

5th/6th Grade Curriculum

Lesson 1

Purposes and Overview of D.A.R.E. Program

Goal

- To describe the components of the D.A.R.E. Program
- To explore the use of the D.A.R.E. Decision-Making Model to solve problems.

Objectives

- Students will be able to say in their own words the theme of the D.A.R.E. Program.
- Students will explain the steps in the D.A.R.E. Decision-Making Model.

Lesson 2

Tobacco and You

Goal

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

Objectives

- Students will use the D.A.R.E. Decision-making Model to:
 1. Identify at least five harmful effects of tobacco to the body.
 2. Implement a Decision-Making Model that addresses strengths, needs, and health risk in using drugs.
 3. Compare and contrast “common” beliefs about tobacco use.
 4. Analyze the validity of personal beliefs about tobacco use.
 5. Recognize and correct personal misconceptions about tobacco use.
 6. Compare their estimates of the extent of tobacco use among adolescents with estimates reported in national surveys.

Lesson 3

Smoke Screen

Goal

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

Objectives

- Students will be able to draw conclusions regarding the impact of advertising on the sale of alcohol.
- Students will practice, define, and assess portions of the D.A.R.E. Decision-Making Model.

Lesson 4

Alcohol and You

Goal

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

Objectives

- Students will use the D.A.R.E. Decision-Making Model to:
 1. Identify at least five harmful effects of alcohol to the body and the brain.
 2. Implement a Decision-Making Model that addresses strengths, needs and health benefits of NOT using alcohol.
 3. Compare and contrast “common” beliefs about alcohol use.
 4. Analyze the validity of personal beliefs using alcohol.
 5. Recognize personal misconceptions about alcohol.
 6. Compare their estimates of the extent of drug use among adolescents with estimates reported in national surveys.

Lesson 5

The Real Truth

Goal

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

Objectives

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

Lesson 6

Friendship Foundations

Goal

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

Objectives

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

Lesson 7

Putting It Together

Goal

- Students will be able to demonstrate skills to avoid and resist pressures to use drugs. (National Health Standard 5-8)

Objectives

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

Lesson 8

Personal Action

Goal

- Students will identify internal pressures that influence decisions regarding drug use.
- Students will apply the decision making process to internal pressure situations.
- Students will synthesize material learned in their D.A.R.E. report.

Objectives

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

Lesson 9

Practice! Practice! Practice!

Goal

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

Objectives

- Students will
 1. Present at least five healthy ways to express needs, wants, and feelings.
(National Health Standard 5-3)
 2. Practice refusal and negotiation skills to enhance health.
(National Health Standard 5-8)
 3. Evaluate and reflect their learning by developing a written report on skills learned in the D.A.R.E. Program through the decision making process.

Lesson 10

Special Event

Goal

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

Objectives

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