

# **Objectives for D.A.R.E. Elementary School Curriculum**

## **Lesson 1: Purpose and Overview of the D.A.R.E Program**

- Students will be able to say in their own words the theme of the D.A.R.E program by participating in discussions.
- Students will explain the steps in the D.A.R.E Decision-Making Model by practicing with a partner.
- Students will write a personal reflection in response to the lesson.

## **Lesson 2: Tobacco and You**

- Students will review the D.A.R.E. Decision-Making Model by applying it to authentic situations.
- In a graphic representation, students will compare their estimates of the extent of tobacco use among adolescents with estimates reported in national surveys.
- Students will compare and contrast “common” beliefs about tobacco use through discussion, and analyze the validity of personal beliefs about tobacco use through a think, pair, share activity. They will recognize and correct personal misconceptions about tobacco use.
- Students will identify harmful effects of tobacco to the body by creating a warning label.
- Students will write a personal reflection in response to the lesson.

## **Lesson 3: Smoke Screen**

- Students will draw conclusions regarding the impact of advertising on the sale of tobacco by analyzing marketing techniques.
- Students will apply the D.A.R.E. Decision-Making Model to tobacco situations through group consensus.
- Students will recognize the harmful effects of marijuana use on the body by competing a worksheet in a think, pair, share format.
- Students will write a personal reflection in response to the lesson.

## **Lesson 4: Alcohol and You**

- In a graphic representation, students will compare their estimates of the extent of alcohol use among adolescents with estimates reported in national surveys.
- Students will compare and contract “common” beliefs about alcohol use through discussion, and analyze the validity of personal beliefs about alcohol use through a think, pair, share activity. They will recognize and correct personal misconceptions about alcohol use.
- Students will identify harmful effects of alcohol use to the body and the brain by completing a true/false worksheet.
- Students analyze risky situations and apply the D.A.R.E. Decision-Making Model in addressing strengths, needs, and health benefits of NOT using alcohol.
- Students will write a personal reflection in response to the lesson.

## **Lesson 5: The Real Truth**

- Students will review the D.A.R.E. Decision-Making Model by applying it to authentic personal situations.

- Students will recognize and describe the powerful effects of alcohol advertising by viewing a video and discussing the impact of alcohol advertising ploys.
- Students will identify harmful effects of inhalants on the body through questions and answers.
- Teams of students will brainstorm and list in a relay race the health risks in using drugs such as tobacco, alcohol, marijuana, and inhalants.
- Teams of students will brainstorm and list in a relay race and healthy things to do with friends that do not involve the use of tobacco, alcohol, marijuana, or inhalants.
- Students will write a personal reflection in response to the lesson.

**Lesson 6: Friendship Foundations**

- Students will discuss recently observed advertisements and how the concept of friends was used in the ads.
- Students will describe qualities of positive friendships.
- Students will identify personal social support networks by starring specific resources.
- Students will identify types of peer pressure, and effective refusal responses in a written situation.
- Students will apply the D.A.R.E. Decision-Making Model in written peer pressure situations.
- Students will write a personal reflection in response to the lesson.

**Lesson 7: Putting it Together**

- Students will discuss recent personal peer pressure situation, and how they responded.
- Students will demonstrate confident response styles in using “way to be in charge” through role-play.
- Students will apply the D.A.R.E. Decision-Making Model process by analyses of confident responses to the role-play situations.
- Students will write a personal reflection in response to the lesson.

**Lesson 8: Personal Action**

- Students will discuss recent personal examples of how they responded Confidently and Responsibly in situations.
- Students will identify internal sources of personal pressure by group analyses and discussion.
- Students will develop a plan of action to make healthy and wise decisions about alcohol, tobacco, and other drugs in the D.A.R.E. Report.
- Students will write a personal reflection in response to the lesson.

**Lesson 9 Practice! Practice! Practice!**

- Students will practice refusal skills to enhance health by using authentic pressure situations in a game activity.
- Students will evaluate and reflect their learning by sharing the D.A.R.E. Report and Pledge.

**Lesson 10: Special Event**

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