

INTRODUCTION

As a D.A.R.E. mentor/trainer, you are an intimate part of the solution to two of the most serious problems ever to hit this Nation - substance abuse and violence among our youth. You are contributing to the personal growth and development of other individuals as well as carrying a message of active commitment.

The D.A.R.E. curricula and D.A.R.E. Officer Training Model have been designed using current educational philosophies and principles that enhance the transfer of decision-making and critical thinking skills. The more a mentor/trainer can infuse and model effective instructional strategies during the D.A.R.E. Officer Training, the more D.A.R.E. Officer Candidates will learn and retain. The educator is an integral member of the training staff, who is available to partner throughout the training to engage staff and D.A.R.E. Officer Candidates in learning the concepts and developing the skills necessary to be effective in working with D.A.R.E. Officer Candidates.

The role of an effective mentor/trainer is complex, challenging, and extremely rewarding. The complexity comes from working on several levels at once: using adult-to-adult techniques to prepare other trainers to work with their D.A.R.E. Officer Candidates; teaching materials and activities that are geared to children of various ages; and, finally, imparting an educational philosophy that will be delivered to D.A.R.E. Officer Candidates around the world.

The challenge comes from meeting the responsibilities assumed by all D.A.R.E. trainers - primarily, establishing the tone and, therefore, much of the outcome of the program. You are, in effect, to model the curriculum that the participating officers will emulate. You, therefore, have a responsibility to deliver training that is consistent with the intent of the curriculum model and a credit to the goals and objectives of the D.A.R.E. Program, your state training center and the agency you represent.

The rewards, of course, come from the satisfaction and pride of a job well done, as well as from being part of an important effort that helps others.

As a mentor, you will indirectly affect thousands of children through the officers you train to deliver the D.A.R.E. curricula.

The use of the materials in this manual is restricted to those who are certified as D.A.R.E. mentor/trainers. The purpose of the manual is to help mentor/trainers in the state training centers throughout the United States prepare law enforcement officers who have been selected to present the D.A.R.E. curriculum in schools. Those in the mentor/trainer role have already completed the initial 80-hour training course and have used their training to teach drug abuse resistance in elementary and secondary schools for a minimum of 1 year or two semesters. For this reason, the manual does not contain detailed information about the program itself; rather, the goal of this manual is to impart the methodology that has become the hallmark of D.A.R.E. materials and curriculum.

OBJECTIVES FOR DAY ONE

To provide an initial unifying atmosphere for the D.A.R.E. OFFICER'S TRAINING SEMINAR, the activity leaders will:

1. Extend their welcome to seminar D.A.R.E. Officer Candidates and introduce the training staff.
2. Orient the D.A.R.E. Officer Candidates to the goals, activities and expectations of the seminar.
3. The qualities and skills needed to become a certified D.A.R.E. Officer.
4. Provide an overview of the history of D.A.R.E.
5. Provide an overview of the background, and key elements of the D.A.R.E. model program.
6. Acquaint D.A.R.E. Officer Candidates with their team members and their mentor/staff.
7. Provide an opportunity for D.A.R.E. Officer Candidates to demonstrate their ability to do a two-minute presentation.
8. D.A.R.E. Officer Candidates will be introduced to Context for Learning
9. Provide instruction in the techniques of lesson presentation and organization.
10. Provide an opportunity for a review of the days' activities.

AGENDA FOR DAY ONE

Time	Activity	Activity Leader
0800-0900	Activity I	
	Welcome/ Introductions/Orientation.....	Seminar Facilitator
	Commonalities and Uniqueness.....	Educational Advisor
0900-1030	Activity II	
	Context for Learning.....	Educational Advisor
1030-1130	Activity III	
	Define and Process Lesson 1, Guided Reading.....	Educational Advisor
1130-1230	Lunch	
	* Class photo should be taken before or after lunch	
1230-1400	Activity IV	
	Elementary School Lesson 2 Model.....	Mentors/Staff
1400-1600	Activity V	
	Team Processing.....	Mentors/Staff
1600-1700	Activity VI	
	Assignments and Summary Feedback	Mentors/Staff

ACTIVITY I Welcome, Introductions, and Orientation DAY ONE

- OBJECTIVE:** To welcome the seminar D.A.R.E. Officer Candidates, to orient the D.A.R.E. Officer Candidates to the goals and activities of the seminar, and to introduce the training staff.
- TIME:** 0800-0900 (break included)
- MATERIALS:** D.A.R.E. Officer Candidate and Guest rosters.
Introduction and Training Logistics Notes.
Seminar Agenda.
- PROCEDURES:**
1. The seminar facilitator welcomes the D.A.R.E. Officer Candidates to the training site and program.
 2. The seminar facilitator introduces special guests and invites selected persons (i.e., state training center representative) to address the class. (2min)
 3. The facilitator reviews the agenda of the seminar and the logistics and details of the training (suggestion; use power point to cover steps 3-7)
 - a. Location of necessary facilities.
 - b. Phone messages.
 - c. Other logistical concerns.
 4. The facilitator explains the responsibilities of the seminar D.A.R.E. Officer Candidates that lead to their certification as D.A.R.E. officers:
 - a. Appropriate attire.
 - b. Preparation and homework.
 - c. Demonstration and skills.
 - d. Attendance and punctuality.
 - e. Active participation.
 - f. Satisfactory performance evaluation
 5. The activity leader suggests key elements for implementing a successful D.A.R.E. program and provides a historical overview of D.A.R.E.
 - a. History of D.A.R.E.
 - b. Establish a partnership with the educational institutions in the community.
 - c. Identify persons who will play key roles.
 - d. D.A.R.E. Program provides supplemental lessons and community programs to address current trends.

6. The facilitator discusses the qualities and skills of a D.A.R.E. Officer.
 - a. Is one who refrains from sexual, racial, gender, ethnic, or other inappropriate and insensitive remarks.
 - b. Is an exemplary role model in both formal and informal situations.
 - c. Is able to receive and act upon positive criticism.
 - d. Is flexible and can handle the unexpected.
 - e. Is able to interact with a wide variety of persons.
 - f. Is committed to a careful replication of the D.A.R.E. Curricula.
 - g. Is able to consider audience sensitivities.
 - h. Is able to demonstrate:
 - The ability to speak and write effectively.
 - Effective lesson preparation.
 - Effectively teach students in the classroom.
 - Effective classroom management techniques.
 - i. Introduce "D.A.R.E. Officer Code of Conduct."
7. The facilitator introduces the training staff.
8. The educator will facilitate a team building opportunity where each team will identify three commonalities within the team and one uniqueness for each individual. The educator will process the activity highlighting the benefits of active participation of all members.

- OBJECTIVE:** D.A.R.E. Officer Candidates will be able to explain how adults and children retain information.
- TIME:** 0900 – 1030 (Break included)
- MATERIALS:** Handouts and Overheads
- PROCEDURES:**
1. The educator will facilitate an active learning activity containing best and worst learning experiences.
 2. D.A.R.E. Officer Candidates have opportunity to experience and practice active learning .
 3. The educator processes the activity by relating the best and worst experiences to the *qualities and skills of a D.A.R.E. Officer*. This will also set the stage for the active learning process used throughout the training.

- OBJECTIVE:** To acquaint D.A.R.E. Officer Candidates with how to read lessons for learning, complete the lesson Define and Process form, and explain how lessons will be processed.
- TIME:** 1030-1200
- MATERIALS:** Elementary Curriculum,
Define and Process Form
Completed sample of Define and Process form for Lesson 1.
- PROCEDURES:**
1. Educator will facilitate the D.A.R.E. Officer Candidates through a guided reading of Lesson 1
 2. The educator will facilitate the D.A.R.E. Officer Candidates in completing the Define and Process Form for Lesson 1.
 3. This activity will be completed in a large group setting.

Lesson #

In Own Words

OBJECTIVES: By the end of the lesson students will be able to:

- D.A.R.E. Box
Elementary
Middle School (optional)
- Review last lesson

Evidence of
Active Learning

Lesson Activities (Key Concepts)
Describe how each activity supports the objective of the lesson

- Review & Close
- D.A.R.E. Planner

NAME _____

OBJECTIVES: To model-teach D.A.R.E. curriculum and to demonstrate the methodologies and management skills used in each lesson.

TIME: 1300 – 1400

MATERIALS: D.A.R.E. Elementary School Curriculum,
Define and Process form
Fifth grade behavior cards (optional)

- PROCEDURES:**
1. The mentor/staff will model-teach the lesson for the D.A.R.E. Officer Candidates.
 - a. Allow candidates sufficient time to read through lesson 2 prior to modeling.
 - b. Lesson should be taught as it would be taught in the classroom.
 - c. D.A.R.E. Officer Candidates are to be involved as though they were fifth grade students.
 - d. Classroom management techniques are to be modeled by the mentor/staff, behavioral cue cards are optional.
 - e. Each lesson is to be incorporated with specific teaching methodologies, to include facilitation and effective questioning techniques.
 2. The mentor/staff will process the lesson at the end of the model using the Define and Process form (large group).

ACTIVITY V**Team Processing/Meeting****DAY ONE**

OBJECTIVE: To acquaint D.A.R.E. Officer Candidates with their team members and their mentor/staff.

TIME: 1400 – 1600 (Break included)

MATERIALS: Personal Assessment Forms
D.A.R.E. America Officer Information Form
Cards with pre-selected words for two minute impromptu
Stop Watch

- PROCEDURES:**
1. The seminar facilitator assigns team processing locations.
 - a. During the team meeting each mentor/staff will:
 - (1) Introduce himself or herself to the team. (2 minutes)
 - (2) Briefly tell of personal involvement with D.A.R.E. (2 minutes)
 - b. Each mentor/staff directs team members to briefly introduce themselves. (Tell officer candidates to explain who they are, where they are from, number of years in law enforcement, and one thing they want to get out of this training, **briefly**).
 - c. The mentor/staff distributes and explains the Personal Assessment form, to be turned in on Day 2.
(*Reference Section*)
 2. The mentor/staff utilizes the team meeting to:
 - a. Review the entire 2-week schedule, giving special attention to the time frame for presentations and to the value of upcoming presenters.
 - b. Review those activities of the training seminar that require each individual to make a presentation or engage in other activities that will be evaluated. This seminar is designed to have participant involvement at every level.
 - c. Stress the obligation to prepare on a daily basis and to review all lesson materials and handouts.
 - d. Review the dress code for all activities.
 - e. Stress the nature of the tight schedule and the need for punctuality.
 - f. Explain team spirit activities.
 - g. Explain the D.A.R.E. dinner (if scheduled).
 - h. Code of Conduct form, to be turned in on Day 2.
 - i. Complete D.A.R.E. America Officer Information sheet (Day 2)
 - j. The (2 minute) impromptu speeches will be conducted in the team/group setting.

1. The Mentor will call one person at a time to the front of the breakout room and they will select their word.
 2. D.A.R.E. Officer Candidates will speak for two minutes on their chosen word.
 3. When all D.A.R.E. Officer Candidates have spoken, the activity leader thanks all for their participation and briefly discusses the merits of preparation.
3. Discuss the completed Define and Process forms from Activity IV
1. The mentor/ staff (in a team setting) will randomly ask candidates to explain how they would teach each activity in the lesson. The mentor/staff will use active listening skills and effective questioning techniques to help candidates to understand lesson concepts and how to use effective instructional techniques.
 2. **Sample questions by activity:**
 - Activity #2 How can we make sure that the students remember the Decision Model?
(Follow this with appropriate questions that relate to the candidates answers. You need to facilitate this process for deeper answers).
 - Activity #3 What would be some of the problems you face when you put students in pairs?
(Follow this with appropriate questions that relate to the candidates answers. You need to facilitate this process for deeper answers).
 - Activity #4 Why is this important information for the students to know? What is the reason the students work together to select the two most important answers?
(You need to facilitate this process for deeper answers like Why do you think that)?
 - Activity #5 Why do we have students write their own warning label in their own words?
(Follow this with appropriate questions that relate to the candidates answers. You need to facilitate this process for deeper answers).
 - Activity #6 What is the purpose of the picture of the body?
(Follow this with appropriate questions that relate to the candidates answers. You need to facilitate this process for deeper answers).

SUGGESTED TOPICS FOR TWO-MINUTE IMPROMPTU PRESENTATION

rug
shoes
carrot
fish
submarine
diapers
chair
hat
chain link fence
handle
moon
apple

cow
squirrel
necktie
stamp
oil
tree
big toe
pillow
teeth
spoon
chicken
typewriter

cheese
hair
frog
automobile
lifesaver
dolls
shrimp
door
television
coconut
table
umbrella

ACTIVITY VI Summary and Feedback/Team Processing DAY ONE

OBJECTIVE: To provide D.A.R.E. Officer Candidates with an opportunity to review the activities of the day. The candidates will receive their assignments for the next day.

TIME: 1645-1700

MATERIALS: None.

PROCEDURES:

1. Mentor/staff will have candidates place in their journals 3 key things that they learned from today's activities. (Candidates may also journal more than once, example before lunch).
2. Prior to breakouts show elementary video "Drinking It In" and describe the training portion of the tape.
3. D.A.R.E. Officer Candidates will go to their assigned breakout areas.
4. Mentor/staff will assign D.A.R.E. Officer Candidates to read lessons 3 thru 9 in the Elementary School curriculum. Candidates are to fill out the lesson Define and Process forms for each lesson.
5. Each team will collectively compile ideas from their journal and then develop a presentation (poem, skit, rap, PSA, etc.) for the competition the next day. The presentation must be in good taste.
6. Facilitator will have candidates fill out daily evaluations. (optional)
7. Time permitting, to ensure accuracy in the completion of the Define and Process forms for lessons 3 – 9, mentor observes candidates as they complete lesson 3. (optional)

OBJECTIVES FOR DAY TWO

The D.A.R.E. Officer Training model identifies key educational elements based on current research as to best teaching practices. During the first week of this training the participants will be immersed in two different curricula that are targeted to different age groups. D.O.T. candidates bring a unique and diverse experiential level to the training. It has been found that the training is most successful when the educator presents the educational material in stages over the first four days. The diversity of the curricula and its participants require that the educator use their professional discretion to determine the scope and sequence of the educational elements. The educator is responsible for the following key elements.

1. Active learning (emphasized each day)
2. Facilitation
3. Active Listening
4. Questioning Skills
5. Responding to answers
6. Critical Thinking
7. Reflection
8. Brain Breaks / State Changers / Movement
9. Collaborative / Cooperative Learning
10. Classroom Management / Standards of Behavior
11. Learning Modalities
12. Brain-Based Learning
13. Developmental Characteristics of Students

AGENDA FOR DAY TWO

Time	Activity	Activity Leader
0800-0830	Activity I	Competition..... Seminar Facilitator
0830-1030	Activity II	Education Instruction.....Educational Advisor/Consultant
1030 – 1200	Activity III	Team Processing.....Mentor/Staff
1200-1300	LUNCH	
1300-1400	Activity IV	Model Lesson 6.....Mentor/Staff
1400-1500	Activity V	Education Instruction.....Educational Advisor/Consultant
1500-1645	Activity VI	Lesson Organization..... Mentor/Staff
1500-1645	Activity VII	Team Processing/Gallery Walk..... Mentor/Staff
1645-1700	Activity VIII	Summary Feedback Mentor/Staff

OBJECTIVE: To promote teamwork and camaraderie among the team members.

TIME: 0800-0830

MATERIALS: Daren

PROCEDURES:

1. Call upon representatives from each team to deliver their presentation
2. Have judges select a winner.

OBJECTIVE: To provide D.A.R.E. Officer Candidates with the basic skills and knowledge necessary to assist them in effectively teaching the D.A.R.E. Curricula.

TIME: 10.5 hours

MATERIALS: Computer and Computer projector
Overhead projector/screen
Presenter handouts
Whiteboard/chalkboard and easels with flip charts.
Colored markers
Other materials or equipment as designated by the instructor

- PROCEDURES:**
1. The seminar facilitator introduces the Educational Advisor.
 2. The 10.5 hour block of instruction may be presented at any logical time, provided that all the elements are covered prior to day five of the DOT. The option exists for training centers to deliver these elements in several time periods over four days as best meets the needs of the D.A.R.E. Officer Candidates as well as the training center.
 3. The content of the key elements should be presented to the D.A.R.E. Officer Candidates and should then be related to the D.A.R.E. curricula so that D.A.R.E. Officer Candidates can become effective instructors. The key elements may be presented in the order determined by the educator.
 4. A logical sequence and transition between key elements is crucial to provide a better understanding and application of the material as it relates to teaching children using reflection to check for understanding.
 5. Guiding D.A.R.E. Officer Candidates through a learning experience using a variety of elements and strategies that encourage involvement and engagement of the learner.
 - To increase student participation.
 - To increase understanding and encourage critical thinking.
 - To provide opportunities to check for student understanding.

6. Key educational concepts/elements:

Active Learning: Better ways of engaging students in the learning process. (Observing, doing, dialogue)

Facilitation: Guiding students using a variety of skills and strategies to engage in learning.

Active Listening: Eye contact, nodding, smiling, words of support, paraphrasing.

Questioning: Promote participation and thinking, open ended, wait time.

Responding to Answers: Be non-judgmental, dignify answers, praise, minimize embarrassment for wrong answers, recognize effort.

Critical Thinking: Draw conclusions, solve problems, analyze, speculate, infer.

Reflection: Making meaning of the learning, thinking about thinking.

Brain Breaks/State Changers/Movement: Change of pace, variety, making students movers and shakers.

Collaborative/Cooperative Learning: Group thinking and working in small structured groups in a collaborative/cooperative manner toward a common goal.

Classroom Management / Standards of Behavior: Expectations and guidelines for the classroom which are prepared, positive, personal, progressive. A specific method or theory is left to the discretion of the presenting educator. The conceptual and application approach is preventive in nature, positive and practical for application/implementation. Emphasis should be placed upon the utilization of the classroom teacher as a resource.

Learning Modalities: Sensory channels through which information is processed most effectively (visual, auditory, kinesthetic).

Brain-Based Learning: A system-wide approach based on current research that suggests the way our brain learns best. It is a multi-disciplinary approach to education grounded in neuro-science. It asks the questions: How does the brain work, and what does that have to do with education?

Developmental Characteristics of Students: The physical, social, emotional, and mental differences in the upper elementary student and the middle school student.

ACTIVITY III Team Processing/Define and Process DAY TWO

OBJECTIVE: Lessons 3 thru 6 are to be defined and processed in teams. D.A.R.E. Officer Candidates are to learn key components and develop an understanding of the lesson concepts.

TIME: 1030 – 1200 (Break included)

MATERIALS: D.A.R.E. Elementary School Curriculum

PROCEDURES:

1. Have candidates verify that the e-form information is correct
2. Mentor/staff will return to the officer candidates the Define and Process Forms for processing lessons 3 – 9 in the Elementary Curriculum.
3. The mentor/staff (in a team setting) will randomly ask candidates to explain how they would teach each activity in lesson 3 – 5. The mentor/staff will use active listening skills and effective questioning techniques to help candidates to understand lesson concepts and how to use effective instructional techniques.
4. The mentor/staff will use this time to continue to check for candidate understanding

OBJECTIVES: To model-teach D.A.R.E. curriculum and to demonstrate the methodologies and management skills used in each lesson.

TIME: 1300 – 1400

MATERIALS: D.A.R.E. Elementary School Curriculum,
Behavior cards (optional)

- PROCEDURES:**
1. The mentor/staff will model-teach the lesson for the D.A.R.E. Officer Candidates.
 - a. Lessons should be taught as it would be taught in the classroom.
 - b. D.A.R.E. Officer Candidates are to be involved as though they were fifth grade students.
 - c. Classroom management techniques are to be modeled by the mentor/staff, behavioral cue cards are optional.
 - d. Each lesson is to be incorporated with specific teaching methodologies.
 2. The mentor/staff will process the lesson at the end of the model in a large group setting. The mentor/staff will use facilitation techniques to check for understanding. (the mentor should refrain from telling stories).

OBJECTIVE: To continue to provide D.A.R.E. Officer Candidates with the basic skills and knowledge necessary to enable them to effectively teach students. (Refer to the previously listed key educational concepts / elements.)

TIME: 1400 – 1500

MATERIALS: Computer and Computer projector
Overhead projector/screen
Presenter hand outs
White board/chalkboard and easel with flip chart.
Colored markers
Other materials or equipment as designated by the educator

OBJECTIVE: To provide D.A.R.E. Officer Candidates with skills and knowledge to effectively organize D.A.R.E. lessons.

TIME: 1500 – 1530

MATERIALS: ????????????????

PROCEDURES:

INTRODUCTION

Objectives

- Explain in your own words why a lesson organizer is important to effective instruction of the D.A.R.E. lessons.
- Explain the basic approach to organizing a lesson.
- Explain why it is important to use words, pictures/symbols and short phrases in the organizer versus words only.
- Construct a lesson organizer containing words, pictures, examples and short phrases for lesson #2 ensuring that all steps of the lesson plan are included.

ADVANTAGES OF LESSON ORGANIZATION

Lesson organization creates a relationship for presenting D.A.R.E. lessons.

- Serves as the road map for the lesson
- Enables you to prepare the document/presentation to flow smoothly.
- Ensures that you recognize and prepare to teach all important points and stay on task ensuring you meet the objectives of the lesson.
- Enables you to prepare the lesson inserting your own examples.
- A combination of words, pictures/symbols and short phrases will be most effective
- The combination of words and pictures/symbols will engage both sides of the brain and will help you to better present your lesson.
- Try to use the same symbols throughout all lessons. i.e. pencil for planner entries, D2M2 for D.A.R.E. Decision Making Model, etc.

Lesson organization provides a logical approach to the subject matter.

- Helps clarify the content for you and your reader/listener.
- Allows you to see the basic framework, flow, and intent of the lesson.
- Makes larger and more difficult subjects easier to handle by breaking them into smaller and more manageable parts.
- An effective lesson organizer ensures your subject and structure of the lesson are prepared prior to teaching the lesson. You will be more effective in the classroom and send a much stronger message/lesson.

HOW TO DEVELOP A D.A.R.E. LESSON ORGANIZER EFFECTIVELY

- Identify the “book-ends” of the lesson. These will become your introduction and conclusion.
- Identify the main points in the body of the lesson. Take the written information in the lesson plan and put it into your own words, pictures and examples. Be sure to include all steps of the lesson in the curriculum.
- Use short phrases and keep steps of lesson in sequential order. Add transitions and your own examples to help bring clarity to the main points and information you’re presenting. Use words and pictures to enhance visual aspects and strengthen the relationship of the two sides of your brain when presenting.

CONCLUSION

A lesson organizer facilitates the presentation and helps you stay on task and meet the lesson objectives and ultimately the goals of the lesson.

Lesson organization helps to ensure that your presentation is

- Organized logically.
- Flows smoothly.
- Clear to your readers/listeners.
- Complete (all steps are included).

REFLECTION

Each team will create a lesson organizer for Lesson 2, to demonstrate knowledge of this exercise.

WHAT IS A LESSON ORGANIZER?

1. A lesson organizer is a document with words and pictures/symbols detailing what you want to present.
2. Your lesson organizer is a road map.
With proper setup it will deliver you where you want to go.
3. It should include lesson objectives, directions, and any visual enhancements.
 - (A) Video
 - (B) D.A.R.E. Planner (include page numbers).
4. It is a condensed (shortened) version of your presentation.
 - (A) Your lesson organizer will include words, pictures/symbols and short phrases.
 - (B) You take the written information from the lesson plan and put it into your own words, pictures/symbols and short phrases which guide you through each step of the lesson.

ACTIVITY VII Team Processing/Define and Process DAY TWO

OBJECTIVE: Lessons are to be defined and processed in teams. D.A.R.E. Officer Candidates are to learn key components and develop an understanding of the lesson concepts. A Gallery Walk will be conducted as part of the processing.

TIME: 1530 – 1645

MATERIALS: D.A.R.E. Elementary School Curriculum
Index cards
Connection Review cards (optional)

PROCEDURES:

1. Mentor/staff will return to the candidates the Define and Process forms for processing lessons 7 – 9, in the Elementary Curriculum to the candidate. The mentor/ staff (in a team setting) will randomly ask candidates to explain how they would teach each activity in the lesson. The mentor/staff will use active listening skills and effective questioning techniques to assist candidates to understand lesson concepts and how to use effective instructional techniques. Mentor/Staff will continue to check for understanding.
2. The Facilitator will assign each team, through their mentor, one lesson (2-7). Each team will develop a visual presentation depicting their assigned lesson. The Gallery Walk presentation will be developed on chart paper as follows:
 - a. Divide the class into six teams
 - b. Assign each team a lesson to read (5 minutes) in their group
 - c. Each team will be given time to graphic organize the lesson with pictures and a few words to describe the key points in the lesson that we want children to learn when complete. This will be placed on chart paper. (20 minutes)
 - d. Each team will post their lesson on the wall and each team will carry their notepad and move from lesson to lesson making notes of what they believe the chart is teaching them about the lesson. (5 minutes at each chart) (25 minutes)
 - e. Each team will rotate through the charts until they arrive at their teams' presentation chart. Then each team will report out to the group and explain their chart to the group. (30 minutes)
 - f. This is a model of the gallery walk that is used to help teach the basic skills of facilitation of a lesson to the large group.

NOTE

The Gallery Walk may be done with both elementary and middle school curricula. A Gallery Walk must be done at least once.

ACTIVITY VIII Summary Feedback/Team Processing DAY TWO

OBJECTIVE: To provide D.A.R.E. Officer Candidates with an opportunity to review the activities of the day. The candidates will receive their assignments for the next day.

TIME: 1645-1700

MATERIALS: D.A.R.E. Elementary School Curriculum

- PROCEDURES:**
1. D.A.R.E. Officer Candidates will go to assigned breakouts. Mentor/Staff will have candidates record in their journals key things they learned from today's activities. (candidates may also journal before lunch as well).
 2. Mentor/Staff will assign each student on the team an elementary lesson (2 – 8) to present the next day to the team. The presentation will be no more than ten (10) minutes. The candidates will be told to prepare for the entire lesson. Candidates should be not be assigned lesson they did in gallery walk
 3. Lessons will start at activity 3 and candidates will teach for 10 minutes. Candidates will be required to turn in to the mentor a lesson plan or organizer prior to the lesson presentation. Candidates will be told where they will start just prior to their presentation on the next day.
 4. Option: For the next days completion, teams may either develop a presentation on 3 key things they learned today training team may choose to use the Gallery Walk posters developed during the last activity.
 5. Mentor/staff will assign middle school lessons 1 – 2 for reading.
 6. Complete Define and Process sheets for lessons 1 – 2 (optional)
 7. Facilitator will have D.A.R.E. Officer Candidates fill out the daily evaluations. (optional)

OBJECTIVES FOR DAY THREE

To continue to provide D.A.R.E. Officer Candidates with the basic skills and knowledge necessary to enable them to effectively teach students. Refer to the previously listed key educational concepts / elements.

1. Key Educational Concepts / Elements
2. Introduce Concepts and Practices for Middle School Lesson
3. D.A.R.E. Officer Candidates will have an opportunity to present part of a lesson

AGENDA FOR DAY THREE

Time	Activity	Activity Leader
0800-0815	Activity I Competition	Seminar Facilitator
0830-1030	Activity II Team Lesson Practicum.	Mentor/Staff
1045-1445	Activity III (LUNCH included) Educational Instruction	Educational Advisor/Consultant
1500-1530	Activity IV Processing Lesson 1 Middle School....	Educational Advisor/Consultant
1530-1645	Activity V Model Lesson 2 Middle School.....	Mentor/Staff
1645-1700	Activity VI Summary and Feedback	Seminar Facilitator

OBJECTIVE: To promote teamwork and camaraderie among the team members.

TIME: 0800-0815

MATERIALS: Daren

PROCEDURES:

1. Teams will present their skits.
2. Staff selects a winner.

OBJECTIVE: To give D.A.R.E. Officer Candidates an opportunity to demonstrate an understanding of lesson concepts and instructional techniques.

TIME: 0830-1030

MATERIALS: D.A.R.E. Elementary School Curriculum

- PROCEDURES:**
1. D.A.R.E. Officer Candidates will go to their assigned breakout area.
 2. Team members will have an opportunity to teach ten (10) minutes of the assigned Elementary School lesson, starting at activity 3.
 3. Only the mentor/staff will complete a Critiquing for Success form (or other form to document students effort) on each student.
 4. The mentor/staff will conduct an Open Forum on each student as they finish their assigned lesson.
 5. The mentor/staff will advise and encourage, during the Open Forum, any student who is not performing up to the standard expected at this stage.

OBJECTIVE: To continue to provide D.A.R.E. Officer Candidates with the basic skills and knowledge necessary to enable them to effectively teach students.

TIME: 1045-1445 (Lunch included)

MATERIALS: Computer and Computer Projector
Overhead Projector/Screen
Presenter Handouts
Whiteboard/Chalkboard and Easels with Flip Charts.
Colored Markers
Other materials or equipment as designated by the instructor

PROCEDURES: Education Concepts and objectives continued from Day Two

Introduction to Middle School Curriculum

ACTIVITY IV

Processing Lesson 1

DAY THREE

- OBJECTIVE:** To acquaint D.A.R.E. Officer Candidates with how to read lessons effectively, fill-out the lesson processing form, and how lessons will be processed.
- TIME:** 1500-1530
- MATERIALS:** Middle School Curriculum,
Middle School Concepts and Practices form
Completed sample of the Concepts and Practices form lesson # 1.
- PROCEDURES:**
1. Educator will lead the D.A.R.E. Officer Candidates through a guided reading of lesson 1
 2. The educator will assist the D.A.R.E. Officer Candidates in completing the Middle School Concepts and Practices form (or the Define and Process form) for lesson 1.
 3. This activity will be completed in a large group setting.
 4. Give candidates time to read lesson 2 prior to modeling and complete Middle School Concepts and Practices form (Define and Process).
- NOTE:** Either Middle School Concepts and Practices or Define and Process form can be used for this activity. These forms may have been assigned as homework on Day 2, Activity 8 step 6.

D.A.R.E. Middle School Concepts and Practices

LESSON _____	<i>What Do We Want The Students To Learn In This Activity?</i>	<i>How Will You Guide This Activity?</i>	<i>Why Should Students Know This?</i>
Activity One:			
Activity Two:			
Activity Three:			
Activity Four:			
Activity Five:			
Activity Six:			
Activity Seven:			

What Were the Main Goals of This Lesson?

OBJECTIVES: To model-teach D.A.R.E. curriculum and to demonstrate the methodologies and management skills used in each lesson.

TIME: 1530 – 1645 (Break included)

MATERIALS: D.A.R.E. Middle School curriculum, behavior cards (optional)

- PROCEDURES:**
1. The mentor/staff will model-teach the lesson for the D.A.R.E. Officer Candidates.
 - a. Lessons should be taught as it would be taught in the classroom.
 - b. D.A.R.E. Officer Candidates are to be involved as though they were seventh grade students.
 - c. Classroom management techniques are to be modeled by the mentor/staff, behavioral cue cards are optional.
 - d. Each lesson is to be incorporated with specific teaching methodologies.
 2. The mentor/staff will process the lesson at the end of the model in a large group setting. The Concepts and Practices form should be completed.

OBJECTIVE: To provide D.A.R.E. Officer Candidates with an opportunity to review the activities of the day. The candidates will receive their assignments for the next day.

TIME: 1645-1700

MATERIALS: Middle School Curriculum

PROCEDURES:

1. D.A.R.E. Officer Candidates will go to their assigned breakout areas. Mentor/Staff will complete a reflection activity to reinforce what has been learned. Have candidates place in their journals key things that they learned from today's activities. (candidates may also journal before lunch as well).
2. Mentor/staff will assign D.A.R.E. Officer Candidates to read lessons 3 thru 10 in the Middle School curriculum. Candidates are to fill out the Concepts and Practices form for each lesson.
3. Each team will compile 3 key things from their journal. The team will then develop a presentation (poem, skit, rap, PSA, etc.) for the competition the next day. The presentation must be in good taste.
4. D.A.R.E. Officer Candidates may ask questions.
5. Facilitator will have D.A.R.E. Officer Candidates fill out daily evaluations. (optional)

OBJECTIVES FOR DAY FOUR

To develop an understanding of middle school students and a familiarity with D.A.R.E. middle school lessons.

1. Compare and contrast developmental characteristics and needs of elementary and middle school students.
2. Define and Process Middle School Curriculum.
3. Middle School Lesson modeled.
4. Introduce the Middle School Training Video

AGENDA FOR DAY FOUR

Time	Activity	Activity Leader
0800-0830	Activity I Competition	Seminar Facilitator
0830-1100	Activity II Educator Block.....	Educator
1100-1200	Activity III Define and Process Middle School	Mentor/Staff
1200-1300	LUNCH	
1300-1400	Activity IV Model lesson 6 Middle School.....	Mentor/Staff
1400-1600	Activity V Define and Process Middle School	Mentor/Staff
1600-1700	Activity VI Summary and Feedback	Training Staff

OBJECTIVE: To promote teamwork and camaraderie among the team members.

TIME: 0800-0830

MATERIALS: Daren

PROCEDURE:

1. Teams present their skits.
2. Staff selects a winner.

OBJECTIVE: To provide D.A.R.E. Officer Candidates with the basic skills and knowledge necessary to assist them in teaching the D.A.R.E. curricula.

TIME: 0830-1100 (break included)

MATERIALS: Computer and Computer projector
Overhead projector/screen
Presenter handouts
Whiteboard/chalkboard and easels with flip charts.
Colored markers
Other materials or equipment as designated by the instructor

PROCEDURES: Education Concepts and objectives continued

ACTIVITY III Team Processing/Define and Process DAY FOUR

OBJECTIVE: Lessons 3 thru 6 are to be defined and processed in teams. D.A.R.E. Officer Candidates are to learn key components and develop an understanding of the lesson concepts.

TIME: 1100-1200

MATERIALS: D.A.R.E. Middle School Curriculum
Middle School Activity Discussion Cards

PROCEDURES: **Prior to group breakouts introduce the middle school video and discuss the training portion along with the classroom lesson videos.**

1. Mentor/staff will return to the candidates the Define and Process forms for processing lessons 3 – 6, in the Middle School Curriculum to the candidate.

Mentors/staff will have three options in this process. These options may be used for the Define and Process in subsequent breakouts for the Middle School Curriculum as well.

- a. **Option A:** The mentor/ staff (in a team setting) will randomly ask candidates to explain how they would teach each activity in the lesson. The mentor/staff will use active listening skills and effective questioning techniques to help candidates to understand lesson concepts and how to use effective instructional techniques.
- b. **Option B:** Connection Review: The mentor/staff will use the 5-7 key ideas, principles, concepts, vocabulary words, etc. provided for each lesson.

Setup: A series of picture cards can be downloaded from www.dare.com for this option. These cards depict activities within each lesson. After cutting to size, laminate for durability. These cards should be labeled on the back in sequential order, so the order of the discussion follows the order of the lesson.

1. Cards are placed on the table face down. Each person pick cards one at a time from the table until all cards are selected, keep them face down.
 - a. Person #1 turns over first card and explains the essence of the content on this card.
 - b. This person then explains how this card relates to the lesson.
2. Person #2 turns the next card over and places it face up on the table.
 - a. This person explains the essence of the content on the card.
 - b. He/she then has to explain how this content relates the lesson.
 - c. Then this person explains how this content connects to the content on the card that person #1 chose.

3. Person #3 selects the next card and places it face up on the table.
 - a. This person explains the essence of the content on the card.
 - b. He/she then explains how this content relates the lesson.
 - c. Then this person explains how this content connects to the content on the previously described cards.
4. This process is followed until all cards have been chosen, discussed, and connections have been made. Then a final summary statement can be made by a participant stating what the D.A.R.E. Officer Candidates should comprehend at the end the Lessons.

Note – Each mentor will need a set of cards. Candidates may use their notes as this option isn't to test their memory—but to get them to understand the lesson and how all the components connect!

- c. **Option C:** The 3-1-1 activity is an activity designed to explore lessons, to clarify thoughts, expand understanding and perspective, and build on each other's thinking and understanding. This activity creates the situation where everyone on the team participates and shares their thoughts about each lesson, requires active listening during the discussion of all lessons, and fosters deeper meaning of the lessons.

Set Up:

- Ideally this activity works best with teams of three persons.
- A team of six can be divided into two, three person teams with a mentor monitoring both groups simultaneously (for experienced mentors only).
- A team of four or five, make sure to involve all, one may ask questions to clarify meaning or identify the active learning activity used. Extra time should be needed for teams larger than three.

ROUND 1:

One person begins by identifying the main concepts of the lesson, one concept at a time, addressing the what, why, how and their perception of each. The person uses the information from the lesson and their “define and process” sheets until three (3) minutes have passed. During the three minutes, the only person sharing is the first person. If a person finishes before the three minutes, all persons sit quietly without discussion and focus on the lesson.

Proceeding around the circle, each person **RESPONDS** to the information given by the first person and or continues sharing information from the lesson (1 minute each). No dialogue, no discussion at this point, just the person sharing the information.

After hearing each person's response, the person who began the round has the final word. They should summarize the lesson and share any thoughts about what they learned from the other officers. (1 minute)

ROUND 2.....and continuing until everyone “leads off” a round

OBJECTIVES: To model-teach D.A.R.E. curriculum and to demonstrate the methodologies and management skills used in each lesson.

TIME: 1300– 1400

MATERIALS: D.A.R.E. Middle School curriculum
Middle School instructional video
Behavior cards (optional)

- PROCEDURES:**
1. The Mentor/Staff will model-teach the lesson for the D.A.R.E. Officer Candidates.
 - a. Lessons should be taught as it would be taught in the classroom.
 - b. D.A.R.E. Officer Candidates are to be involved as though they were seventh grade students.
 - c. Classroom management techniques are to be modeled by the Mentor/Staff, behavioral cue cards are optional.
 - d. Each lesson is to be incorporated with specific teaching methodologies, to include facilitation and effective questioning techniques.
 2. The Mentor/Staff will process the lesson, using facilitation techniques at the end of the model in a large group setting

ACTIVITY V Team Processing/Define and Process DAY FOUR

OBJECTIVE: Lessons 7 thru 10 are to be defined and processed in teams. D.A.R.E. Officer Candidates are to learn key components and develop an understanding of the lesson concepts. A Gallery Walk will be conducted as part of the processing.

TIME: 1400 – 1600 (break included)

MATERIALS: D.A.R.E. Middle School Curriculum,
Middle School Activity Discussion Cards

PROCEDURES: Mentor/staff will return to the candidates the Define and Process forms for processing lessons 7 – 10, in the Middle School curriculum to the candidate. **Mentors/staff will have three options in this process. These options may be used for the Define and Process in subsequent breakouts for the Middle School curriculum as well.**

- a. **Option A:** The mentor/ staff (in a team setting) will randomly ask candidates to explain how they would teach each activity in the lesson. The mentor/staff will use active listening skills and effective questioning techniques to help candidates to understand lesson concepts and how to use effective instructional techniques.
- b. **Option B:** Connection Review: The mentor/staff will use the 5-7 key ideas, principles, concepts, vocabulary words, etc. provided for each lesson.

Setup: A series of picture cards can be downloaded from www.dare.com for this option. These cards depict activities within each lesson. After cutting to size, laminate for durability.

1. Cards are placed on the table face down. Each person pick cards one at a time from the table until all cards are selected, keep them face down.
 - a. Person #1 turns over first card and explains the essence of the content on this card.
 - b. This person then explains how this card relates to the lesson.
2. Person #2 turns the next card over and places it face up on the table.
 - a. This person explains the essence of the content on the card.
 - b. He/she then has to explain how this content relates the lesson.
 - c. Then this person explains how this content connects to the content on the card that person #1 chose.
3. Person #3 selects the next card and places it face up on the table.
 - a. This person explains the essence of the content on the card.
 - b. He/she then explains how this content relates the lesson.
 - c. Then this person explains how this content connects to the content on the previously described cards.

4. This process is followed until all cards have been chosen, discussed, and connections have been made. Then a final summary statement can be made by a participant stating what the D.A.R.E. Officer Candidates should comprehend at the end the Lessons.

Note – Each mentor will need a set of cards. Candidates may use their notes as this option isn't to test their memory—but to get them to understand the lesson and how all the components connect!

- c. **Option C:** The 3-1-1 activity is an activity designed to explore lessons, to clarify thoughts, expand understanding and perspective, and build on each other's thinking and understanding. This activity creates the situation where everyone on the team participates and shares their thoughts about each lesson, requires active listening during the discussion of all lessons, and fosters deeper meaning of the lessons.

Set Up:

- Ideally this activity works best with teams of three persons.
- A team of six can be divided into two, three person teams with a mentor monitoring both groups simultaneously (for experienced mentors only).
- A team of four or five, make sure to involve all, one may ask questions to clarify meaning or identify the active learning activity used. Extra time should be needed for teams larger than three.

ROUND 1:

One person begins by identifying the main concepts of the lesson, one concept at a time, addressing the what, why, how and their perception of each. The person uses the information from the lesson and their “define and process” sheets until three (3) minutes have passed. During the three minutes, the only person sharing is the first person. If a person finishes before the three minutes, all persons sit quietly without discussion and focus on the lesson.

Proceeding around the circle, each person **RESPONDS** to the information given by the first person and or continues sharing information from the lesson (1 minute each). No dialogue, no discussion at this point, just the person sharing the information.

After hearing each person's response, the person who began the round has the final word. They should summarize the lesson and share any thoughts about what they learned from the other officers. (1 minute)

ROUND 2.....and continuing until everyone “leads off” a round

2. The Facilitator will assign each team, through their mentor, one lesson (2-7). Each team will develop a visual presentation depicting their assigned lesson. The presentation will be developed on chart paper as follows:
 - a. Divide the class into six teams
 - b. Assign each team a lesson to read (5 minutes) in their group
 - c. Each team will be given time to graphic organize the lesson with words and pictures to describe the key points in the lesson we want children to learn when complete. This will be placed on chart paper. (20 minutes)
 - d. Each team will post their lesson on the wall and each team will carry their notepad and move from lesson to lesson making notes of what they believe the chart is teaching them about the lesson. (5 minutes at each chart) (25 minutes)
 - e. Each team will rotate through the charts until they arrive at their teams' presentation chart. Then each team will report out to the group and explain their chart to the group. (30 minutes)
 - f. This is a model of the gallery walk that is used to help teach the basic skills of facilitation of a lesson to the large group.
3. Facilitator will assign one lesson to each team (2,4,5,6,8, or 9). The assigned lesson will be different than any assigned before. The team will prepare a presentation for that assigned lesson. A different spokes person will present the teams' presentation to the class.

NOTE

A Gallery Walk may be used here.

- OBJECTIVE:** To provide an opportunity for questions and answers on daily activities and a preview of Day Four activities
- TIME:** 1600-1700
- MATERIALS:** D.A.R.E. Middle School Curriculum
- PROCEDURES:**
1. Mentor/staff will assign each student one lesson from lessons 1-9 (omit lesson 7). The student will present twenty (20) minutes of the assigned lesson. The mentor/staff inform the D.A.R.E. Officer Candidates they must prepare the entire lesson.
 2. Candidates will be required to turn in a lesson organizer to the mentor prior to the lesson presentation.
 3. Candidates will fill out daily evaluation. (optional)

OBJECTIVES FOR DAY FIVE

1. Middle School Practicum
2. Understanding of Current Drug Trends
3. K-4 lessons
4. Elementary Assignments

AGENDA FOR DAY FIVE

Time	Activity	Activity Leader
0800-0830	Activity I	Competition.....Seminar Facilitator
0830-1200	Activity II	Practicum.....Mentor/Staff
1200-1300	LUNCH	
1300-1430	Activity III	Drugs 101.....Guest Presenter or Mentor/Staff
1430-1530	Activity IV	Adolescent Chemical Dependency.....Guest Presenter
1530-1630	Activity V	K-4..... Mentor/Staff
1630-1700	Activity IV	Summary Feedback.....Seminar Facilitator

- OBJECTIVE:** To promote teamwork and camaraderie among the team members.
- TIME:** 0800-0830
- MATERIALS:** Daren
- PROCEDURES:**
1. The facilitator will assign the theme, which is training related, for the competition.
 2. Teams will be allowed 10 minutes to prepare their competition.
 3. Call upon representatives from each team to present their presentation.
 4. Staff selects a winner

- OBJECTIVE:** To provide D.A.R.E. Officer Candidates with an opportunity to present a portion of their assigned Middle School lesson.
- TIME:** 0830-1200
- MATERIALS:** D.A.R.E. Middle School curriculum.
D.A.R.E. Officer Candidates' lesson plans.
- PROCEDURES:**
1. Mentor/staff and team members will go to their assigned breakout areas.
 2. In each group, team members have an opportunity to teach 20 minutes of their assigned middle school lesson.
 3. The mentor/staff will complete and sign a Critiquing for Success form on each team member as documentation for each student. Candidates will not fill out a Critiquing for Success Form.
 4. The mentor/staff will conduct an Open Forum at the end of each presentation.
 5. The mentor/staff will advise and encourage, during the Open Forum, any student who is not performing up to the standard expected at this stage (*one-on-one critique, if necessary, after presentation*).

- OBJECTIVE:** To present current drug information to the participant.
- TIME:** 1300-1430
- MATERIALS:** Presenter handouts
D.A.R.E. America Drug 101 powerpoint CD (courtesy of Ed Moses)
- PROCEDURES:**
1. The guest instructor provides up-to-date information on the complete range of drugs, which are prevalent. The drugs to be covered should include alcohol, tobacco, and rave drugs to include ecstasy but not be limited to: cannabis, cocaine, crack, hallucinogens, inhalants and depressants.
 2. The CD may be used to present this activity or as a guide for visiting subject matter expert. May be provided to presenter to review prior to presentation.
 3. The presenter distributes handouts if applicable.

ACTIVITY IV Adolescent Chemical Dependency DAY FIVE (Optional)

OBJECTIVE: To obtain current information on the stages of chemical use and dependency, family dynamics, and adolescent development.

TIME: 1430-1530

MATERIALS: Presenter handouts.

- PROCEDURES:**
1. The guest instructor presents the following information:
 - a. Chemical dependency is an illness.
 - (1) Definition: the overwhelming urge to use regardless of the consequences.
 - (2) Chemical dependency is a primary illness with symptoms and a predictable progressive course that is incurable but treatable. Untreated chemical dependency can prove to be fatal.
 - (3) The illness is a family illness because members of the family are affected and exhibit their own symptomology.
 - (4) Symptoms of dependency include character change, blackouts, changes in usual patterns, physical problems, sneaky behavior, loss of control, defensive postures, tolerance, change in value system, or denial.
 - b. The stages of chemical use and abuse are recognizable.
 - (1) *Experimental use*: occasional, often unplanned use; low tolerance; thrill of defiance or acting grownup; little use of "hard" drugs.
 - (2) *Regular use*: regular planned use; risk taking increases; tolerance increases; may begin to skip school and lie to parents; friends and activities may change; may get into trouble with parents or the law; values begin to be compromised.
 - (3) *Daily preoccupation*: use increases, social use decreases; getting loaded rather than high; may use any substance; possible theft; money problems; dealing; increased truancy and family confrontations; most straight friends are dropped; blackouts; stash kept; often a DUI, accident, or arrest; strong defensiveness and denial; often geographical changes.

- (4) *Dependency signs include:* substance used to escape self and feel "normal"; seldom attends school; physical problems; guilt feelings increase along with low self-image and self-hate; paranoia increases; loss of control over use; memory loss; legal problems.
- c. Family dynamics are a reflection of the illness:
- (1) Families operate as a system: roles, relationships, power distribution.
 - (2) Family illness has a process: denial, elimination, disorganization, reorganization, escape, realization, recovery.
 - (3) Family survival depends on roles: chief enabler, family hero, scapegoat, lost child or adult, mascot.
 - (4) Enabling devices operate denial, loss of self-respect, collusion.
- d. Adolescent development is a major issue:
- (1) Major adolescent issues are physiological changes, cognitive growth, family relations, same and opposite sex peer relations, personal identity.
 - (2) Major adolescent influences are self-esteem and peer pressure.
2. The presenter distributes handouts.

- OBJECTIVE:** To process and model-teach the D.A.R.E. Curriculum: Lessons K-4.
- TIME:** 1530-1630
- MATERIALS:** D.A.R.E. K – 4 Curriculum.
D.A.R.E. K – 4 Study Prints
- PROCEDURES:**
1. The activity leader facilitates the lessons while D.A.R.E. Officer Candidates follow in their curriculum notebooks.
 2. The activity leader covers the following information specific to lower grade presentations.
 - a. The officer needs to be aware of attention span and skills of this age group.
 - b. The officer needs to sit on the floor or a low chair so that eye contact is possible.
 - c. The officer needs to go slowly and be patient.
 3. The activity leader simulates the teaching of a kindergarten lesson.
 - a. Trainees sit on the floor in the front of the room and role play kindergarten children.
 - b. One mentor/trainer might role-play a kindergarten child, in behavior as well as attire.
 - c. The teaching method emphasizes the use of appropriate visual aids (hand puppets, storybook, flannel board, study prints).
 4. The activity leader points out the teaching methodology used and gives examples of how the different learning modalities can be incorporated in the lessons.
 5. The activity leader reviews the classroom management techniques that are best utilized with D.A.R.E. Officer Candidates in these grades.
 6. The activity leader summarizes the K-4 model.

- OBJECTIVE:** To provide an opportunity for questions and answers on daily activities and a preview of tomorrow's activities.
- TIME:** 1630-1700
- MATERIALS:** None.
- PROCEDURES:**
1. Mentor/Staff and team members will go to their assigned breakout areas
 2. Mentor/Staff will process today's activities, using facilitation techniques, with candidates, then have them record in their journals.
 3. The D.A.R.E. Officer Candidates are given their assignments for the elementary lessons they will teach next week (lessons 2-8). They are given the lesson number, but not the date or time of their practicum
 4. The Mentor/Staff clarifies questions or concerns.
 5. The candidates will fill out the daily evaluation (optional).

OBJECTIVES FOR DAY SIX

1. Current Youth Culture/Trends
2. Community Policing
3. Legal Issues
4. Current Trends in School Violence/Bullying
5. Lesson Preparation

AGENDA FOR DAY SIX

Time	Activity	Activity Leader
0800-0830	Activity I Competition.....	Seminar Facilitator
0830-1200	Module I, II, III, or IV	Guest Instructor/Training Staff
1200-1300	LUNCH	
1300-1430	Module I, II, III, or, IV continue	Guest Instructor/Training Staff
1430-1700	Activity II Team Lesson Practicum	Mentor/Trainer

Modules I-IV for SRO Training are included in the Reference section of D.A.R.E. America DOT Manual (Modules may be covered in any order.)

Options for SRO Block Day Six of DOT

Option A

States that utilize D.A.R.E. Training as both D.A.R.E. and SRO training and are recognized by their states as certified must use option A.

This option is to deliver the four SRO Blocks as written in the DASRO Guide:

1. Current youth Culture/Trends
2. Community Policing
3. Legal Issues
4. Current Trends in School Violence/Bullying

If a state chooses this option, a professional outside presenter such as an attorney/anti-violence specialist can be utilized to supplement the training staff in their delivery of the material.

Option B

This option can be utilized by states that have separate SRO training. The SRO material is presented in facilitation format. The group is divided into four groups utilizing the existing color teams. (If more than four teams, modules can be divided with two teams sharing one module)

Each color team will be assigned one of the following modules:

1. Current Youth Culture/Trends
2. Community Policing
3. Legal Issues
4. Current Trends in School Violence/Bullying

Assignment for each team will be:

1. Read the assigned module
2. Prepare a group presentation that delivers the material to the entire class
3. Present the module utilizing instruction/facilitation techniques developed from prior educational instruction.
4. Entire activity should consume approximately two hours.

The following two hours will be devoted to D.A.R.E elementary Supplemental lessons. The following lessons should be covered:

1. Bullying – Two lessons 1&2
2. Gangs
3. Role Models
4. Internet safety
5. Meth Addendums (elementary and middle school) if not covered with lessons.

Teams will define and process each of these lessons in the elementary format utilized during prior define and process team activities. Training staffs can focus on specific lesson activities or choose to model a lesson if time permits.

The remaining two hours will be spent on the Rx/OTC supplemental lessons. The elementary and middle school lessons will be overviewed using facilitation techniques the PowerPoint presentation may be used to accomplish this. Candidates should be given time to read through the materials. The high school and community videos will be viewed by participants and the lessons facilitated by the training staff.

Option C

This option can be utilized by states that have mandated SRO Basic training separate from D.A.R.E. Only the Legal Issues module needs to be included out of the four SRO Blocks. The remaining time will be spent on the Elementary Supplemental lessons:

1. Bullying (Two Lessons)
2. Gangs
3. Role Model
4. Internet Safety
5. Rx/OTC

These lessons will be defined and processed in team settings consistent with prior elementary team sessions.

Training staffs have the option of modeling portions or complete lessons if they desire. (See direction for option B)

If time permits, Family Talk letters and Community Programs can be presented during this block. *These two blocks may be presented in conjunction with the Working with Schools and Communities segment on Day Nine.*

OBJECTIVE: To promote teamwork and camaraderie among the team members.

TIME: 0800-0815

MATERIALS: Daren

PROCEDURES:

OBJECTIVE: To promote teamwork and camaraderie among the team members.

TIME: 0800-0830

MATERIALS: Daren

- PROCEDURES:**
1. The facilitator will assign the theme, which is training related, for the day's competition.
 2. Teams will be allowed 10 minutes to prepare their competition.
 3. Call upon representatives from each team to present their presentation.
 4. Staff selects a winner

- OBJECTIVE:** To provide D.A.R.E. Officer Candidates time to prepare for their lesson presentation
- TIME:** 1430-1700
- MATERIALS:** D.A.R.E. Elementary Curriculum
- PROCEDURES:**
1. Mentor/staff and team members will go to their assigned breakout areas
 2. Mentor/staff will process today's activities, using facilitation techniques, with candidates, then have them record in their journals.
 3. Mentor/staff reminds D.A.R.E. Officer Candidates that presentations are to be done in uniform.
 4. Mentor/staff asks for questions and concerns.
 5. Mentor/staff will inform candidates their presentation times.
 6. Mentor/staff has D.A.R.E. Officer Candidates complete daily evaluation form (optional).
 7. Mentor/Staff assist D.A.R.E. Officer Candidates in lesson preparation.
 8. Officer candidates will have an opportunity to practice their assigned lesson (it is suggested that candidates who will be presenting on Tuesday go first)

OBJECTIVES FOR DAY SEVEN AND DAY EIGHT

To demonstrate skills in lesson preparation and presentation, the activity leaders will:

1. Provide opportunities for D.A.R.E. Officer Candidates to demonstrate their acquisition of skills while teaching assigned D.A.R.E. lessons.
2. Provide opportunities for D.A.R.E. Officer Candidates to receive feedback from peers and mentor/staff.
3. Provide opportunities for evaluation of performance.

AGENDA FOR DAY SEVEN

Time	Activity	Activity Leader
0800-0815	Activity I General Assembly	Seminar Facilitator
0820-1200	Activity II Lesson Presentations (45 minute).....	Mentor/ Staff
1200-1300	Lunch	
1300-1500	Activity III Lesson Presentations (45 minute).....	Mentor/ Staff
1500-1700	Activity IV Team Practice.....	Mentor/ Staff

AGENDA FOR DAY EIGHT

Time	Activity	Activity Leader
0800-0815	Activity I General Assembly.....	Seminar Facilitator
0820-1200	Activity II Lesson Presentations (45 minute).....	Mentor/ Staff
1200-1300	Lunch	
1300-1630	Activity III Lesson Presentations (45 minute).....	Mentor/ Staff
1630-1700	Activity IV Team Processing.....	Mentor/ Staff

ACTIVITY I General Assembly DAYS SEVEN AND EIGHT

OBJECTIVE: To encourage and reinforce the process for the next two days.

TIME: 0800-0815

MATERIALS: None

PROCEDURES:

1. Facilitator will encourage D.A.R.E. Officer Candidates to support each other.
1. D.A.R.E. Officer Candidates go to their assigned breakout rooms.
2. Break into groups of not less than 8 Candidates per room.
3. Less than 14 Candidates one room; 14 to 23 two rooms; 24 to 36 three rooms.
4. Assign presentations until 3:00 pm on Day Seven and the rest on Day Eight.
5. Day Seven, 3:00 p.m. - 5:00 p.m., remaining candidates have an opportunity to practice their assigned lesson.

ACTIVITIES II & III

DAYS SEVEN AND EIGHT

Lesson Presentations

- OBJECTIVE:** To provide opportunities for D.A.R.E. Officer Candidates to demonstrate acquired skills while teaching assigned D.A.R.E. lessons and to receive feedback from peers and mentor/staff
- TIME:** 0815 – 1500 Day Seven
0815 – 1630 Day Eight
- MATERIALS:** D.A.R.E. Elementary curriculum.
"Critiquing for Success" Forms.
- PROCEDURES:**
1. The Activity Leader makes sure that each location has an adequate supply of critiquing forms.
 2. Mentor/Staff calls upon D.A.R.E. Officer Candidates to present their lesson.
 3. Mentor/Staff conducts an open forum and one-on-one, with emphasis on making corrections and improvements for the school classroom presentation.

OBJECTIVE: To prepare D.A.R.E. Officer Candidates for a school visitation.

TIME: 1630 – 1700

MATERIALS: School Visitation Assignment Forms.

PROCEDURES:

1. The Mentor/Staff will meet with D.A.R.E. Officer Candidates in their assigned breakout area.
2. Mentor/Staff distributes School Visitation Assignment forms to team members.
3. Mentor/Staff reminds D.A.R.E Officer Candidates that uniform is required for school visitation.
4. Mentor/Staff explains the expectations of classroom visitations. Discusses any changes needed for classroom presentations
5. Provide candidates with planner pages for distribution in class and how to effectively use them in student groups.
6. Mentor/Staff explains the travel arrangements and time of departure.
7. Provide classroom teacher evaluation forms (optional).

OBJECTIVES FOR DAY NINE

1. Provide D.A.R.E. Officer Candidates with additional information before visiting the elementary schools.
2. Provide an opportunity for D.A.R.E. Officer Candidates to present visitation lessons in local elementary schools.
3. Provide D.A.R.E. Officer Candidates an opportunity to interact with elementary teachers and administrators.
4. Review the school visitation experience with D.A.R.E. Officer Candidates.
5. Provide D.A.R.E. Officer Candidates with helpful suggestions for setting up their first D.A.R.E. teaching schedule.
6. How to conduct PTA/Faculty In-Service.
7. D.A.R.E. America/State Officers Associations.

AGENDA FOR DAY NINE

Time	Activity	Activity Leader
0800-1130	Activity I Visitations to School.....	Training Staff
1130-1230	LUNCH	
1230-1400	Activity II Round table	Seminar Facilitator
1400-1430	Activity III Working with the Schools.....	Training Staff
1430-1630	Activity IV Working with the Community.....	Training Staff
1630-1700	Activity V Summary and Feedback	Seminar Facilitator

- OBJECTIVE:** To provide an opportunity for D.A.R.E. Officer Candidates to present visitation lessons in local elementary schools.
- TIME:** 0800-1130.
- MATERIALS:** None.
- PROCEDURES:**
1. Mentor/Staff and team members travel to assigned schools for visitations.
 2. Teams meet with school administrators for orientation.
 - a. Each candidate conducts a lesson in an assigned 5th/6th grade classroom.
 - b. Each candidate conducts a lesson in an assigned primary-grade classroom.
 - c. Each candidate mingles with students during recess time.
 - d. Each candidate spends some time visiting with faculty members.
 3. Mentor/staff and team members check out through the school's main office before leaving the school to return to the training site.

- OBJECTIVE:** To review the school visitation experience.
- TIME:** 1230-1400
- MATERIALS:** None.
- PROCEDURES:**
1. The seminar facilitator meets and welcomes D.A.R.E. Officer Candidates back to the training site.
 2. The seminar facilitator conducts a round table review and summary of the school visitation experience.
 3. Each participant has opportunity to share his or her impression of the school visitation experience.

OBJECTIVE: To explain how to interact within the school community. How to communicate and work with the principal, classroom teacher and school staff. Provide an overview of scheduling D.A.R.E. program lessons in the school and preparing a successful culmination.

TIME: 1400-1445

MATERIALS:

PROCEDURES:

1. The activity leader describes the role of the D.A.R.E. Officer within the school community. How to effectively communicate with the Administration, teachers and staff. The importance of maintaining a cooperative environment between the school and D.A.R.E.
 - Most schools are now very familiar with the D.A.R.E. program and a faculty-in-service may not be appropriate. The facilitator of this activity needs to discuss that the more common communication maybe with the principal and classroom teachers that will be dealing regularly with the D.A.R.E. Officer.
2. The activity leader explains that the purposes of a presentation to a faculty in- service meeting are to:
 - a. Create support for the D.A.R.E. program among the faculty primarily 5th, 6th and 7th grade teachers.
 - b. Explain the purpose and scope of the D.A.R.E. curriculum.
 - c. Emphasize the importance of the program culmination and to enlist assistance for it.
 - d. Present an organized, professional, dedicated impression.
3. The activity leader overviews the officer's total role at the school, including the P.I.E. concept:
 - a. **P**revention
 - b. **I**ntervention
 - c. **E**nforcement
4. The activity leader directs D.A.R.E. Officer Candidates to meet with 5th, 6th and 7th grade teachers to go into more detail of the officers roll.
5. The activity leader directs D.A.R.E. Officer Candidates to explain to primary teachers the assistance the officer will need during visitations.

6. The activity leader discusses concerns to consider when developing a class schedule.
 - a. The officer sets a meeting with the school principal or designee to work out the schedule for their school.
 - i. Elementary classes are the 10 once-a-week, 45-60 minute lessons for the 5th/6th grades.
 - ii. Visitations are the 20 to 30 minute lessons done within the K-4 elementary grade levels.
 - iii. Middle School classes are the 10 once-a-week, 45-60 minute lessons for the 7th grades. (Optional) If school requires, this can be scheduled for 10 consecutive days.
 - b. The officer should allow administration or school coordinator a lead role in scheduling, if so desired by the school.
 - c. The officer needs copies of the school calendar, the teacher roster, and the bell schedule for each school.
 - d. To schedule lessons, consider the holidays, testing dates, field trip dates, special events, assembly dates, and shortened or modified school days for each school.
 - e. The officer obtains additional information needed for each school: the special unusable time such as reading blocks; the times when bilingual aides are available if needed; and the presence of special pullout programs such as counseling groups, School Resource Officer, and music lessons.
 - f. The officer develops a tentative schedule based upon all the above data for use in the planning meeting.
 - g. The D.A.R.E. officer should make early culmination (elementary) plans:
 - i. Where and when the culmination ceremony will be held.
 - ii. Who will take care of the various tasks?
 - iii. How the certificates will be prepared.
 - h. Conduct discussion on how to prepare a culmination that is memorable and meaningful.

OBJECTIVE: To prepare D.A.R.E. Officer Candidates with the skills and knowledge necessary to develop community support for D.A.R.E. and prepare officers for D.A.R.E.'s Community Program.

NOTE: If D.A.R.E. Community Programs are not taught in place of SRO blocks on Day 6, then substitute the D.A.R.E. Community Programs in this time slot.

TIME: 1445-1630

MATERIALS: Handouts
D.A.R.E. Community Program (optional)

PROCEDURES:

1. The activity leader describes the purpose of a parent night or community presentation. The leader explains the role of the D.A.R.E. Officer within the community and how to effectively communicate with it's members, caregivers and parents. **Mentor/Staff will have two options in this process.**
 - a. **Option A:** The facilitator will discuss the general concepts of a parent night. The following are discussion points for this activity:
 - 1) The curricula design for each curricula (pages 1 – 9 in the elementary and middle school curriculum).
 - 2) The research based curriculum based on principles of effective education.
 - 3) Decision Making Skills emphasized in lessons
 - 4) Family Talk Take Home Letters will be distributed in the classroom.
 - 5) Downloadable materials from www.dare.com
 - 6) Types of P.R. materials available from local law enforcement agencies
 - 7) Types of educational materials available.
 - 8) Logistics of planning the meeting.
 - b. **Option B:** The facilitator will lead candidates through the Community Program training as follows:
 - 1) Allow Participants 15 minutes to read Lesson One. (May want to use lesson organization sheet for this activity)
 - 2) During this time, ask them to Read, Write, and Respond to the following:
 - 3) What are the objectives of the lesson, and how does each activity develop these concepts?
 - 4) What would you tell someone else about what you would want the participants to know and be able to do at the end of this lesson?

- 5) When and How would you need to use facilitation skills in this lesson?
List specific examples.
 - 6) Tell them they will be using this information following the reading activity.
 - 7) Using the Think, Pair, Share Strategy, have participants find a partner and share the information they have recorded. They should then go through each activity and discuss how the lesson would be taught in a classroom setting.
 - 8) The facilitator will hold a group discussion regarding the lesson using questioning techniques to check for understanding and clarification of information concepts in the lesson. It is important that the officers understand why each activity is being taught and they have the background information to facilitate the activities with the participants.
 - 9) Lesson Two - Four: The same format may be followed with a different partner.
 - 10) Participants need time to read the lesson to establish their base of knowledge and clarify any questions or concerns they might have regarding the content.
 - 11) Closure Activity: Any concerns or need for clarification regarding the lessons or concepts to be taught?
2. The facilitator will lead a discussion of what candidates have learned from this activity.

OBJECTIVE: To provide an opportunity for questions and answers on today's activities and a preview of tomorrow's activities.

TIME: 1630-1700

MATERIALS: None.

PROCEDURES:

1. The seminar facilitator has the D.A.R.E. Officer Candidates record in their journals the 3 key things they learned today.
2. The seminar facilitator asks for questions and concerns.
3. The D.A.R.E. Officer Candidates are to complete the daily evaluation.

OBJECTIVES FOR DAY TEN

1. Conduct Administrative Activities.
2. Summarize the objectives and expectations of the D.A.R.E. Officer's Training Seminar.
3. Provide an opportunity for feedback and evaluation.
4. Provide a culmination ceremony.

AGENDA FOR DAY TEN

Time	Activity	Activity Leader
0800-0930	Activity I & II Administrative Activities..... D.A.R.E. America and State Associations	Seminar Facilitator
0930-1000	Activity III Elementary Culmination.....	Mentor/Staff
1000-1100	Activity IV Seminar Closure	Seminar Facilitator
1100-1200	Activity V Graduation.....	Training Staff

OBJECTIVE: To provide an opportunity for feedback and evaluation.

TIME: 0800-0900

MATERIALS: D.A.R.E. Officer's Training Evaluation form.

PROCEDURES:

1. Mentors/staff should have completed one on one evaluations with all candidates before start of this activity, if not this should be accomplished prior to start of class.
2. The seminar facilitator distributes the D.O.T. evaluation forms and directs D.A.R.E. Officer Candidates to complete them.
3. The seminar facilitator distributes other required department forms. D.A.R.E. Officer Candidates complete the evaluation forms.
4. The seminar facilitator thanks the D.A.R.E. Officer Candidates for providing feedback to the training staff.
5. The D.A.R.E. Officer Candidates place the completed evaluation forms in designated locations.

ACTIVITY II D.A.R.E. America/State Officers Assoc. DAY TEN

OBJECTIVE: To explain and discuss the role of D.A.R.E. America and the State D.A.R.E. Officers Associations.

TIME: 0900-0930

MATERIALS: Presenter handouts
D.A.R.E. America congratulations letter.

PROCEDURES:

1. The activity leader explains that D.A.R.E. America is a tax-exempt, IRS 501 (c) 3 corporation formed to support the Drug Abuse Resistance Education (D.A.R.E.) program. D.A.R.E. America's goals are to:
 - a. Create a national awareness of the D.A.R.E. program.
 - b. Encourage the adoption of D.A.R.E. in all states and in all communities.
 - c. Provide educational materials without charge to new D.A.R.E. cities.
 - d. Support a national D.A.R.E. instructor training program.
 - e. Ensure fidelity of D.A.R.E. trainings
 - f. Monitor the standards and integrity of D.A.R.E. instruction through audits and surveys.
 - g. Protect the D.A.R.E. trademark from misuse and exploitation.
 - h. Provide a yearly International Training Conference
 - i. Coordinate national fund-raising for D.A.R.E.
 - j. Provides graduates with DARE America congratulations letter. It includes information on the annual conference and the third phase training.
2. State D.A.R.E. Officers Associations.
3. The activity leader provides time for a question and answer period.

OBJECTIVE: To prepare D.A.R.E. Officer Candidates with the skills and knowledge necessary to develop their own D.A.R.E. culmination program for their children.

TIME: 0930-1000

MATERIALS: Handouts.
Elementary curriculum

PROCEDURES:

1. Mentor/Staff will define and process in a large group setting Lesson 10 of the D.A.R.E. Elementary curriculum.
2. Use examples of other D.A.R.E. culminations.

- OBJECTIVE:** To provide D.A.R.E. Officer Candidates with specific thoughts and expectations prior to them beginning their D.A.R.E. career.
- TIME:** 1000-1100
- MATERIALS:** None.
- PROCEDURES:**
1. The seminar facilitator reviews the philosophy of the D.A.R.E. training
 2. The seminar facilitator briefly summarizes the training by reviewing the following:
 - a. Concepts and strategies learned.
 - b. Sequence of learning (2-minute impromptu speech; 10 minute lesson practicum; 20 minute lesson practicum; 45 minute lesson presentation; school visitation).
 - c. Highlights of D.A.R.E. Officer Candidates' achievements.
 - d. Anecdotes about the group.
 - e. Identification of seminar "theme" (recognition of something humorous that recurred during the 2-week seminar).
 4. The seminar facilitator and mentor staff makes a speech using emotional appeal to inspire and motivate D.A.R.E. Officer Candidates in their opportunities to teach, to influence, and to mold young people.

- OBJECTIVE:** To provide a culmination ceremony for the new D.A.R.E. Officers.
- TIME:** 1100-
- MATERIALS:** D.A.R.E. Officer Certificates.
Podium.
Covered table.
- PROCEDURE:**
1. The seminar facilitator introduces guest speakers and staff to the audience.
 - a. The chief of police or other community leaders are appropriate guest speakers if they are strong supporters of D.A.R.E.
 - b. Attending educators may be asked to congratulate the new D.A.R.E. officers.
 2. Each mentor/staff reads the names of the members of his or her team as D.A.R.E. Officer Certificates are awarded.
 - a. Present each participant with his or her instructor pin (optional).
 3. The ceremony features recognition of outstanding D.A.R.E. Officer Candidates (optional).
 - a. D.A.R.E. Officer Candidates from each team with the highest overall performance evaluation rating are announced. (optional)
 - b. The participant with the highest overall performance in class is recognized. (optional)
 4. If possible, involve kids in the culmination in order to again emphasize the focus on kids.
 5. Final remarks may be made by:
 - a. Mentor/staff of each team.
 - b. Educational Advisor
 - c. Certified Educational Agency staff representative.
 - d. Training class spokesperson.
 6. The seminar facilitator invites the newly certified D.A.R.E. officers and their guests to enjoy the refreshments provided (optional).