during class.



Situation # 3:
Chris leaves an anonymous note for the school counselor that Bobby is sad and doesn't want to go to school because some people are putting gross things in his locker every single day.



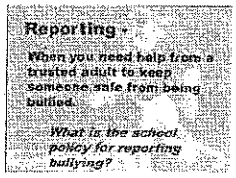
Ask: *Now that we know some of the differences between telling and tattling, we know that telling someone about bullying is not tattling. What were some of the ways people tell or report bullying?*

Have students open their Planner to page **24** and come up with "Safe and Responsible Ways to Report Bullying".

Instructor Note: Officer **MUST** review school policy on reporting bullying prior to the lesson.

NOTES

Say: *It is important to give as much information as possible to a trusted adult if we observe bullying. A term that we might use is reporting.*



Show definition on the PowerPoint or overhead.

Reporting: When you need help from a trusted adult to keep someone safe from being bullied.

Facilitate a brief discussion. Discuss their school policy on reporting bullying. Have them add items to their list in the Planner.

Possible answers:

- Drop a note in the D.A.R.E. Box or the school library book return.
- Send an e-mail to the principal or to their teacher.
- Write a note to the teacher in their journal.
- Leave a note for the school counselor.
- Tell a trusted adult.

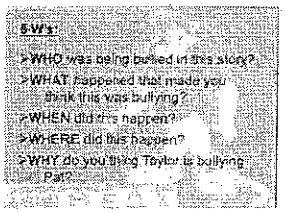
Say: Now that *we know safe and responsible ways to report bullying, the 5Ws can help us know what to report.*

Have students open the Planner to page **24** and lead a brief discussion of each of the "Five W's of Reporting Bullying."

Facilitate a discussion about how to report bullying using the **5 W's.**

Say: *Think back to our story about Pat and Taylor. If Michael wanted to do something, he might describe what happened to an adult. He would report or tell about:*

- *Who was being bullied in this story?*
- *What happened that made you think this was bullying?*
- *When did this happen?*
- *Where did this happen?*
- *Why do you think Taylor is bullying Pat?*



Say: *Write your answers to Pat's story on the* **5 W's** *chart in the Planner.*

NOTES

Facilitate a very quick discussion of these answers.

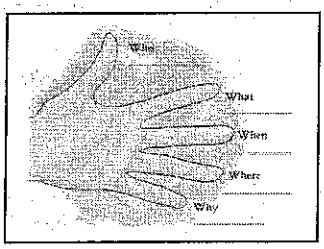
Say: *When you see bullying happen, it is important to be responsible and report this to an adult so you stay safe and the victim gets help. When reporting bullying to an adult, it is helpful to know the answers for as many of the* **5 W's** *as possible. This will help adults know how to stop the bullying.*

Say: *Let's think about how we can use the* ***DDMM*** *to help the situation.*

ACTIVITY 5 (8 minutes)
DDMM

NOTES

Instructor Note: The purpose of this activity is to practice using the **DDMM** to make decisions about reporting a bullying situation. Remind them that the first step is to decide on a safe and responsible adult to receive the report.



Show 5 W's on PowerPoint or overhead.

Have students open their Planner to page **25** to the "Responsibly Reporting Bullying" situations. Assign each group one the situation and use the **DDMM** to decide what to do and **Use the DDMM flap.**

Situation # 1:
A group of girls decide they did not like Jenny because she plays sports with the boys. They make fun of her when she walks by and will not let her be in their group.

Situation # 2:
Antonio gets an e-mail from someone he knows in his class. The message asks him to come to a campout at Jacob's house on the weekend. Antonio knows that some of the boys that will be there have been making fun of him at school.

NOTES

Situation # 3:
Every time Donovan goes to the cafeteria, students tell him all the seats at their table are taken. He asks one boy, who is sitting alone, if he could sit at this table. The boy said, "I don't want you sitting at my table. Go find somewhere else to sit."

Situation #4:
Tanisha is new at school and wants to make friends. She finds out that the other girls are sending emails saying mean things about her. They start sending her nasty emails and texts saying they won't talk to her at school.

Facilitate a discussion of their answers. Have students describe the adult receiving the report and why they chose this person and then the 5Ws for reporting.

ACTIVITY 6 (5 minutes)
LESSON REVIEW / JOURNALING

NOTES

Have students open their Planner to page **38** the "Glossary". Add the key terms from the word bank to the definitions.

Key terms: Bullying, bystander, tattling, telling and reporting.

After completing the Key Terms, have students share their answers to check for accuracy.

Facilitate a discussion of the main concepts in today's lesson.

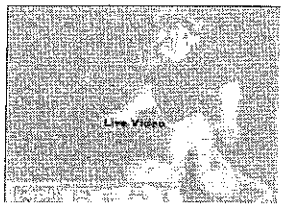
Have students open their Planner to page **34** and respond to "My Journal" prompts.

- *The **5 W's** of safely reporting are…*
- *If I see someone being bullied, I will remember to…*

NOTES

Instructor Note: Play video.

CLOSING STORY: A CHALLENGE TO HELP OTHERS



MICHAEL: *I felt really bad about not being able to help Pat the other day, but today I get to help my mom clean up the house. It feels so much better to be able to help someone.*

Hey, I have an idea. Let's play a game. I challenge you to find at least ONE way to help someone else. I'll do it too, and we'll compare notes!

ACTIVITY 7 (2 minutes) **NOTES**

ASSIGNMENT – HELPFUL PEOPLE INTERVIEW

Instructor Note: This activity **MUST** be completed prior to lesson 9. This activity is the review and transition into the next lesson. Distribute the My Interview handout.

Say: *This week we are going to interview a trusted adult to find out how others have helped them. I want you to talk with an adult about a time when someone helped them. It can be anytime in their life that they remember.*

Try to remember to use the 5 W's to find out as much about the story as possible. Each of you should have your story ready at the beginning of class next week.

To help you prepare, I would like each of you to think about who you're going to interview and write that person's name down in your books. (It's ok to choose someone else if the person you wrote down is not available).

Instructor Note: Use the "My Interview" student handout on next page or have the students trace their hands and write out their answers to the 5-Ws on a separate sheet of paper.

Thank the students for their attention and remind them again it is important to have their assignment ready to share at the beginning of next week's class.

Remind Students: Be Safe and Be Responsible

My Interview

Directions:

Your assignment is to interview an adult at home about a time when someone helped them. Try to use the "5 W's" to discover how he or she was helped some time in their life. Your job is to piece together information and write a short report that can be shared with your class. Your report should be written from the notes gathered during the interview.

On _____, I interviewed _____.
I asked if they were ever helped by a good citizen. This is what I learned:

What happened? _____

_____

Who helped in this story? _____

_____

When did this happen? _____

_____

Where did this happen? _____

_____

Why did this person take the time to help? _____

_____

Conclusion:
How would reporting a bullying incident at school make <u>you</u> a good citizen?

_____

_____

_____

Involvement of Law Enforcement Officers in Bullying Prevention

Author: Randy J. Wiler, director of the Kansas Bullying Prevention program for inclusion in the HRSA Stop Bullying Now national bullying prevention campaign.

With solid relationships forged through the Drug Abuse Resistance Education (DARE) program and School Resource Officers (SRO), law enforcement officers are in a unique position to help identify and eliminate bullying behavior in schools – behavior that is seriously interfering with students' ability to receive a sound education.

What Is Bullying?

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. Bullying can take many forms such as hitting, punching (physical bullying); teasing or name-calling (verbal bullying); intimidation through gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyber bullying).

What Is Relational Aggression?

Relational aggression is described as any behavior that is intended to harm someone by damaging or manipulating relationships with others (Crick & Grotpeter, 1995). Unlike other types of bullying, relational aggression is not as overt and noticeable as physical bullying. The effects of relational aggression can be very damaging and can be long-lasting.

Why Law Enforcement Officers Should Help Stop Bullying

• Law enforcement officers, like other adults, should be concerned about the effects of bullying on children. Research indicates that bullying can cause health, psychological, and educational problems for children who are bullied. Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, be absent from school, feel unwell, and think about suicide.

• Law enforcement officers also should try to prevent bullying because research shows that bullying others can be a sign of other serious antisocial and/or violent behavior. Children and youth who frequently bully their peers are more likely than others to:

- Get into frequent fights
- Be injured in a fight
- Vandalize property
- Steal property
- Drink alcohol
- Smoke
- Be truant from school
- Drop out of school
- Carry a weapon

Children and youth who bully are also more likely to report that they own guns for risky reasons, such as to gain respect or frighten others (Cunningham et al.).

In one study, boys who were identified as bullies in middle school were four times as likely as their non-bullying peers to have 3 or more criminal convictions by age 24 (Olweus, 1993).

How Can Law Enforcement Officers Contribute to a Successful Bullying Prevention Program in School?

Changing bullying behavior in the schools requires a coordinated approach. Law enforcement officers can help stop the spread of fear and violence in our schools by assisting in the implementation of a comprehensive bullying prevention program.

1. Enlist the support of school administrators.
A plan to implement a bullying prevention initiative can be successful only with the support of the highest authority in the school. Unfortunately, many school administrators don't believe there is a bullying problem in their school.
• To convince them of the seriousness of bullying, share with them research findings about the nature, prevalence, and effects of bullying.
• Consider collecting your own data about bullying at the school to share with your administrator and fellow staff members. You may want to administer an anonymous student questionnaire (grades 3 and higher). A number of bullying prevention programs include such questionnaires.
• Consider collecting and mapping incidents of reported bullying at your school. Free computer programs are available that may help (e.g., www.schoolcopsoftware.com) you to analyze and map incidents that occur in and around your schools.

2. Select and implement a research-based bullying prevention program.

3. Be accessible to students and staff.
Get to know students by name and work to develop trusting relationships with them. Encourage them to come to you with concerns about bullying or other issues.

4. Create an anonymous reporting system in your school.
Many students are bystanders to bullying, and many do not take action against bullying that they see or know about. Creating a system that promotes anonymous reporting of bullying incidents gives passive bystanders an opportunity to be active bystanders. Consider providing a locked box for anonymous reports of bullying. Locate the box in an area of the school that is private but easily accessible. Investigate the reports thoroughly and sensitively. Alerting responsible adults about bullying incidents and increasing supervision can significantly reduce their frequency.

5. Institute passive surveillance.
In other words, be watchful. Observe from behind blinds of a window that overlooks the playground or a stage curtain that overlooks the lunchroom. Use information gathered from anonymous reports to strategize where and when you should increase supervision.

6. Work with other staff to create a safety plan for children who are bullied.
Consider establishing a code phrase that could be used by the child to alert a teacher or other adult to bullying behavior without drawing undue attention to the child who was bullied.

7. Suggest the institution of behavior contracts as a type of creative probation.
If a bullying behavior constitutes a crime, visit with your prosecuting attorney to see if you can develop an intervention plan for the child who bullied. Consider the statute of limitations for misdemeanor crime in your state and propose that you be given some discretion in how these children are charged when bullying incidents violate the law. Ask the prosecutor to help you develop a behavior contract and offer to monitor this child's behavior for the next few months at school. If successful, the child who bullies can escape prosecution (much like a diversion), and the court's case log can be reduced. If not successful, the child who bullies would face this charge in addition to any other charges as a result of continued bullying behavior.

Additional information regarding bullying prevention can be found by visiting:
www.StopBullyingNow.hrsa.gov

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LESSON 9
HELPING OTHERS

Objectives

Students will be able to:

- Identify the importance of being a good citizen
- Recognize the importance of reporting bullying to an adult at school and at home
- Use the **DDMM** in reporting bullying behaviors
- Reinforce knowledge and positive behaviors to stop bullying

Preparation

- D.A.R.E. officers should review the officer instructional notes on bullying prevention prior to instructing this lesson.
- Familiarize yourself with Word Search activity.
- Officer needs to be prepared to tell a story about a time when someone helped them.
- Ask the classroom teacher if he/she will allow the remaining students to share their stories before the next D.A.R.E. lesson.
- Make copies of the "My Pledge to Stop Bullying" (Optional Activity)

Key Terms

- **Good Citizen:** Someone who acts responsibly by helping someone who is in need.
- **Anonymous:** No one will know who made the report.

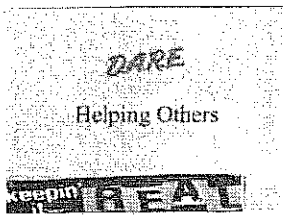
Lesson Structure

Activity 1	D.A.R.E. Box / Review	5 minutes
Activity 2	Good Citizen Stories	5 minutes
Activity 3	Word Search	10 minutes
Activity 4	Becoming a Good Citizen	10 minutes
Activity 5	**DDMM**	5 minutes
Optional	A Pledge To Help Others	5 minutes
Activity 6	Review / Journaling	5 minutes

ACTIVITY 1 (5 minutes)
D.A.R.E. BOX / REVIEW

NOTES

Answer questions from the **D.A.R.E. Box**. Start with questions about conflict and bullying, if any.



Facilitate a review of the previous lesson on bullying.

Possible questions:

- *What are some things you remember about our last lesson on bullying?*
- *What did you learn about how to report bullying?*

ACTIVITY 2 (5 minutes)
INTERVIEW STORIES

NOTES

Instructor Note: Today there is no introductory story. The students are going to tell their stories about a time when someone helped an adult. Possible extended activity: Ask the classroom teacher if he/she will allow the remaining students to share their stories before the next D.A.R.E. lesson.

Say: *Today our stories are coming from you instead of Michael and his friends. Last week you interviewed a trust adult about a time that someone helped them.*

Have students share with a partner their stories.

Call on two or three selected students to share their stories.

Instructor Note: If no one responds with a story, then be prepared to tell a story about when someone helped you.

Facilitate a discussion about the ways people helped others in each of the stories.

Ask the following questions:

- *Would it have been easier for the person to just go on about their business instead of helping out?*
- *Why do you think people remember these stories?*

Instructor Note: Check with the teacher regarding collection of the stories for future use in class or grade. If not used by teacher, there is no need for collection.

Say: *Today we are going to focus on important ways that we can be good citizens and be responsible to help others.*

ACTIVITY 3 (10 minutes)
WORD SEARCH

NOTES

Have students open their Planner to page **27** and work on the "D.A.R.E. Word Search".

Step 1: Each student works alone for two minutes to find as many words as possible.

Step 2: Call time at the end of TWO minutes and write the number of words they identified working by themselves.

Step 3: Work with a partner for two minutes to find as many additional words as possible.

Step 4: Call time at the end of TWO minutes and write the total number of words they found together.

WORD SEARCH ACTIVITY

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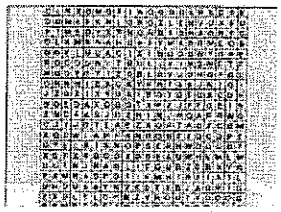
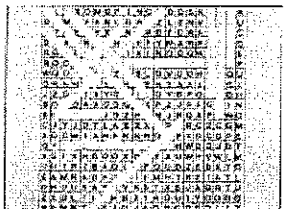




ANONYMOUS	BULLYING
BYSTANDER	COMMUNICATION
CONFIDENT	DAREOFFICER
GOODCITIZEN	PAUSE
PLEDGE	REPORT
RESPONSIBLE	SAFE

NOTES

Facilitate a discussion about the word search activity.

Ask:

- *Why are these words important?*
- *How many words did you find on your own?*
- *How many words did you find with your partner?*
  - *Raise your hand if you and your partner together found ALL 12 words.*

Say: *Most jobs are easier when you have help and now I will help you find the rest of your words by displaying the answers on the overhead/PowerPoint.*

Show the PowerPoint or overhead with answers and allow wait time for them to complete the activity.

Instructor Note: Nearly everyone will be finished by the end of one minute, but there may be a few students who have not finished. Leave the overhead/PowerPoint slide on while you talk about becoming a good citizen.

Say: *In our word search activity, getting help from a partner made a task easier. Let's talk more about helping others to be a good citizen.*

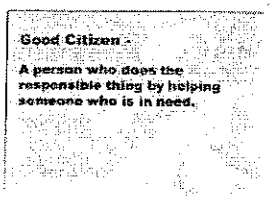
ACTIVITY 4 (10 minutes)
BECOMING A GOOD CITIZEN

NOTES

Ask*: In your interview you talked with an adult about a time when someone helped. What did the person do to help? Why do you think the adult remembered them?*

Say*: People who help others are sometimes called good citizens.*

Display the PowerPoint or overhead with the definition of good citizen.



GOOD CITIZEN: A person who acts responsibly by helping someone who is in need.

NOTES

Say: *Last week Michael challenged you to be a good citizen by finding ways to help someone else.*

Ask: *This past week, what did you do or observe others doing that made them a good citizen?*
Possible Answers:

- Help someone with homework
- Talk to someone who is shy
- Help someone pick up dropped books or paper
- Sit with someone who is alone at lunch

Ask: *Why do you think that is important?*


Facilitate a discussion about good citizens and why it is important to help others.

Say: *Last week we talked about bullying. What do we call people who see bullying?*
Possible Answer: bystanders

Say: *Bystanders often do not report what they see and the victim does not get the help they need. This just makes things worse for the victim.*

What are some of the safe ways that we learned that a bystander might be able to help someone who is being bullied?
Possible Answer: report to an adult

Say: *We need to remember that the way we can help or report may be anonymous.* ***Anonymous*** *means that no one will know that you made the report.*

Anonymous-
No one will know who made the report.

Why do you think this is important and how could it help to keep the person making the report safe?

Ask: *When reporting to an adult, what are the 5 W's that might help you to remember the details of the event that happened?*

Say: *Standing up for the victim may not change the bully's behavior, BUT it will make the victim feel cared for or supported.*

NOTES

So, if you are a bystander, the first thing you want to do is ***pause*** *and think about your options or choices to help the situation. After you have paused, you might want to use the D.A.R.E. Decision Making Model to make a safe and responsible choice about how to report the situation.*

ACTIVITY 5 (5 minutes)
DDMM

NOTES

Officer Note: The purpose of this activity is to practice using the D.A.R.E. Decision Making Model to make decisions about how to report the bullying situation in their Planner.

Have students open their Planners to page **28** for "Safe Reporting." Have students use the D.A.R.E. Decision Making Model to decide safe ways to report the bullying.

Bullying On The Bus

Every day, for the past month, when Kane gets on the bus the older students push or shove him into a seat. Today he was late getting on the bus and one of the students tripped him as he was going down the aisle. He fell on his face and students started to laugh.

Facilitate a discussion of their answers.

OPTIONAL (5 minutes) **NOTES**

A PLEDGE TO HELP OTHERS (optional activity)

Instructor Note: The following is an optional activity. If you do not use the Pledge, go to Activity 6.

Ask: *Are you ready to make your school feel safer for everyone? Why or why not?*

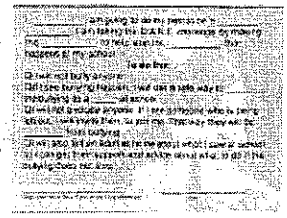
Say: *This next activity is an opportunity for those who are committed to help others by making a PLEDGE.*

What is a pledge?

What are some pledges you are familiar with?

If you are committed to making a pledge, this next activity is only for those students who are ready to take a stand and lend a hand to those students who are being bullied.

Please choose words from the word bank to complete your pledge, but do not sign it if you don't agree with what it says. When people are being bullied and we say we are going to help them and then don't do it—it can make things even worse!



Distribute copies of the pledge.

Ask for a volunteer to read the pledge to the class.

A Pledge to Help Others

I, _____, am
(Print your first and last name)
going to do my best to be a _____ _____.
I am taking the D.A.R.E. challenge by making this _____ to help stop the _____ that happens at my school.

To do this:

- ❑ I will not bully anyone.
- ❑ If I see bullying happen, I will use a safe way to _____ the bullying to a _____ at school.
- ❑ I will not exclude anyone. If I see someone who is being left out, I will invite them to join me. That way they will be _____ from bullying.
- ❑ I will also tell an adult at home about what I saw at school so I can get their support and advice about what to do if the bullying does not stop.

_____ _____
(Sign your name here if you accept this challenge) Date

Use the following words to complete your pledge:
Good Citizen, Pledge, Bullying, Report, Teacher, Safe.

ACTIVITY 6 (5 minutes)
REVIEW / JOURNALING

NOTES

Have students open their Planner to page **38**. Add the key terms from the word bank to the definitions in the "Glossary".

Key terms: Good Citizen.

After completing the Key Terms, have students share their answers to check for accuracy.

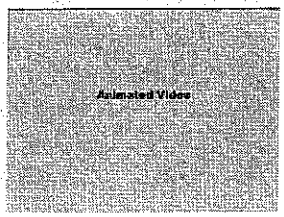
Facilitate a discussion of the main concepts in today's Lesson.

Have students open their Planner to page **35** and respond to "My Journal" prompts.

Journal Entry:

- *When my friends help me I feel…*
- *As a good citizen, it is up to me to...*

Instructor Note: Play Video.



CLOSING STORY: Farewell from Michael and friends

MICHAEL: *Remember my challenge to be safe and responsible? What did YOU do this week to help others?*

SOFIA: *I took out the trash for my dad.*

DARRYL: *I helped my sister with her homework.*

BAILEY: *Woof! (that means: I gave Michael a kiss goodnight)*

JOSH: *I brought my mom her cup of tea.*

MICHAEL: *I stood up for a friend.*

MICHAEL: *You know what? I think we all feel better because we helped someone.*

DARRYL: *Wow, what a ride.*

NOTES

JOSH:	*It's been fun!*
SOFIA:	*I wouldn't say it was always fun, Josh.*
MICHAEL:	*I know I learned a lot. Do you think you did?*
JOSH:	*Think of all the stuff we talked about.*
DARRYL:	*Good Choices!*
JOSH:	*Positive Consequences!*
SOFIA:	*Peer Pressure!*
MICHAEL:	*Managing Stress!*
SOFIA:	*Communicating confidently!*
DARRYL:	*Listening*
JOSH:	*There was Bullying*
SOFIA:	*Helping others*
MICHAEL:	*Being responsible for ourselves and being responsible for others is what it's all about.*
BAILEY:	*Woof!*
MICHAEL:	*It has been fun. Congratulations on coming this far. Now go get them and remember to be safe and responsible.*
ALL:	*Bye*

Thank students and teacher for their time and participation.

Remind Students: Be safe and Be responsible.

LESSON 10
GETTING HELP FROM OTHERS AND REVIEW

Objectives
The students will be able to:
- Identify people in student's lives they can go to if they need help
- Recall previously learned key terms

Preparation
- Review the lesson plan.
- Familiarize yourself with lesson objectives.
- Prepare cards for Key Term Matching Game.

Materials
- Cards for Key Terms Matching Game
- Middle school *keepin' it REAL* introductory video

Key Terms
- **Anonymous:** No one will know who made the report.
- **Help network:** A person or a group of people you can call on for advice, help, encouragement, protection, or guidance.

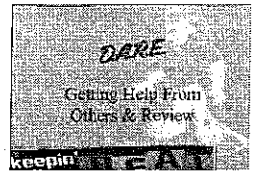
Lesson Structure

• Activity 1	D.A.R.E. Box/Michael's Story	5 minutes
• Activity 2	Help Networks	15 minutes
• Activity 3	Review	15 minutes
• Activity 4	Middle School Video – *keepin' it REAL*	10 minutes
• Addendum #1	Culmination Ceremony	

ACTIVITY 1 (5 minutes)
D.A.R.E. BOX/STORY

NOTES

Answer selected questions from the **D.A.R.E. Box.**



Facilitate a review of the previous lesson.

Possible questions:

- *What did you learn about the importance of being a good citizen and helping others?*
- *What might you do if you see someone being bullied?*

ACTIVITY 2 (15 minutes)
HELP NETWORKS

NOTES

Say: *In the last lesson, we discussed our interviews with adults about the importance of helping others. We also talked about how you can help your friends. Sometimes you may need help, too.*

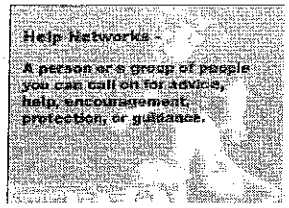
Have students open their Planners to page **29** and complete the "Needing Help" questions.

Facilitate a discussion about their answers to the questions in the activity.

Think about a time you needed help from someone.

- What was happening in the situation?
- What type of help did you need?
- How did you get assistance?
- What are the characteristics of people who might help you?
- Why are those characteristics important?

Instructor Note: When answering the last question, emphasize characteristics such as trustworthy, honest, dependable and in a position to help.



Say: *We just talked about times when we needed help. The people we go to for help are called our* ***help networks.*** *In our D.A.R.E. class,* ***help networks*** *will be defined as a person or a group of people you can call on for advice, help, encouragement, protection, or guidance.*

NOTES

Say: *Who are some of the people that you might want to include in a help network?*

Allow students time to respond with their answers prior to writing in their planner.

Have students open their Planner to page **30** for "My Help Network".

Instruct them to:

- Write their name in the center circle.
- Identify different people in their life who they can go to when they need help.
- Write the names of these people in the remaining circles of the Help Network.

Ask several students to share some of their answers with the class.

Say: *You just identified many good people who you can go to for help. It is important to use the D.A.R.E. Decision Making Model and confident communication when asking for help.*

ACTIVITY 3 (15 minutes)

NOTES

REVIEW

Have students open their Planner to page **38.** Add the key terms from the word bank to the definitions in the "Glossary".

Key terms: Anonymous, help network.

After completing the Key Terms, have students share their answers to check for accuracy.

Say: *Last time Michael and his friends visited us, they talked about all the things we learned together. Now it is our turn to review all that you have learned.*

We are going to play a game to review the key terms that you have learned in our lessons. Before we get started, I will explain the directions and guidelines we will need to follow.

NOTES

Instructor Note: Explain directions to students and establish guidelines before game begins.

- Form four to five teams. Give each a number (#1, #2, etc.). If possible, have the teacher assist with the teams.
- Cards should be prepared with the key term on one side and the definition on the other side.
- Teams are not allowed to use their Planners or any other materials for this activity.
- Cards should be selected randomly. The definition should be read aloud and the chosen team will be given 15 seconds to answer with the key term...
- The team may discuss possible answers. One spokesperson will give the group's answer.
- The first question goes to group #1. If the group answers correctly, they get the card or specified number of points.
- If the group answers incorrectly, the questions move to the next group in consecutive (e.g., ask #2, #3, #4, #5) fashion until the right answer is provided.
- The second question goes to team #2 and if missed, follow the format as above (e.g., ask #3, #4, #5, #1).
- Continue the process until the questions on all cards are answered or 10 minutes expires.
- The winning team is determined by having the most cards or points. Congratulate the winning team and recognize everyone's participation

Say: *That was a great way to review the key terms that we have learned in D.A.R.E. We have also had the opportunity to practice many skills that we can apply in our daily lives. What are some of those skills and how can you apply them when you have to make important decisions?*

Possible answers:
DDMM
Resistance strategies
Communication skills
Ways to handle stress

Say: *Congratulations on all that you have learned! It is important to remember to apply these skills as you make safe and responsible decisions in your daily lives.*

ACTIVITY 4 (10 minutes)
KEEPIN' IT REAL

NOTES

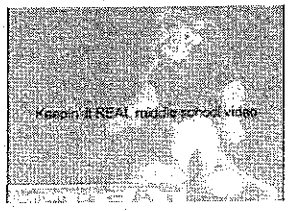
Say: *We've reached the end of our D.A.R.E. keepin' it REAL program. But keepin' it REAL does not end here. In middle school, D.A.R.E. continues. Facilitate a discussion about the middle school program.*

Possible Questions:

- *What do you think you might learn in the D.A.R.E. middle school keepin' it REAL program?*
- *What are some important things you think you might need to know or learn in the middle school program?*

Say: *Just like your D.A.R.E. keepin' it REAL program, the middle school lessons continue with many of the concepts you learned about safe and responsible choices that help you make good decisions. These include lessons about communication and relationships. By middle school, you will face new risks and consequences and keepin' it REAL will help you understand them better, too. But just like your keepin' it REAL, the middle school lessons are about you and your stories. Let's hear some of those stories now. As you watch the video, think about some of the lessons we have talked about. See if you can find some examples of what we learned this year and what you think you will learn in middle school.*

Show the video.



Facilitate a discussion of the video.

Possible Questions:

- *What are some examples of things you learned this year that the kids talk about in the video?*
- *Why do you think those kids made the video?*

Instructor Note: Tell the students how you enjoyed teaching the **Elementary D.A.R.E. *keepin' it REAL*** Program and congratulate them for completing the program. Tell students they might like to take their D.A.R.E. Planners home and share with their family the key concepts they have learned about being safe and responsible individuals.

NOTES

Optional: If your school has agreed to a culmination ceremony, tell the students about it now. Instructions are as follows:

Culmination Check List

First Steps

- ❑ Discuss culmination with the principal.
  - o Set date and time for the event.
  - o Reserve auditorium (post on school's master schedule)
- ❑ Inform involved teacher and staff of date(s).
- ❑ Meet with plant manager on auditorium use, set up and clean up.
- ❑ Check for parent support groups (PTA, Booster, etc.)
  - o To assist with auditorium decorations.
  - o To assist with getting refreshments.
- ❑ Schedule rehearsal dates (post on master schedule).
- ❑ Invite VIPs (early planning).
- ❑ Ask office manager if available to assist with program needs.

Final Preparation

- ❑ Meet with culminating teachers and students to discuss possible activities for culmination.
- ❑ Remind students about culminating requirements.
- ❑ Select students for:
  - o Personal commitment **D.A.R.E.** Report readings
  - o Role-plays or skits
  - o Songs, dance, and music
  - o Other
- ❑ Rehearse with students on setup, student seating, and floor plan for culminating day.
- ❑ Work on program for culminating ceremony.
  - o Get approval from principal.
- ❑ Check on decorations.
- ❑ Check on refreshments.
- ❑ Obtain list of eligible students and prepare certificates.
- ❑ Send out invitations to parents/guests.
  - o If transportation is needed for traveling students' families, coordinate time schedules with office manager.
- ❑ Check RSVPs and VIPs.

Event

- ❑ Arrive early to prepare.
  - o Set up auditorium.
  - o Set up refreshments.
  - o Have certificates in order for distribution. Practice the names.
- ❑ Culminating program begins.
  - o Student helpers pass out programs.
  - o Student helpers seat guests.
- ❑ Activities performed. Introduce the **D.A.R.E. Teams**.
- ❑ Have fun!!
- ❑ Invite guests to have refreshments.

Post Event

- ❑ Leave certificates of absent students with classroom teachers.
- ❑ Arrange clean up of auditorium.
  - o Refer to original plans plant manager.
  - o Call on student helpers.
- ❑ Relax. You've earned 4 stars.

Responsible	D.A.R.E. Decision Making Model
Drug	Fact
Health Effect	Risk

A way of making safe and responsible decisions using four steps (Define, Assess, Respond, Evaluate)	Being reliable and dependable; people can count on you and you can count on others to follow-through with a job or task.
Something that can be proven to be true	Any substance other than food that affects the way your mind and body works
Taking a chance	What happens as a result of using a drug

Consequences	Pressure
Peer Pressure	Resistance
Stress	Communication

A force or influence that acts on you to do something	What happens as a result of something you choose to do or not to do. They can be positive or negative.
The refusal to accept others' influence	When people about your age try to get you to do something
When people express their thoughts or feelings with each other	Any strain, pressure, or excitement felt about a situation or an event

Confident	Unsure
Demanding	Nonverbal Communication
Effective Listening Skills	Empathy

Being uncertain or unwilling to stand up for yourself	Acting in a way that communicates your opinion while still respecting others
Physical actions or body language that goes along with what we are saying	Acting in a way that is hostile; attacking or harming others without regard for their feelings
Understanding how other people feel	Showing the other person through verbal and nonverbal communication that you are paying attention

Bullying	Bystander
Tattling	Telling
Reporting	Good Citizen

Someone who witnesses bullying who has the opportunity to help	An aggressive or unwanted behavior used again and again to isolate, harm, or control another person
Providing information to a trusted adult to help someone or keep them safe	When you want to get someone in trouble for a harmless behavior
Someone who acts responsibly by helping someone who is in need	When you need help from a trusted adult to keep someone safe from being bullied

Anonymous	Help Network

A person or a group of people you can call on for advice, help, encouragement, protection, or guidance	No one will know who made the report.

Teaching Poster 1

Who can you call in case of an emergency?

Concept

Knowing how to call for help when it is needed is an important part of a personal safety plan.

Objectives

Students will be able to:

- Identify emergency situations that requires a 911 call
- Call 911 and properly report an emergency situation

Key Terms

area code, 911, emergency

Teaching the Lesson

1. Introduce the lesson by telling students that you will be learning how to call for help in an emergency.
2. Define **"emergency"** as **"any time you or another person is badly hurt or in danger."**
3. Show the Teaching Poster and refer to the large 911 on the poster. Read the following situations and ask students to put their **thumbs up** – if it describes an emergency or **thumbs down** – if it describes a non-emergency.
   a. You are home alone. You trip on a toy and fall down the stairs. Your ankle hurts badly, is swollen and looks broken.
   b. You come home from school and your cat is missing.
   c. You see a strange person looking in the window of a neighbor's house.
   d. You are home and your parents are arguing and yelling at each other.
   e. There is a fire in your house.
   f. You are with a parent in the car and you are in an accident.
   g. You are with your mother and she becomes very ill and faints. You cannot wake her up.
4. Ask students to identify what the children in the picture are feeling and lead them to understand that they are making an emergency call. Ask students to look at the situations on the poster and to suggest some reasons why they might be making a call.
5. Discuss who the children may be calling. Explain that the first choice is a parent or trusted adult. If a parent cannot be reached, the child should know the names and phone numbers of trusted adults, like family members, neighbors. If these people cannot be reached or if the emergency needs attention right away, the child can call 911 or 0. Explain both calls are free.
6. Distribute copies of the telephone key pad worksheet if available to students, or display a picture of a phone key pad. . Demonstrate how to report an emergency using one of the situations provided in the Teaching Poster. Report the situation by giving full name, address, phone number including area code and then clearly describe situation in simple terms that a young child may use.
7. If time allows, select a student who knows their address and phone number, to model with you how to make an emergency call. Remind the student to: be as calm as possible, clearly describe the emergency and location, stay on the line until the person tells them what to do, and remain on the line until help arrives Close the lesson by reviewing the concept that calling 911 or 0 can get you help and keep you safe. Thank the students and their teacher for their time and participation. Remind students to "Be safe."

Family Talk Activity

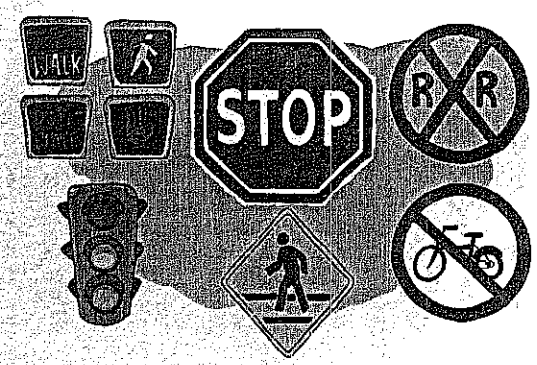
Ask the teacher to send the Family Talk Activity Worksheet #1 home with students.

D.A.R.E.

Teaching Poster 1 | Who can you call in case of an emergency?

Teaching Poster 2

Why is it safer to follow directions?



Concept

Knowing how to read and obey traffic signs and signals leads to safe behaviors.

Objectives

Students will be able to:

- To explain what specific signs and signals mean and why they are important
- To tell the safe action to take in response to signs and signals
- To understand how obeying traffic signs and signals keep them safe

Key Terms

signals, signs, obey

Teaching the Lesson

1. Tell the students that they will be learning how to read traffic signs and signals that are around their home and in their community.
2. Show the poster – Safety Signs and Me. Point to the STOP sign and ask students to name the sign and ask about its meaning. Ask: What color is the STOP sign? What should you do when you see it? Where might you see this sign?
3. Point out the two traffic lights on the poster. Review the meaning of different colors: red means stop; green means go; and yellow means slow down, be careful. Discuss with the students the difference between the two signals and ask them to tell about places they might see these.
4. Point out the international "Don't" sign. Explain that whatever is pictured beneath the slash is not allowed. Ask students what is not allowed on the picture on the poster?
5. Ask students what other "Don't" signs have they seen. (No smoking, No skateboarding). Why is it important to look for these signs and obey the rules?
6. Discuss with the students the other signs on the poster, as well as any they already know about that help to keep them safe. (school zone, children playing, etc.)Remind student of two other traffic safety rules to remember:
   a. Always wear a safety helmet when riding a bike.
   b. Always use a car or booster seat when riding in a car
7. Thank the students and teacher for their time and participation. Remind the students to "Be safe".

Family Talk Activity

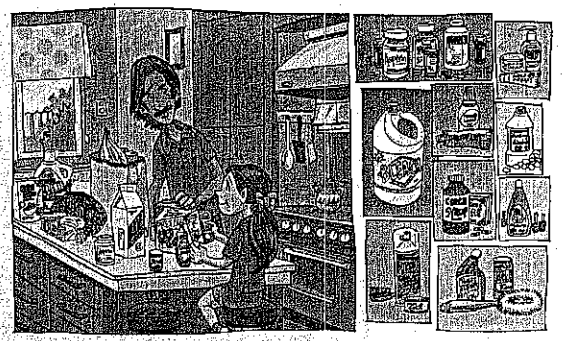
Ask the teacher to send the Family Activity Worksheet #2 home with students.

D.A.R.E.

Teaching Poster 2 | Why is it safer to follow directions?

Teaching Poster 3

How can we tell what is safe to touch, taste, smell or eat?



Concept

Only food items are safe to touch, taste, smell, or eat. Medicines and other nonfood items that are helpful around the house can be very harmful if they are misused. Medicines and common household products contain drugs and maybe helpful and harmful.

Objectives

Students will be able to:

- Tell the difference between food and non-food items
- Tell the safe practices for handling non-food items
- Demonstrate how to recognize and be careful with medicines

Key Terms

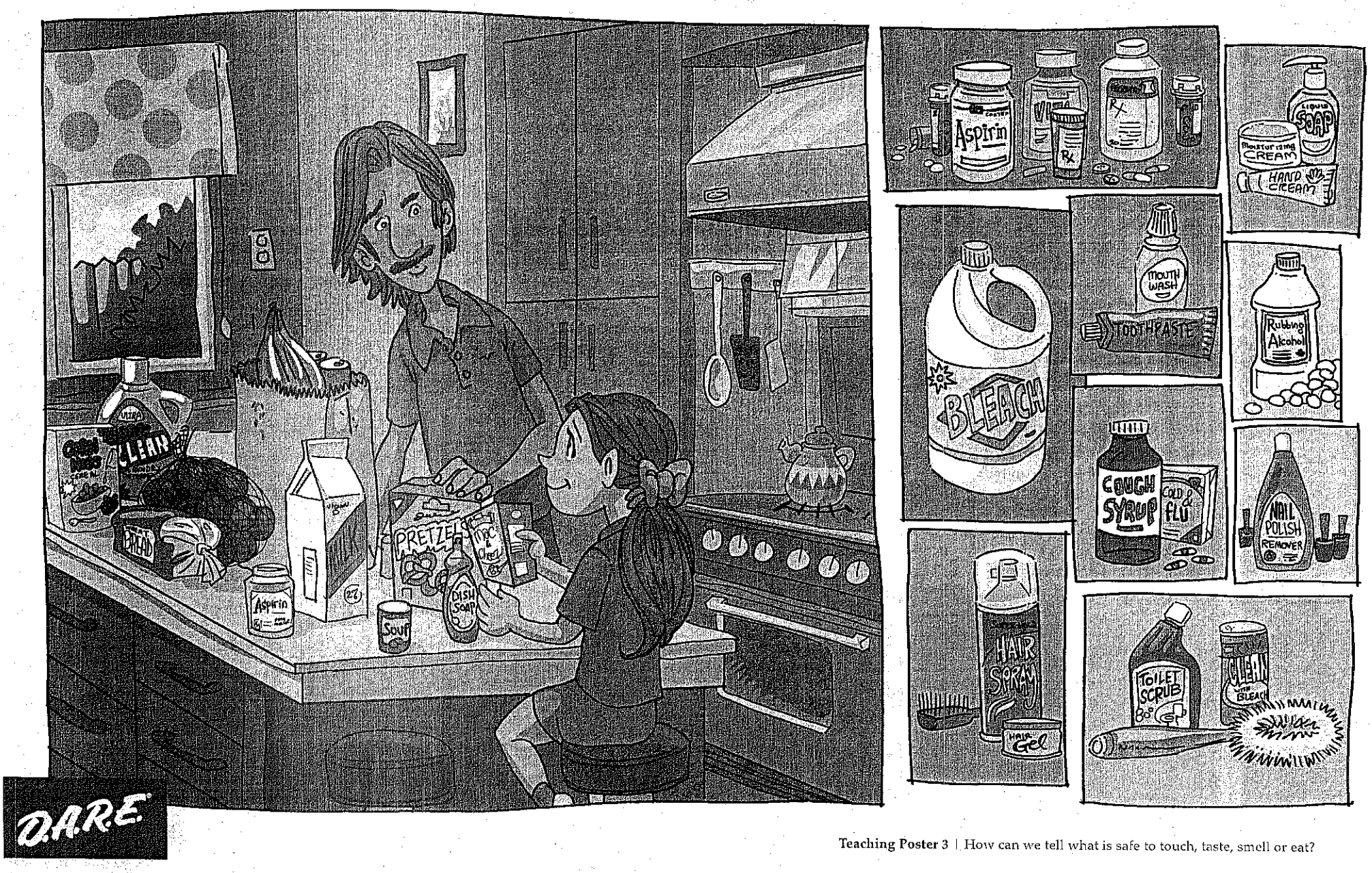
household item, medicines, non-food, poison, medicines, drugs, vitamins

Teaching the Lesson

1. Show Teaching Poster 3 to the students. Ask students what they think is happening in the picture. Explain that the father and daughter have just gone shopping and are getting ready to put away things they have bought. Ask students to help you identify each household item. Ask them whether it is a food or non-food item. (Thumbs up – Thumbs down- students put their **thumbs up** for a **food items**, put their **thumbs down** for a **non-food item**).
2. For each non-food item, ask students how it is used. Talk about how helpful the item can be when used correctly for its intended purpose. Emphasize that these same helpful items can be harmful if used incorrectly. Poison chemicals can cause sickness or death if tasted or smelled. Some poisons might cause burns if touched. Point out that the "Keep out of reach of children" label might be on certain products.. What does that label mean?
3. Now ask students where the father and daughter should put each item: in the refrigerator? In the cupboard? In a place that a child cannot reach?
4. Point to the medicine on the Teaching Poster. Ask students what is this? Why do we take medicine? What are the safety rules we must follow for medicines? Emphasize the importance of the following the rules.
   a. Never decide by yourself that you need to take medicine. When you don't feel well, tell a parent, guardian, or other adult in charge.
   b. Never take medicine by yourself. Only a parent, guardian or trusted adult who is responsible for you should give you medicine.
   c. Never take someone else's medicine.
5. Now say, "Sometimes at home or in other places, you will see some things that look delicious because they look like candy; but they really are medicines or cleaning products." Ask what should you do if you see that looks like candy? Don't eat it. Show your parent or adult what you have found. What would you do if your younger brother or sister found something that looked like candy?
6. Review the safety rules you have discussed and ask students what can they do to stay safe with medicines and household items. Thank the students and teacher for their time and participation. Remind the students to "Be safe".

Family Talk Activity

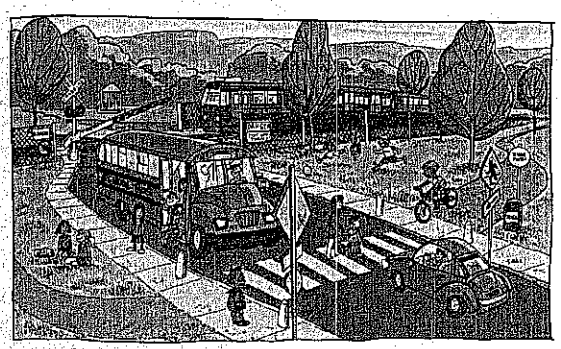
Ask the teacher to send the Family Activity Worksheet #3 home with students.



Teaching Poster 3 | How can we tell what is safe to touch, taste, smell or eat?

Teaching Poster 4

Why is it important to know what is going on around you?



Concept

Children who are aware of risks to their safety are more likely to follow safety rules to help keep them out of harm's way.

Objectives

Students will be able to:

- Identify safety risks associated with crossing the street, riding a bike, playing near a road and riding in a school bus
- Tell safe actions to take when crossing the street, riding a bike, playing near a road and riding on a school bus

Key Terms

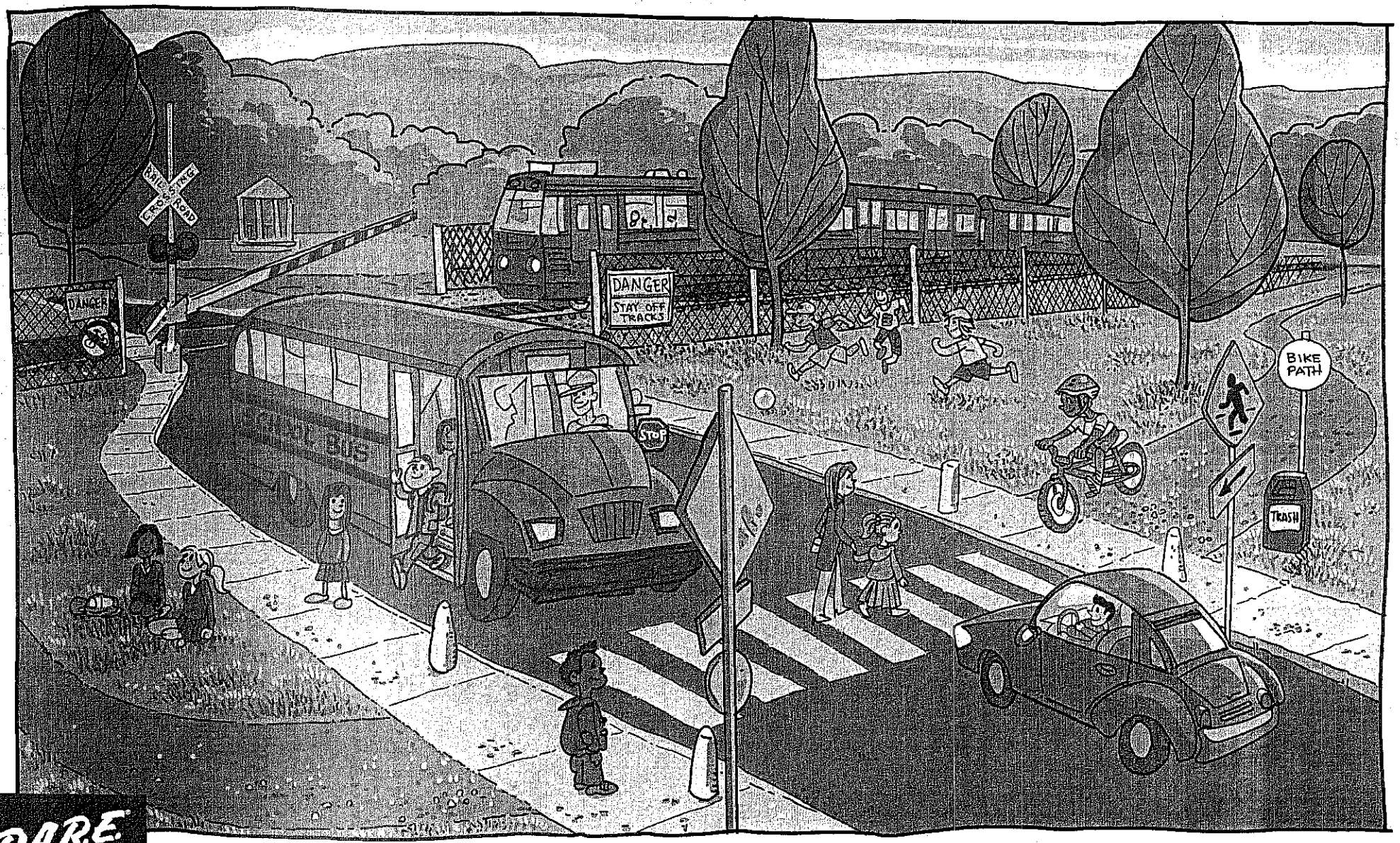
pedestrian, traffic, cross walk, traffic signs

Teaching the Lesson

1. Introduce the lesson by telling students that you will be how we can be safe when we are outside the home.
2. Show Teaching Poster 4 and ask students to look for traffic signs and signals on the poster. Point our each sign or signal and ask students why these are important. (Signs – crosswalk, keep out, bike path, RR, STOP sign Signals – crosswalk lines, cross walk signal, RR crossing lights and bells, RR X crossing sign (called crossbuck), RR crossing gate. Ask what other signs and signals they see in their community to help keep them safe.
3. Facilitate a discussion on each of the following safety points:
   a. Safe in a Car or Bus - Seatbelt and Car Restraints
      i. How could the children riding the bus be safe? Which sign is a reminder for the people riding in the car? How can children be kept safe when riding in the car?
   b. Bicycle Safety
      i. How is the bicycle rider being safe? In this poster, where should bicycles NOT be ridden? How do we know? What other safe action do you see? (safety helmet) What should the bicycle rider do when he comes to the crosswalk? Why do you think that would be a safe action?
   c. Pedestrian Safety
      i. Are the children crossing the street being safe? How do you know? What signals are helping them to be safe?
   d. Railroad Crossing Safety
      i. How would the children know a train is coming? What should they do before they cross the tracks? How will the people in the car know when it is safe or not safe to cross the tracks? What about safety rules for the school bus?
   e. Safety and Playing Safe
      i. Are the children who are playing ball being safe? Why or why not? What would you tell them so they could be safer? Looking at the poster, where should children not play? If you can't read the words on the sign, how else can you tell that there is danger?
4. Close the lesson by reviewing the idea that following rules and laws helps us to stay safe. Ask students to give examples of safety practices that follow a rule or law What is an example at school? Also say that some safe actions we follow are not laws or rules but from good thinking. We use what we know to think about our actions and to make safe decisions. For example, good thinking, not a rule, stops children from playing too close to a road. Ask students for examples of safety practices that follow good thinking (walk on sidewalk, look both ways before crossing the street, listen to your bus driver and follow his/her instructions).
5. Thank the students and their teacher for their time and participation. Remind students to "Be safe".

Family Talk Activity

Ask the teacher to send the Family Activity Worksheet #4 home with students.

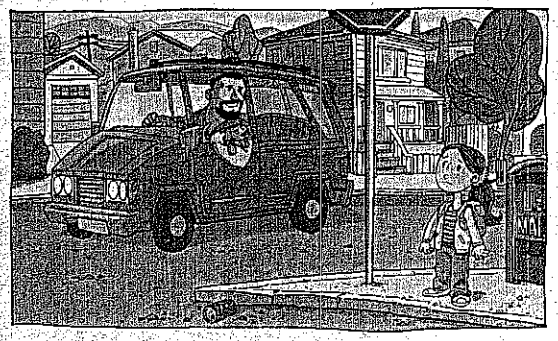


D.A.R.E.

Teaching Poster 4 | Why is it important to know what is going on around you?

Teaching Poster 5

What should you do if you are approached by someone you do not know?



Concept

When someone the child does not know offers a ride, gift or asks for help, that person may want to harm them. Children who are aware of their surroundings and know how to respond to a stranger's request will be safer.

Objectives

Students will be able to:

- Identify adults they do not know and categorize them into "do not know, "sort of know", "safe to know"
- Identify actions taken by some adults that may be harmful or hurtful
- Identify safe actions to take when offered gifts, rides or help by someone they do not know
- Know how to report and get help for any adult action that makes them feel unsafe or uncomfortable

Key Terms

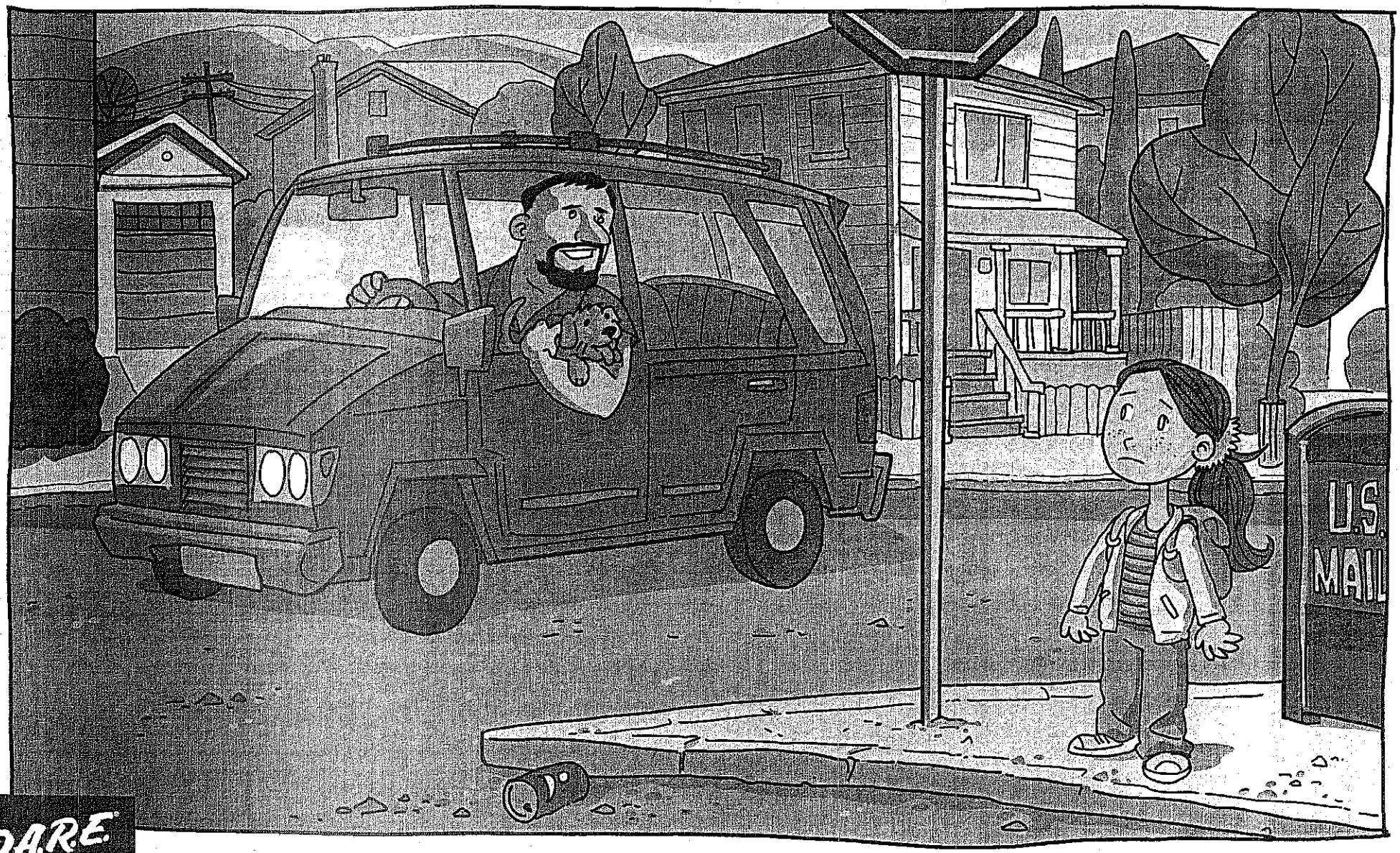
gift, uncomfortable, trusted adult, stranger

Teaching the Lesson

1. Introduce the lesson by asking students to name people who are trusted adults (parents, guardians, teachers, nurse, principal, child care provider, family members). Explain that these are adults that keep you safe and you can go to if you feel uncomfortable or afraid.
2. Introduce the lesson by saying, "Today's lesson is about being safe around someone we may not know". Ask the following questions:
   a. Who are some people we do not know and who are safe to talk to? (police, teacher, school social worker, bus driver, principal
   b. Who are some people we sort of know and who are safe to talk to? (store clerk, cafeteria monitor, cafeteria worker, crossing guard, friend's parent.
3. Explain that it is safe to talk and to listen to these people who we may not know very well.
4. Say, "There are other people we do not know at all. These people we will call a **stranger**. Most people are kind but there are some strangers that want to hurt or harm children." Explain that knowing what to do when you are not with a trusted adult can keep you safe and out of harm. Ask students for examples of when they may not be with a trusted adult (walking to and from school, waiting for the bus, riding their bike or outside playing).
5. Show Teaching Poster 4 to students. Ask them what is happening in the picture? What is the girl doing in the picture? What is the adult doing in the picture? Do you think the girl in the picture knows the adult? How can you tell? What do you think the stranger is saying or asking?
6. Discuss what the girl in the picture should do. (Walk or run away from the car. Do not talk to the adult, yell and tell). Ask students to think of a safe action they could take immediately to get help (go back to school, to a store, to a neighbor they know, to the crossing guard). Have students stand and practice "walking away". Explain that they should pretend that you are a stranger and you need help finding you lost puppy.
7. Tell students that if someone ever tries to grab them or pull them into a car, they should "drop" and yell "you're not my mother or father". That way people will know they are in trouble and can help them. You may also add any additional safety procedures for them to follow.
8. Explain to the children that in all these situations, they should tell a trusted adult what happened. If possible, the children should remember what the adult looked like, what the car was like and what the stranger said to them. Have students practice reporting to a trusted adult, like a police officer or parent. Ask students to study the picture. Then turn the poster face down and ask students to practice making a report. Ask a series of questions to describe the person, the vehicle, the interaction, and child's response.
9. Close the lesson by saying, "We talk with people we don't know very well every day but it is important to know how to keep ourselves safe when we are not with a trusted adult. If we feel unsafe or uncomfortable we should get out of the situation and tell a safe and trusted adult."
10. Thank the students and their teacher for their time and participation. Remind students to "Be safe"

Family Talk Activity

Ask the teacher to send the Family Activity Worksheet #5 home with students



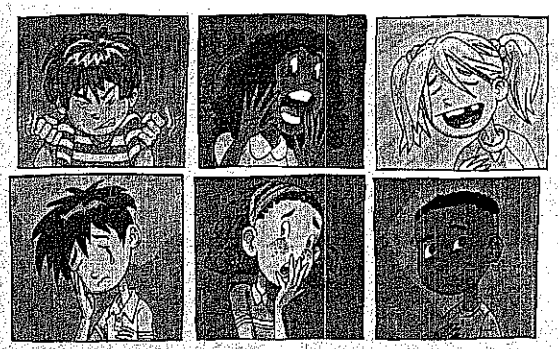
D.A.R.E.

Teaching Poster 5 | What should you do you are approached by someone you do not know?

D.A.R.E.

Teaching Poster 6

What are you feeling?



Concept

Know what emotions you are feeling and why you are feeling this way is the important first step in managing oneself.

Objectives

Students will be able to:

- Use their facial expression to show different feelings
- Read the facial expression and name the emotion
- Give reasons why a person may be experiencing a specific emotion
- Understand how reading a person's facial expression can help them know what a person is feeling (empathy)

Key Terms

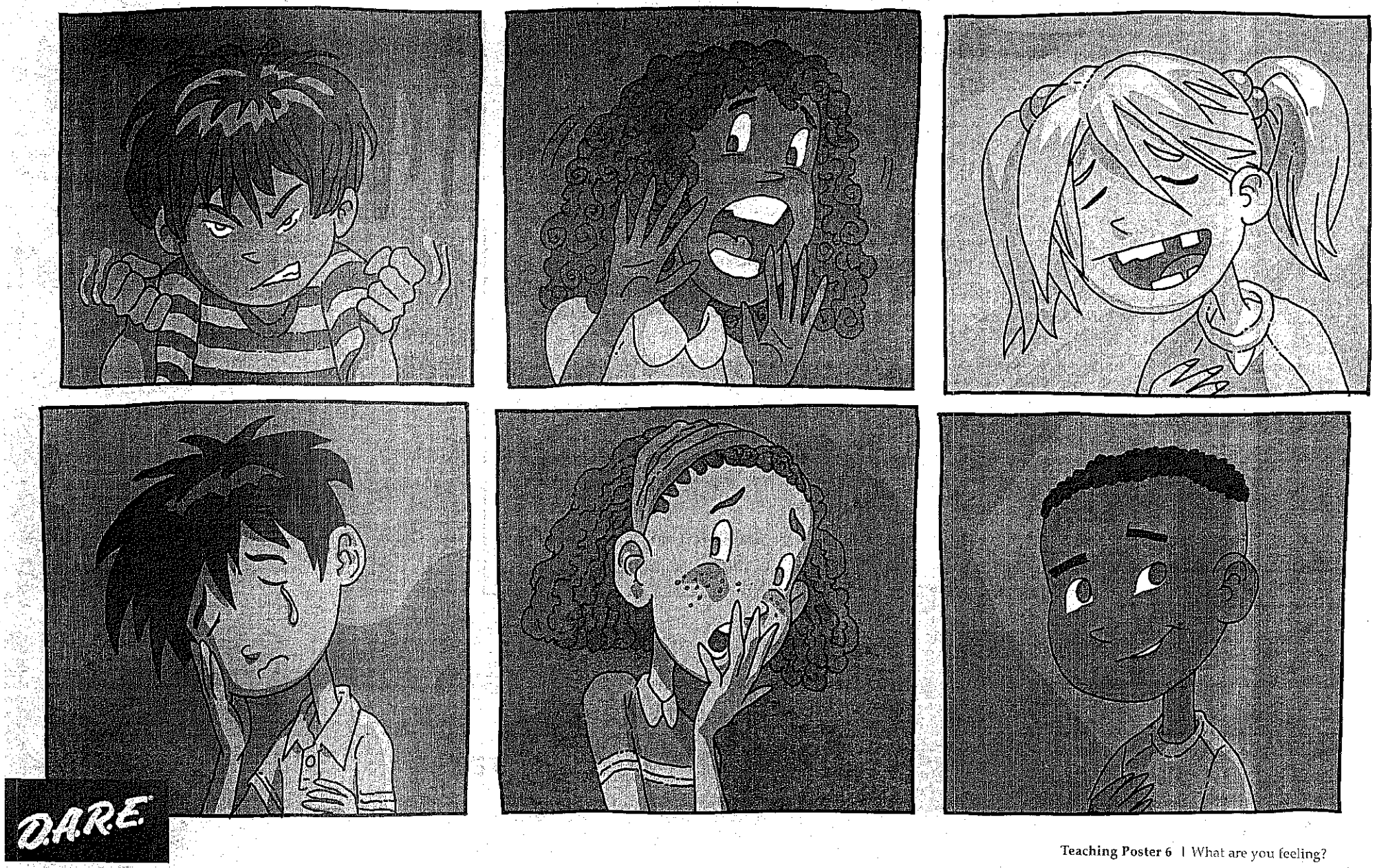
emotion, facial expression, feelings

Teaching the Lesson

1. Introduce the lesson by **Smiling** and say, "It is so good to be with you today!" Ask students, how do you think I feel and how do you know? (smile, happy expression, excitement in voice)
2. Tell students that we can show what we are feeling with our facial expressions. Ask students to show you expressions – happy, sad, worried, and excited. Tell students that this lesson is on feelings and how to read a person's face or facial expression.
3. Show Teaching Poster 6 to students. Present each emotion that is pictured by following these steps:
   a. Have students name the feeling
   b. Have students point out what about the facial expression tells us the feeling
   c. Have students give reasons why a person might have the feeling
   d. Have students practice showing you their facial expression for the feeling
   e. Feeling List
      i. Top Row (left to right) – angry, scared, happy
      ii. Bottom Row (left to right) – sad, embarrassed, proud
4. Discuss with the students times they have had these feelings and what experiences caused them to feel that way. What did they do as a result of how they were feeling? Ask students to share ways they have been able to recognize how other people are feeling and how they can help others.
5. Close the lesson by explaining that all feelings are okay. There are not "bad" feelings or "good" feelings. It is how we deal with our feelings and how we help other people that matters.
6. Thank the students and their teacher for their time and participation. Remind students to "Be Safe".

Family Talk Activity

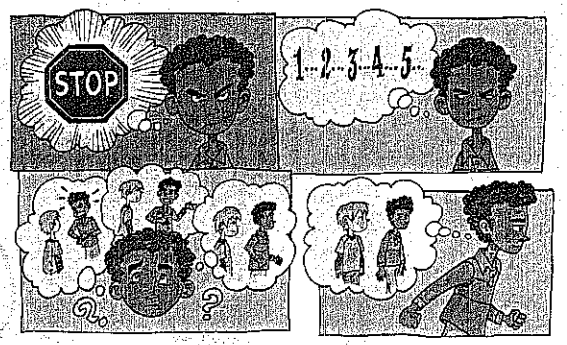
Ask the teacher to send the Family Talk Activity Worksheet #6 home with students.



Teaching Poster 6 | What are you feeling?

Teaching Poster 7

What should you do when angry?



Concept

Recognize feelings of anger and what causes them to be angry

Objectives

Students will be able to:

- Recognize feelings of anger and causes of them to be angry
- Understand that they can take steps to manage their anger

Key Terms

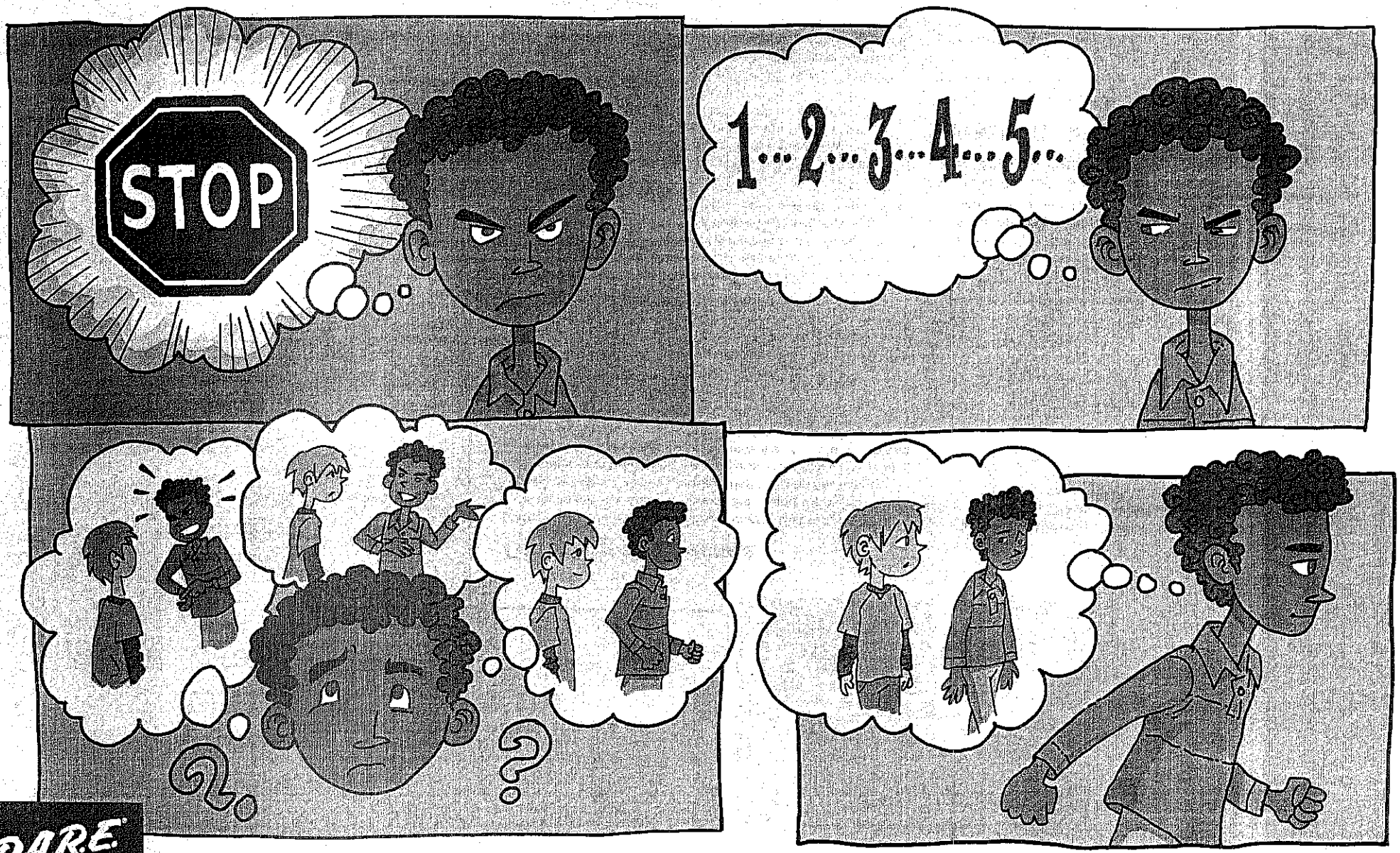
calm, self-talk, anger

Teaching the Lesson

1. Introduce the lesson by telling students that today's lesson is on anger. Ask student to raise their hand if they have ever had an "angry" feeling. Explain that everyone has angry feelings sometimes, and that anger is okay. Ask a few willing student to share what makes them feel angry without saying any other person's name. Students should say, "I feel angry when my friend leaves me out." Or "I feel angry when my brother plays with my toys." Tell students, "It is important to know how handle these angry feelings in a positive way."
2. Show Teaching Poster 7 to the students. Explain that the four pictures on the Teaching Poster show four steps to take when you feel angry. Tell students if they practice and use these four steps it will help them do the right thing.
   a. Point to the first picture on the Teaching Poster. Ask students to tell you what the sign means. Explain that **STOP** is the first step to take when you feel angry. Have students think of a time when they were angry. Ask what did your body do or feel like when you were angry.
   b. Point to the second picture on the Teaching Poster. Explain that the second step is to **Calm Down.** Discuss how the boy is calming down (count to 5 and tell himself to calm down). Have students suggest other ways of calming down, such as thinking of happy thoughts or use self-talk and say to yourself, "I can do this.". Point out that each person might have a different way of doing this step. Have students think about what would work best for them or give examples of what has worked for them.
   c. Direct students' attention to the third picture. Ask students "What is the boy doing in this step?". Explain that after the boy feels angry, first- he stops, second – he calms himself and third- he **THINKS** of things he could do. From looking at the picture, ask students to tell what actions the boy could take.
   d. Now point to the fourth picture and explain that the boy can make a choice and **ACT**. Ask students to tell you what choice did the boy make? Ask students what they would do if they were the boy and were angry with a friend.
3. Ask students to give examples of situations where they could use these four steps or help someone else who might be angry.
4. Explain that sometimes people need help with their angry feelings. Say, "If you feel angry often or you are thinking about fighting because you are angry, you should talk to a parent, guardian, teacher or other trusted adult.
5. Thank the students and the teacher for their time and participation. Remind students to "Be safe".

Family Talk Activity

Ask the teacher to send the Family Talk Activity Worksheet #7 home with students.



D.A.R.E.

Teaching Poster 7 | What should you do when angry?

Teaching Poster 8

What should we do when we see or hear hurtful behaviors?

Concept

Children who know how to get along with others are more likely to be safe and interact appropriately with peers and adults. Children who get along with others also recognize hurtful behaviors, like teasing, and need to know a safe way to respond.

Objectives

Students will be able to:

- Understand the benefits of getting along with others
- Recognize teasing behavior and how teasing is hurtful to others
- Understand how to safely report incidents of teasing to a trusted adult

Key Terms

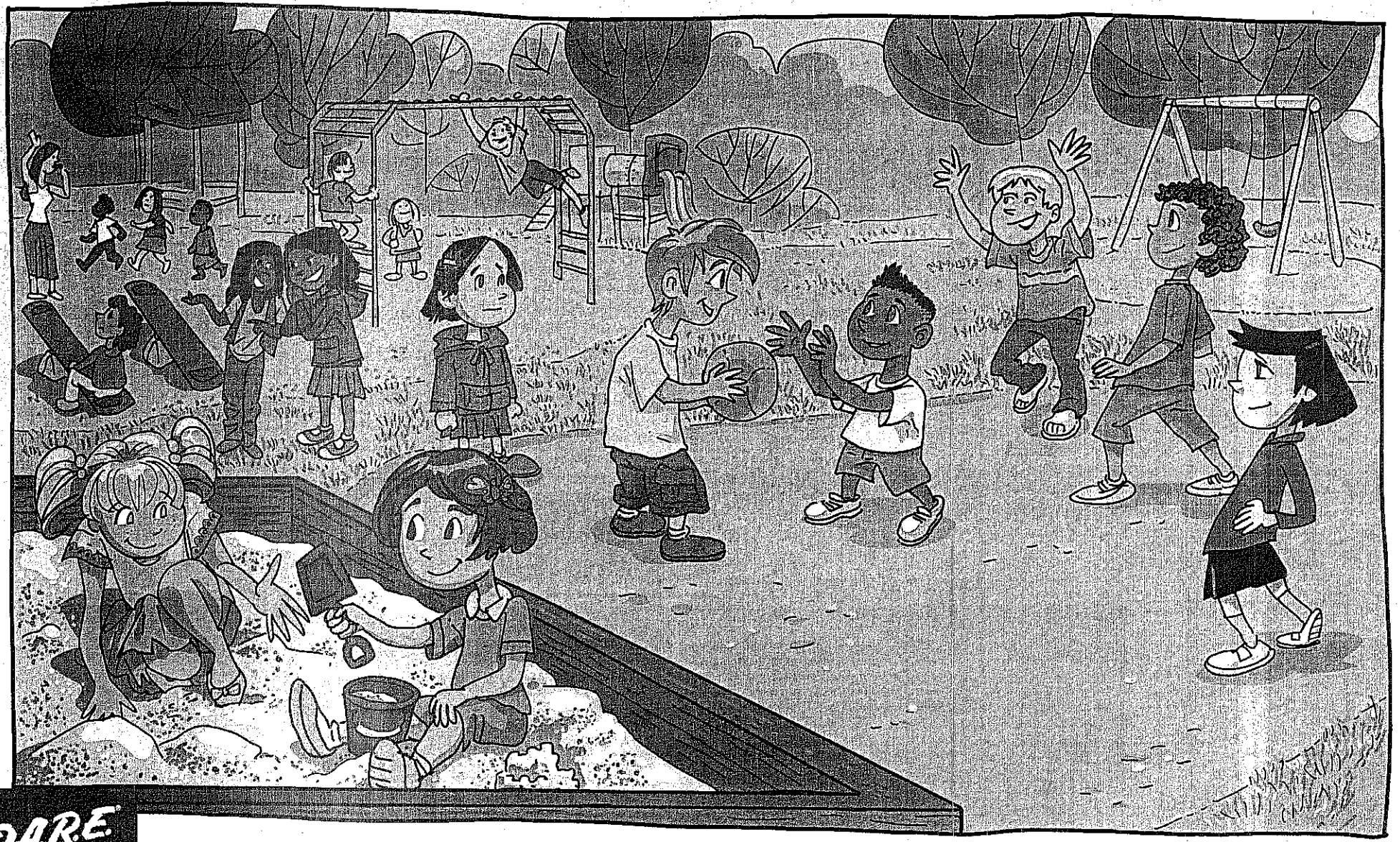
benefits, teasing, hurtful, respect

Teaching the Lesson

1. Introduce the lesson by saying, "Today we will be learning about what we can do to get along with other people." Ask students to identify what are the benefits or good things that happen when we get along with others (have more friends, not left out of games, make parents proud, fewer disagreements, others share more, feel happier).
2. Show Teaching Poster 8 and ask students to identify what actions students are doing to get along with others (sharing materials, waiting for their turn, respecting personal space, talking politely, smiling, following rules). What other ways do we show respect for other people? (tell the truth, use manners, be polite, listen, be patient, admit mistakes, apologize if we hurt someone's feelings)
3. Explain that sometimes we don't always respect other people and their feelings. Sometimes we "tease" other people. Ask what is teasing? (Making fun of another person) What does teasing look like and sound like? (Name calling, laughing, mocking or making fun of how a person looks or acts). Ask students to raise their hand if they have ever been teased. Ask students, how did they feel? Tell students if they are teased they can use STOP, Calm down, Think and Act (Teaching Poster 6) to take a safe and responsible action. Using a teasing situation, review and model the steps for responding when you feel angry.
4. Ask students if they have heard the saying "Sticks and stones may break my bones but names will never hurt me." Ask students to tell the meaning of the saying and if they think that the saying is true. Have students explain their answer and give an example. Ask students if they have ever witnessed name calling, and if they think name calling is hurtful. Ask students to tell how they felt when they witness name calling. Explain that even if we want to, often we don't know how to help the person or how to stop the name calling.
5. Explain to the students that it is important that if they witness someone being teased, they should report the incident to a trusted adult. Discuss how students can safely report teasing and who the can tell (teacher, playground monitor, cafeteria monitor, bus driver, parent, trusted adult)
6. Facilitate a brief discussion how telling a trusted adult keeps everyone safe and helps us to get along with others.
7. Thank the students and the teacher for their time and participation. Remind students to "Be safe".

Family Talk Activity

Ask the teacher to send Family Talk Activity Worksheet #8 home with students.



D.A.R.E.

Teaching Poster 8 | What should we do when we see or hear hurtful behaviors?

keepin' it... REAL

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D.A.R.E. FAMILY TALK #1

Welcome to D.A.R.E ! Your child is joining millions of other young people who have benefited from the D.A.R.E. program. **D.A.R.E. keepin' it REAL** is all new, based on research and science, with the goal of teaching young people skills to lead safe, responsible and drug-free lives.

Research confirms the importance of family discussions and guidance regarding situations students face in their daily lives or may face in the future, such as drug abuse. We are asking you to participate in the **Family Talk** activities that will provide a connection between what is learned in class and provide for conversations at home on these important topics.

In class today the **D.A.R.E Decision Making Model** was introduced and will be used throughout the lessons to practice how to think through situations, make safe and responsible choices, and become good citizens.

The D.A.R.E. Decision Making Model steps are:

D – DEFINE Describe the problem, challenge or opportunity.

A – ASSESS What are your choices?

R – RESPOND Make a choice. Use the facts and information you have gathered.

E – EVALUATE Review your decision. Did you make a good choice?

We talked about the importance of being **RESPONSIBLE**.

Discuss with your child what it means to be responsible both at home and school.

Give some examples of those responsibilities.

Responsibilities:	Home	School
	_____	_____
	_____	_____
	_____	_____

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D.A.R.E. FAMILY TALK #2

In class we have discussed the importance of being safe and responsible about the choices we make regarding our health, as well as the risks and consequences of our choices. Facts and information help us to know the possible health effects of **drugs** on the body.

Ask your child to tell you one or two **facts**, something that can be proven to be true, that they learned about alcohol and tobacco. Also, one or two possible **health effects**, what happens as a result of using a drug, on the body. Add any facts or health effects that you think are important to remember.

Alcohol :

Facts:_____

_____

Health Effects: _____

Tobacco:

Facts:_____

_____

Health Effects: _____

We also have talked about **risks and consequences** of our choices, as we learn to make safe and responsible decisions. Have your child share what they have learned about taking risks and possible consequences that might be positive or negative.

List two situations, or examples, that using the **D.A.R.E. Decision Making Model** might be helpful at home and school. Think about how you could make wise choices.

_____

_____

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D.A.R.E. FAMILY TALK #3

Kids sometimes feel pressure from their peers regarding choices they make. **Peer pressure** can be both positive and negative.

1. Ask your child to give you an example of a time they might have felt pressure from someone about their age and how they responded.
2. Share a time when you or someone you know was pressured to do something that was a risky situation and what happened as a result of the decision.

When faced with pressures it is important to think about **positive** ways to respond and make **safe** and **responsible** choices.

Five ways that we shared in class are:

- **Avoiding the situation**
- **Strength in numbers**
- **Walking away**
- **Saying no while giving a reason or excuse**
- **Changing the subject**

What are some ways or examples of how these could be used in real life situations in the future?

_____

_____

Children, as well as adults, may face situations or events that cause them to feel anxious or stressed. Discuss with your child possible **positive ways** to deal with their **feelings** to help keep them healthy and safe.

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D.A.R.E. FAMILY TALK #4

During our D.A.R.E classes we have learned about the importance of **communication** in our daily lives.

We discussed that **confident communication** means expressing thoughts or feelings with each other that communicates your opinion while still respecting others.

We also learned about **nonverbal communication** and actively listening to what others are saying.

- Ask your child to give an example of a situation where they might need to use confident communication.
- Have them demonstrate the way they would respond and discuss how you knew they were practicing good communication skills.
- How did you show you were actively listening to what was being said? What are some nonverbal ways that we communicate our feelings?

Think of a time or situation that using the steps of the D.A.R.E. Decision Making Model would help solve a problem and improve communication.

Define, Assess, Respond, and Evaluate

D – DEFINE Define the problem

A – ASSESS Assess your choices

R – RESPOND Make a choice. Use the facts and information you have gathered.

E – EVALUATE Evaluate your choice

As a family, share several ways you might practice good communication skills in daily situations both at home and at school.

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D.A.R.E. FAMILY TALK #5

In our D.A.R.E classes we talked about **bullying, helping others, being a good citizen**, and knowing where to go when we need help.

One way we can be a good citizen is to help stop bullying. In class we learned about using the 5 W's to help safely report bullying.

Having talks with your child helps them learn safe and responsible ways to deal with situations they may face in their daily lives. The following questions will help to begin the conversation on ways to help stop bullying.

1. **What** are two ways that you might know someone is being bullied?
2. **Who** are the people that just "stand by" and do nothing when they observe bullying?
3. **When** should you take action and what should you do if you observe bullying or you are being bullied?
4. **Where** or how could you safely report bullying?
5. **Why** is it important to **report** bullying to a **trusted adult**?
6. Name someone you could call on if you need help, advise, protection or guidance.

Parents: Thank you for participating in D.A.R.E. keepin' it REAL Family Talk activities!