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)
- D.A.R.E. Family Talk # 1 (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.

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
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.

Materials
- Student Planner
- D.A.R.E. Family Talk # 2 (optional)

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
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.)
- D.A.R.E. Family Talk # 3 (optional)

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
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.

Materials
- D.A.R.E. Family Talk # 4 (optional)

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
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)

Materials
- D.A.R.E. Family Talk # 5 (optional)

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