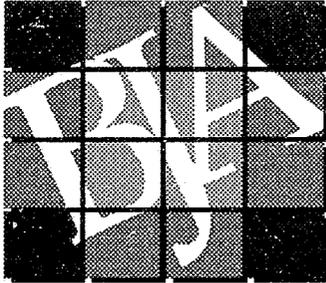


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Office of Justice Programs  
Bureau of Justice Assistance



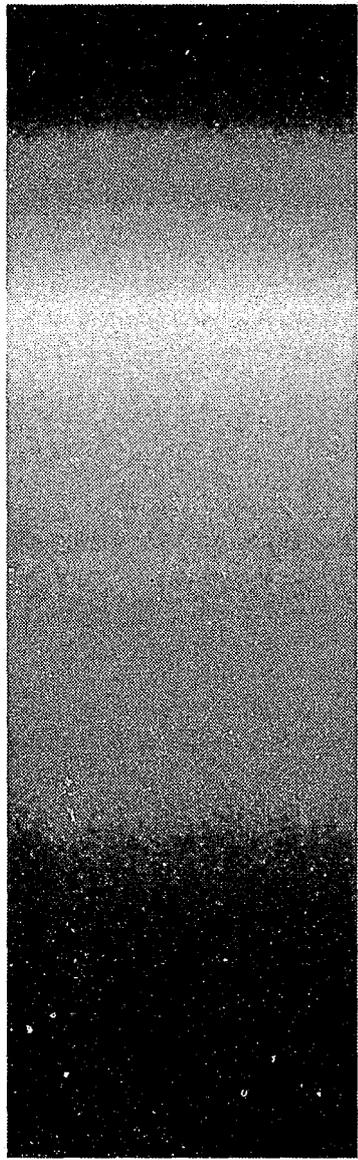
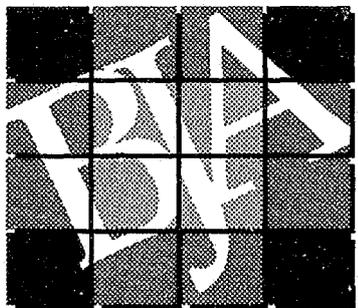
Bureau of Justice Assistance

# An Introduction to DARE: Drug Abuse Resistance Education

Second Edition

**PROGRAM BRIEF**

129862



Bureau of Justice Assistance

# An Introduction to DARE: Drug Abuse Resistance Education

Second Edition

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U.S. Department of Justice  
National Institute of Justice

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## PROGRAM BRIEF

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October 1991  
NCJ 129862

**U.S. Department of Justice**  
**Office of Justice Programs**  
*Bureau of Justice Assistance*

**U.S. Department of Justice**

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The Assistant Attorney General, Office of Justice Programs, establishes the policies and priorities, and manages and coordinates the activities of the Bureau of Justice Assistance, Bureau of Justice Statistics, National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention, and Office for Victims of Crime.

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# PREFACE

In response to mounting national concern about drug use by American youth, the Bureau of Justice Assistance has produced this publication informing law enforcement officers, educators, government officials, and other concerned citizens about DARE.

DARE (Drug Abuse Resistance Education) is a drug abuse prevention education program designed to equip elementary school children with skills for resisting peer pressure to experiment with tobacco, drugs, and alcohol. Developed in 1983 as a cooperative effort by the Los Angeles Police Department (LAPD) and the Los Angeles Unified School District (LAUSD), this unique program uses uniformed law enforcement officers to teach a formal curriculum to classroom students. DARE gives special attention to fifth and sixth grades to prepare students for entry into middle/junior high and high school, where they are most likely to encounter pressures to use drugs.

This innovative program has several noteworthy features:

- **DARE targets elementary school children.** In the past, middle/junior high and high school drug education programs have come too late to prevent drug use among youth. Therefore, substantial numbers of young people report first use of alcohol, tobacco, and marijuana by middle/junior high school.<sup>1</sup>
- **DARE offers a highly structured, intensive fifth and sixth grade curriculum** developed by Dr. Ruth Rich, the Los Angeles Unified School District health education instructional specialist, in cooperation with recognized experts in the field. A basic precept of the DARE program is that elementary school children lack sufficient social skills to resist peer pressure to say no to drugs. DARE instructors do not use the scare tactics of traditional approaches that focus on the dangers of drug use. Instead, the instructors teach children a variety of techniques to resist peer pressure. As a result of the instruction, children gain good judgment by learning skills in

assertiveness, self-esteem, and decisionmaking and are given alternatives to tobacco, alcohol, and drug use. In many instances the DARE curriculum addresses learning objectives of the State's department of education while conforming to health education standards.

- **DARE uses uniformed law enforcement officers to conduct the class.** Uniformed officers as DARE instructors not only are role models for impressionable children but also have high credibility on the subject of drug use. Moreover, by relating to students in a role other than that of law enforcement, officers develop a rapport that promotes positive attitudes toward the police and greater respect for the law.
- **DARE represents a long-term solution to a problem that has developed over many years.** Many people believe that in time a change in public attitudes will reduce the demand for drugs. DARE seeks to promote that change. Equally important, DARE instructors instill in children decisionmaking capabilities that can be applied to a variety of situations as they mature.

In 1988, the Bureau of Justice Assistance (BJA), Office of Justice Programs, U.S. Department of Justice, actively supported the DARE program by awarding grants to fund four regional training centers (RTC's) to disseminate the DARE program. These grants were awarded to the Arizona Department of Public Safety, Illinois State Police, Los Angeles Police Department, and Virginia State Police. In 1989, the North Carolina State Bureau of Investigation was funded as the fifth RTC.

With the growth of the DARE program nationwide, the regional centers evolved into the DARE Training Center Policy Advisory Board (TCPAB), with authority to set the policies and procedures for DARE. The board comprises two members (a law enforcement and an educational representative) from each established federally recognized DARE RTC as well as a member from BJA.

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The DARE TCPAB has responsibility for:

- Ensuring the continuity and integrity of DARE Officer Training (DOT).
- Providing technical assistance to other training centers.
- Maintaining a master training schedule for all centers conducting DOT.
- Distributing all updated DARE educational material.
- Maintaining a complete roster of personnel trained and certified in DARE.
- Reviewing and making recommendations for curriculum modifications.
- Developing, updating, and maintaining BJA/TCPAB documents.

The DARE TCPAB has defined geographical boundaries for each regional training center. This ensures accountability in the delivery of training and provides an effective means of monitoring DARE's progress. The five regional training centers and their jurisdictions are as follows:

## Regional Training Centers

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### EAST REGION

Virginia State Police  
P.O. Box 27472  
Richmond, VA 23261  
(804) 674-2238

**Project Director:** Assistant Special Agent-in-Charge  
Wayne Oyler

Connecticut	New York
Delaware	Pennsylvania
District of Columbia	Puerto Rico
Maine	Rhode Island
Maryland	Vermont
Massachusetts	Virginia
New Hampshire	West Virginia
New Jersey	

### SOUTHEAST REGION

North Carolina State Bureau of Investigation  
3320 Old Garner Road  
Raleigh, NC 27626  
(919) 779-1400  
(919) 662-1463 fax

**Project Director:** Deputy Director Charles Dunn  
Special Agent Terry Johnson

Alabama	Mississippi
Florida	North Carolina
Georgia	South Carolina
Louisiana	Tennessee

### MIDWEST REGION

Illinois State Police  
DARE Bureau  
4 North Old State Capitol Plaza  
Suite 4  
Springfield, IL 62701  
(217) 782-1054  
(217) 524-6949 fax

**Project Director:** Captain William O'Sullivan

Arkansas	Minnesota
Illinois	Missouri
Indiana	Ohio
Iowa	Virgin Islands
Kentucky	Wisconsin
Michigan	

### SOUTHWEST REGION

Arizona Department of Public Safety  
3110 North 19th Avenue, Suite 290  
Phoenix, AZ 85015  
(602) 223-2544  
(602) 279-0853 fax

**Project Director:** Captain John F. Pope

Alaska	Nebraska
American Samoa	New Mexico
Arizona	Oklahoma
Colorado	South Dakota
Kansas	Texas

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## **WEST REGION**

Los Angeles Police Department  
DARE Division  
150 North Los Angeles Street  
Los Angeles, CA 90012  
(213) 485-3277  
(213) 485-8125 fax

**Project Director:** Commander Walt Mitchell

California  
Hawaii  
Idaho  
Montana  
Nevada

North Dakota  
Oregon  
Washington  
Wyoming  
Utah

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# ACKNOWLEDGMENTS

*An Introduction to DARE: Drug Abuse Resistance Education* was completed under the auspices of the DARE Training Center Policy Advisory Board chaired by Captain Michael Bostic (Los Angeles Police Department). The executive board consists of Inspector Timothy DaRosa (Illinois State Police), Deputy Director Charles Dunn (North Carolina State Bureau of Investigation), Assistant Special Agent-in-Charge Wayne Oyler (Virginia State Police), and Captain John Pope (Arizona Department of Public Safety). Members of the executive board serve as the project directors of the five DARE regional training centers, which are dedicated to improving the criminal justice system by educating youth about drug prevention.

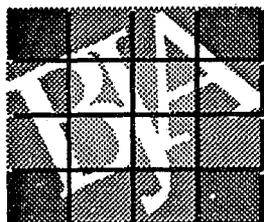
All work on this document was completed by the TCPAB Curriculum Committee. Under the able leadership of Chairperson Linda Lang, the committee is to be commended for its commitment to excellence.

Members of the Curriculum Committee are as follows:

Linda Lang, Chairperson	Illinois State Police
David Bryant	North Carolina Department of Public Instruction

Johanna Goldberg	Los Angeles Unified School District
Harold Lakey	Virginia Department of Education
Terri Laurel	Arizona Department of Public Safety
Ken Pearman	Arizona Department of Public Safety
Don Van Velzer	Los Angeles Police Department

Finally, special thanks are extended to Dorothy L. Everett, program manager, and Don Anderson, chief, Drug Abuse/Information Systems Branch, Bureau of Justice Assistance, U.S. Department of Justice, for their continuing support.



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# AN INTRODUCTION TO DARE: DRUG ABUSE RESISTANCE EDUCATION

America has a drug problem.

It is a problem that exacts an enormous toll in human suffering, in the expenditure of public monies, and, more important, in the enormous waste of human potential.

It is a festering national problem with far-reaching implications.

Despite urgent warnings from parents, educators, and the mass media, many of this Nation's young people experiment with and use a variety of harmful substances, including tobacco, drugs, and alcohol.<sup>2</sup> An annual survey of high school seniors conducted for the National Institute on Drug Abuse shows that there are virtually no drug-free schools in this country. It shows that virtually all seniors (99.6 percent in the sample) attend schools in which at least one-tenth of the senior class used some illicit drug in the prior year; in fact 91 percent attend schools where at least one-quarter of the students had used an illicit drug in the senior year.<sup>3</sup> Children as young as age 9 report that marijuana is "easy to get."<sup>4</sup>

Until recently, law enforcement strategies focused on the supply side of the drug problem, with millions of dollars spent each year to control the distribution and sale of illicit drugs. The confiscation of tons of narcotics and thousands of arrests have made a significant difference in decreasing the availability of drugs. Despite these strides in eliminating the supply side of the drug problem, much still needs to be accomplished in diminishing the demand side.

Law enforcement experts now recognize that the problem of substance use must be addressed by stemming the demand, especially among young people who might become tomorrow's drug users. A recent report issued by the Commission on Organized Crime concludes that the only way to significantly reduce the drug problem in the United States is through eliminating the demand for drugs.<sup>5</sup>

School children must be educated about the dangers of drug use and encouraged to resist subtle and direct pressures on them to experiment with drugs.

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# ARRESTING DEMAND: THE DEVELOPMENT OF DARE

In 1983, Chief Daryl Gates of the Los Angeles Police Department recognized that to prevent substance use among children he needed the cooperation of the Los Angeles Unified School District. Under Chief Gates' direction, LAPD collaborated with Dr. Harry Handler, superintendent of LAUSD, to launch a prevention education program that uses law enforcement officers as regular instructors in elementary classrooms.

A review of existing substance use curriculums by Dr. Ruth Rich, the health education specialist from LAUSD, showed that lessons concentrating on techniques for resisting peer pressure, on self-management skills (decisionmaking, values clarification, and problem solving), and on alternatives to drug use appeared to have the greatest degree of success.<sup>6</sup> These methods were incorporated into the DARE curriculum, challenging students to consider

the consequences of their actions and involving them in classroom exercises that give them the opportunity to practice what they've learned.<sup>7</sup> During DARE's first year, 1983-84, 10 officers taught the new curriculum to more than 8,000 students in 50 Los Angeles elementary schools. Subsequently, the DARE program, which originally targeted fifth and/or sixth grades, was expanded to include a junior high curriculum and lessons for kindergarten through fourth grade.

Encouraged by this success, Chief Gates invited other jurisdictions to send officers to Los Angeles for 80 hours of intensive DARE training. Officers from all 50 States have now learned how to bring the DARE curriculum to the children in their communities. Since that training began, DARE has expanded throughout the United States, and parts of Europe, and Asia.

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# PROGRAM GOALS AND OBJECTIVES

The major goal of DARE is to prevent substance abuse among school children.<sup>8</sup>

By targeting young children, DARE seeks to prevent adolescent substance abuse, thus reducing the demand for drugs. DARE lessons focus on the following points:

- Providing the skills for recognizing and resisting social pressures to experiment with tobacco, alcohol, and drugs.
- Helping enhance self-esteem.
- Teaching positive alternatives to substance use.

- Developing skills in risk assessment and decisionmaking.
- Building interpersonal and communications skills.

DARE achieves these objectives by training carefully selected veteran law enforcement officers to teach a structured, sequential curriculum in the schools.

An important byproduct of DARE is the impact made by uniformed law enforcement officers working in classrooms. These officers provide a positive role model for children in a non-threatening environment.

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# A PROGRAM THAT WORKS: EVALUATION RESULTS

Evaluations of DARE began along with the development of the program in Los Angeles, which has become a longitudinal research program of the Evaluation Training Institute (ETI).<sup>9</sup> The results reveal great enthusiasm for the program among school principals and teachers who believe the DARE Program produces students who are less accepting of substance use and better prepared to deal with peer pressure. In addition to the ETI evaluations, the number of assessments and evaluations of DARE has grown with DARE's expansion into a national program.<sup>10</sup>

The National Institute of Justice (NIJ) is conducting an assessment of the DARE program. The assessment will consist of:

- a review of the DARE organizational structure and operation of programs nation wide; and
- a review of DARE program evaluations to determine factors that contribute to program effectiveness.

The assessment will identify ways to enhance or expand existing drug prevention and education.

Evaluations being conducted by DARE Regional Training Centers are forming the basis for extensive longitudinal studies. Answers to specific questions or information regarding this research can be obtained by contacting any of the regional training centers.

Considering the results of studies to date regarding program effectiveness, DARE students, compared with those who had not had DARE, indicated significantly lower substance use since graduation from the sixth grade. Moreover, when asked to imagine friends pressuring them to use drugs or alcohol, these students were significantly more likely to decline the offer. DARE students were also more likely to use effective refusal strategies emphasized by the DARE curriculum. These studies also found substantial evidence that DARE students experience increased self-esteem and improved attitudes toward law enforcement personnel.

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# CRITICAL PROGRAM ELEMENTS

The following elements are deemed essential for a successful DARE program: <sup>11</sup>

## **A. Joint Planning**

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DARE requires the investment and collaboration of law enforcement and education agencies. The initiative may be taken by either agency or by a third party, such as the mayor's office or a parents' group. However, both education and law enforcement agencies must be involved in early planning. Many issues are likely to arise during the planning period:

### **Will school and police administrators have difficulty working together?**

Schools and police agencies often have different philosophies and administrative styles and may not be accustomed to working together. Communities find, however, that a structured program and a mutual commitment to preventing substance use among young people provide strong motivation for pursuing this cooperative effort.

### **Will the education community resist a law enforcement presence in the classroom?**

Police officers are usually viewed as law enforcers, not as teachers. However, DARE officers are well-trained, committed individuals who quickly prove their effectiveness in the classroom. When teachers and administrators observe individual officers teaching the DARE curriculum, their former resistance changes into a receptive attitude.

### **Are there other school-based programs in use or being introduced to combat adolescent drug use?**

A long-standing concern about substance use has generated many approaches to prevention education.

School systems must choose among many curriculums and allocate their limited resources effectively. Other educators or health specialists may be committed to another approach and may not recognize how DARE fits into the total health education program. To meet these legitimate concerns, proponents of competing programs should be invited to participate in the planning process.

### **How can DARE fit into an already full classroom schedule?**

The DARE curriculum is multifaceted, emphasizing basic skills that students must learn to make reasonable choices for good health. DARE reinforces language arts through many of its lessons. Some States have identified ways in which the DARE curriculum meets learning objectives established by their department of education.

### **Can the law enforcement department afford to reassign officers to classroom duty?**

The effectiveness of DARE suggests that law enforcement cannot afford to reject these prevention efforts. DARE is a long-term investment in future generations. Law enforcement administrators in hundreds of jurisdictions, having recognized the limitations of past approaches to the Nation's drug problem, have commented that the DARE program may indeed have a great impact on future drug abuse and crime.

One officer/instructor can serve as many as 10 elementary schools, conducting up to 40 classes per year. Consequently, small law enforcement departments, which may have special concerns about the time required for DARE implementation, will find that an officer can work part time as a DARE instructor, with the balance of the officer's time being devoted to other departmental activities.

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## B. Written Agreement

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Implementation of DARE requires a partnership between law enforcement agencies and education systems. A written agreement between law enforcement and school officials demonstrates each agency's commitment to DARE and defines its respective role. This agreement generally includes:

- A statement of their mutual commitment to implement DARE as a strategy to prevent substance use among children.
- The law enforcement role: to assign qualified officers to teach the DARE curriculum in a non-law-enforcement role.
- The school role: to provide classroom time for lessons, coordinate scheduling, and encourage teachers to support and reinforce DARE classroom activities.
- The partnership role: to identify—
  - The grade(s) to be targeted and the number of schools and students to be taught.
  - The agency responsible for providing such resources as student workbooks, films, and officer teaching aides.
  - The agency responsible for program oversight.
  - The procedures for regular communication between the two agencies.

## C. Officer Selection

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The high quality of the officer/instructor is the key-stone of the DARE program. Officers volunteer for the program, committed to preventing substance use among young people. A minimum of 2 years' street experience, maturity, and good communication and organizational skills are generally required.

The officers should be from the local community where they will be recognized by students. However, small communities that cannot spare a local officer may recruit other law enforcement personnel to teach the program. As noted above, this commitment may be part time.

The selection process generally involves posting the position, preliminary screening, and a formal interview by a review panel that can include both police and school personnel. During these interviews, DARE candidates frequently reveal skills and experience that qualify them for this unique challenge. School panelists have often commented on how informative their participation in officer selection has been in eliminating their misconceptions about police capabilities.

## D. Officer Training

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Training for DARE officers consists of an intensive 2-week (80-hour) seminar jointly conducted by law enforcement and education agencies. Several States now offer DARE officer training, using the format mandated by the Regional Training Center's Accreditation Committee (RTCAC). To maintain the integrity of the DARE program, it is essential that officers be trained by certified agencies.

The DARE training curriculum includes:

- An overview of current drug use prevention activities.
- Communication and public speaking skills.
- Teaching methodology and classroom behavior management.
- School/police relationships.
- Police/parent community relationships.
- Stages of adolescent chemical dependency.
- Modeling DARE lessons.
- Program administration.
- Sources of supplementary funding.
- Teaching DARE lessons.

An important component of the training is the lesson model provided by experienced, specially trained DARE officers called mentors. Mentors advise and support trainees throughout the 80-hour course by preparing them for a variety of assignments.

Training sites also provide orientation sessions for law enforcement and education administrators. These sessions provide an opportunity for managers to

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discuss organizational issues associated with DARE implementation and to review forms and systems for monitoring and recordkeeping.

## **E. Curriculum**

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### **Core**

The DARE core curriculum targets fifth- and/or sixth-grade elementary school students who will be graduating into middle/junior high at the end of the year. The curriculum consists of 17 45-to-60-minute lessons to be conducted by the DARE officer on a weekly basis. The lessons are structured, sequential, and cumulative. They employ a wide range of teaching strategies that emphasize student participation, including question-and-answer, group discussion, and role-play activities.

The curriculum teaches students the social skills to recognize and resist peer influences and other pressures when faced with personal choices. In addition to building refusal skills, the lessons develop self-esteem, risk assessment and decisionmaking skills, interpersonal and communication skills, critical thinking, and the identification of positive alternatives to negative pressures. A list of the 17 DARE lessons appears at the end of this manual on page 17.

The DARE curriculum is available only to those officers who have been certified by an accredited training center. Spanish and braille versions of the student workbook are available.

### **Extended Curriculum**

DARE's developers have created several activities to supplement the core curriculum for fifth and/or sixth grade.

### **Kindergarten Through Fourth Grade Visitation Lessons**

Typically, an officer can teach up to four fifth-or sixth-grade classes per day. As time permits, the officer can visit each of the lower grades to introduce the students to the DARE concept. A kindergarten through fourth-grade curriculum is available for this purpose. The 15- to 20-minute lessons cover such topics as personal safety, obeying laws, and helpful and harmful uses of medicines and drugs.

### **Middle/Junior High Curriculum**

A 10-session middle/junior high curriculum, which targets seventh grade, has been developed to reinforce the lessons of the elementary-level curriculum. To accommodate an already crowded classroom schedule, these sessions are usually taught during the health education block of instruction.

### **High School Curriculum**

The DARE Senior High Program consists of a series of 10 sessions on social skills and violence-prevention strategies. Six sessions are taught by the DARE officer and the other sessions are taught by the classroom teacher. The lessons and activities are designed to be implemented over a period of 10 to 11 days in the required course in health or in some other appropriate subject, such as science, social studies, or driver's education. The DARE Senior High Program requires training for both the officer and the classroom teacher.

Communities wishing information about the program should contact one of the regional training centers in \* the list beginning on page ii of this publication.

## **F. Classroom Instruction**

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Typically, officers are assigned to each school for a full day. Thus, 1 officer can serve up to 5 schools per week per semester, or 10 schools in a 2-semester school year. In addition to classroom instruction, officers should be available to participate in various school functions. It is recommended that part-time DARE officers be assigned to agency units such as community services, in order to avoid law enforcement duties that may conflict with the DARE image or result in court dates that could interfere with classroom obligations.

## **G. Officer Appraisal**

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Procedures to monitor and appraise the officer's classroom performance are important to the success of the DARE program. This element helps to ensure the DARE curriculum is presented accurately and effectively.

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## **H. Informal Officer/Student Interaction**

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In addition to formal classroom teaching, DARE officers spend time on the playground, in the cafeteria, and at student assemblies, interacting with students informally. They may organize a soccer match, play basketball, or chat with students over lunch. In this way students have an opportunity to become acquainted with the officer as a trusted friend who is interested in their happiness and welfare. Students occasionally tell the officer about problems such as abuse, neglect, alcoholic parents, or relatives who use drugs. Officers are trained to report and refer these cases to the appropriate school administration and State agency.

## **I. Teacher Orientation**

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The officer needs the support and understanding of teachers to function effectively in the classroom. The DARE officer familiarizes teachers with the DARE curriculum at an inservice orientation at the beginning of the school year. He explains their respective roles and identifies ways they can cooperate in communicating DARE's objectives to the students.

Teachers must stay in the classroom during the DARE instruction. Because they know their students well, teachers can share with the officers ways to handle classroom behavior. Frequently, teachers assist with organizing role-play exercises, check that students complete their homework, or provide lessons during the week to reinforce the DARE officer's teaching. To encourage such involvement, the curriculum contains extended activities that teachers may choose to introduce.

## **J. Inservice Training**

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The program should provide opportunities for regular inservice training for the DARE officer. Continued training ensures that skills are reinforced and strengthened, and that the DARE officer is kept abreast of new and pertinent information significant to the DARE program and teaching strategies.

## **K. Parent Education**

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### **DARE Curriculum**

Parental cooperation and understanding are essential to any substance abuse prevention effort. During the semester, parents are invited to an evening session called the parent education evening. At this session the DARE officer explains the DARE program and provides the opportunity for parents to review the curriculum, answering any question that might be raised regarding the program and its contents. Parents and teachers may ask to review the curriculum at any time and the DARE officer is always available for questions.

At the parent education evening the DARE officer will show a film, "Sons and Daughters—Drugs and Booze." This film illustrates for parents how drugs and alcohol can effect their children. The DARE officer then leads a discussion on topics such as improving the family communication, recognizing and responding to symptoms of substance use in children, and information concerning local resources. The discussion varies depending upon the needs of the parents and the questions generated from the film. Some communities report that enthusiastic parents organize followup informational drug-prevention activities as a result of these parent education evenings.

### **Parent Component**

The DARE Parent Component extended activity is a series of four lessons based on social skills strategies for parents. The lessons are designed to make parents more aware of the social conditions and peer influences that affect children's decisionmaking skills.

## **L. Community Presentations**

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Police, educators, and others committed to the success of this effort must ensure that the program is visible and widely accepted. Meeting with groups representing all segments of the community, including parent and civic groups, community-based organizations, housing projects, and local businesses, promotes the level of community understanding and support that is essential for DARE's successful implementation.

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Community support may also help to ensure program continuity. Community service organizations frequently supplement program resources by paying for student workbooks or providing student T-shirts, bumper stickers, or other promotional materials that demonstrate the community's commitment to substance use prevention. This kind of support reinforces for students the importance of saying no to drugs.

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# WHAT ARE THE COSTS AND WHO WILL PAY?

## A. Personnel

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### One Full-Time Law Enforcement Officer for Every 10 Elementary Schools

The cost of reassigning an officer is generally borne by the law enforcement agency. In some communities, the school pays the officer's salary or shares the cost with the law enforcement agency.

### Program Coordinator

Unless a program is very large, the coordinator generally holds another position, such as school health education coordinator or police community relations officer.

## B. Other Costs

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### Officer Training

Several States currently have DARE Officer Training Centers. Communities sending officers should note that although fees are minimal at most sites, there may be travel, lodging, and meal costs. These costs may be paid from school or law enforcement budgets or, in some communities, from service club budgets.

### DARE Curriculum

The curriculum developed by the Los Angeles Unified School District is only taught through DARE Officer Training Centers as part of the DARE Officer Training Program. The curriculum is supplied either free or at a nominal charge.

### DARE Workbook

A DARE workbook must be provided for each student who participates in the core fifth and/or sixth grade instructional program. This LAUSD copyrighted student material may be purchased directly from

LAUSD for approximately 75 cents per copy. The workbook is available in Spanish at the same price. Local school or law enforcement agencies may request permission to duplicate the workbook. This allows the agencies to develop local identity in the design of the workbook cover.

### Films/Videos

The optional film "Drugs and Your Amazing Mind" can be used for the lesson introducing students to the impact of harmful substances. The film "Sons and Daughters—Drugs and Booze" is shown at the parent education evening. Total cost for both films is approximately \$900. (The film "Sports Suite" may be used as a supplemental film. Cost is approximately \$300.) To reduce cost, films may be shared by communities or borrowed from local film libraries.

These films may be paid for by the law enforcement agency; the school department; or a local private funding source, such as a service organization, bank, or other business.

### Handouts

Officers need to photocopy handouts for students, teacher orientation, and parent meetings. DARE officers generally use photocopying machines at the school or in their own agency.

### Classroom Supplies

Classroom presentations are frequently more interesting to students when there are visual displays. Many DARE officers make posters or transparencies for selected lessons. Supplies may be provided by school departments or donated by local school suppliers.

LAUSD has developed a supplemental visual aid that consists of a set of 20 laminated charts that enhance the DARE lessons. These charts may be ordered from LAUSD at a cost of \$76 per set including shipping. A Spanish edition is available at the same cost. LAUSD also has produced the safety poster series

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Protecting Our Children, to be used in the kindergarten through fourth-grade program. The cost of the set is \$9.95 including shipping.

### **Promotional Materials**

The distribution of brochures, T-shirts, buttons, or bumper stickers enhances support for any program. In many communities, service organizations willingly donate these kinds of items.

Money for DARE activities comes from many different sources. Because substance abuse prevention education for young people is a high priority in many communities, local revenues are often allocated to cover personnel and supplies. In some jurisdictions funds from the sale of confiscated local drug property have been appropriated.

Information about other possible funding sources is widely available. Notices regarding the availability of Federal funding appear in the Federal Register and Commerce Business Daily, which can be obtained at regional Federal offices and some libraries. To subscribe, contact the Superintendent of Documents, Government Printing Office, Washington, DC 20402-9731, telephone 202-783-3238.

State funding may be available through State departments of health and human services, public safety, education, or Justice Assistance Act block programs. Many States publish funding notices similar to those available at the Federal level.

Information about private foundations and corporate philanthropic programs is available from the Foundation Center through a national network of library reference collections. To find out about the nearest collection, call 1-800-424-9836.

DARE America is a tax-exempt, I.R.S. 501(c)(3) corporation formed to support the DARE Program. The DARE America Board of Directors consists of prominent national business, political, law enforcement, and educational leaders who volunteer their time to raise funds and work toward the goals of DARE America.

DARE America's goals are to:

- Create a national awareness of the DARE program.
- Encourage the adoption of DARE in all States and communities.
- Provide educational materials without charge to new DARE cities.
- Support a national DARE instructor training program.
- Monitor the standards and integrity of DARE instruction through audits and surveys.
- Protect the DARE trademark from misuse and exploitation.
- Coordinate national fundraising for DARE.

After completion of DARE training, all DARE officers and their agencies are placed on the DARE America mailing lists for materials and a monthly newsletter. For further information about DARE America, call 1-800-223-DARE.

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# APPENDIX: DARE LESSONS

The DARE curriculum is organized into 17 classroom sessions conducted by the police officer, coupled with suggested activities taught by the regular classroom teacher. A wide range of teaching activities are used: question-and-answer, group discussion, and role-play and workbook exercises, all designed to encourage student participation and response.

Each lesson is briefly summarized below, giving a sense of the scope of the DARE curriculum and the care taken in its preparation. All of these lessons were pilot tested and revised before widespread use began.

1. **Practices for Personal Safety.** The DARE officer reviews common safety practices to protect students from harm at home, on the way to and from school, and in the neighborhood.

2. **Drug Use and Misuse.** Students learn the harmful effects of drugs if they are misused as depicted in the film "Drugs and Your Amazing Mind."

3. **Consequences.** Focus is on the consequences of using and not using alcohol and marijuana. If students are aware of those consequences, they can make better informed decisions regarding their own behavior.

4. **Resisting Pressures To Use Drugs.** The DARE officer explains different types of pressure—ranging from friendly persuasion and teasing to threats—that friends and others exert on students to try tobacco, alcohol, or drugs.

5. **Resistance Techniques: Ways To Say No.** Students rehearse the many ways of refusing offers to try tobacco, alcohol, or drugs—simply saying no and repeating it as often as necessary, changing the subject, walking away, or ignoring the person. They learn that they can avoid situations in which they might be subjected to such pressures and can "hang around" with nonusers.

6. **Building Self-Esteem.** Poor self-esteem is one of the factors associated with drug misuse. How students feel about themselves results from positive and negative feelings and experiences. In this session students learn about their own positive qualities and how to compliment other students.

7. **Assertiveness: A Response Style.** Students have certain rights—to be themselves, to say what they think, to say no to offers of drugs. The session teaches them to assert those rights confidently and without interfering with others' rights.

8. **Managing Stress Without Taking Drugs.** Students learn to recognize sources of stress in their lives and techniques for avoiding or relieving stress, including exercise, deep breathing, and talking to others. They learn that using drugs or alcohol to relieve stress causes new problems.

9. **Media Influences on Drug Use.** The DARE officer reviews strategies used in the media to encourage tobacco and alcohol use, including testimonials from celebrities and social pressure.

10. **Decisionmaking and Risktaking.** Students learn the difference between bad risks and responsible risks, how to recognize their choices, and how to make a decision that promotes their self-interests.

11. **Alternatives to Drug Abuse.** Students learn that to have fun, to be accepted by peers, or to deal with feelings of anger or hurt, there are a number of alternatives to using drugs and alcohol.

12. **Role Modeling.** A high school student selected by the DARE officer with the assistance of the high school staff visits the class, providing students with a positive role model. Students learn that drug users are in the minority.

13. **Forming a Support System.** Students learn that they need to develop positive relationships with many different people to form a support system.

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**14. Ways To Deal With Pressures From Gangs.**

Students discuss the kinds of pressures they may encounter from gang members and evaluate the consequences of the choices available to them.

**15. DARE Summary.** Students summarize and assess what they have learned.

**16. Taking a Stand.** Students compose and read aloud essays on how they can respond when they are pressured to use drugs and alcohol. The essay represents each student's "DARE Pledge."

**17. Culmination.** In a schoolwide assembly planned in concert with school administrators, all students who have participated in DARE receive certificates of achievement.

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# ENDNOTES

1. L.D. Johnston, P.M. O'Malley, and J.G. Bachman, *Drug Use Among American High School Students, College Students, and Other Young Adults: National Trends Through 1988*. Rockville, Maryland: ADAMHA, 1989.
2. R.H. Coombs, F.I. Fawzy, and B.E. Gerber, "Patterns of Cigarette, Alcohol, and Other Drug Use Among Children and Adolescents: A Longitudinal Study," *International Journal of the Addictions* 21: 897-913, 1986.
3. Johnston et al., *Drug Use Among American Students*.
4. *Education USA*, May 25, 1987, p. 298.
5. Commission on Organized Crime, March 1986.
6. A.J. Battjes, "Prevention of Adolescent Drug Use," *International Journal of the Addictions* 20: 1113-1141, 1985. J.M. Polich, P.L. Ellickson, P. Reuter, and J.P. Kahan, *Strategies for Controlling Adolescent Drug Use*. Santa Monica, California: RAND, 1984.
7. Project DARE's core curriculum for fifth- and sixth-grade students was adapted by Dr. Ruth Rich, a health education specialist with the Los Angeles Unified School District, from a curriculum for Project SMART (Self-Management and Resistance Training), a prevention curriculum designed by the Health Behavior Research Institute of the University of Southern California, with funding from the National Institute on Drug Abuse.
8. See also W. DeJong, "Project DARE: Teaching Kids To Say No to Drugs and Alcohol," *NIJ Reports*, March 1986, pp. 2-5.
9. There are many evaluation reports completed by and available from the Evaluation Training Institute in Los Angeles. See especially *DARE Evaluation Report for 1985-1989, 1990*.
10. DARE evaluations have been completed or are ongoing for individual schools, entire school systems, or across entire States. Some of the more recent reports include:
  - R. R. Clayton, A. Cattarello, L.E. Day, and K.P. Walden, "Persuasive Communication and Drug Prevention: An Evaluation of the DARE Program," in L. Donohew, H. Sypher, and W. Bukowski (Eds.), *Persuasive Communication and Drug Abuse Prevention*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1991.
  - W. DeJong, "A Short-Term Evaluation of Project DARE: Preliminary Indications of Effectiveness," *Journal of Drug Education* 17: 179-294, 1987.
  - J.R. Faine and E. Bohlander, "DARE in Kentucky Schools, 1988-89: An Evaluation of the Drug Abuse Resistance Education Program." (This is the latest in a series of annual reports available from the Social Research Laboratory, Western Kentucky University, Bowling Green, Kentucky.)
  - C.L. Ringwalt, S.T. Ennett, and K.D. Holt, "An Outcome Evaluation of Project DARE," *Health Education Research*, Fall 1991.
  - C.L. Ringwalt, T.R. Curtin, and D. Rosenbaum, "A First-Year Evaluation of DARE in Illinois." (Available from the Illinois State Police, Springfield, Illinois.)
11. See also W. DeJong, *Arresting the Demand for Drugs: Police and School Partnerships To Prevent Drug Abuse*. Washington, D.C.: National Institute of Justice, 1987.