



TEACHING KIDS TO NEVER TAKE DRUGS

P.O. Box 2090 Los Angeles, California 90051-0090 (800) 223-DARE

The D.A.R.E. program is a police officer-led series of classroom lessons that teach children how to resist pressure to experiment with drugs and alcohol and to avoid gang violence. D.A.R.E. is a comprehensive program which includes 4 lessons for kindergarten-second grade; 5 lessons for third and fourth grade; the 17-week core curriculum for fifth and sixth grade; a 10-week junior high and a 10-week senior high booster program taught jointly by a D.A.R.E. officer and the classroom teacher. Our revised curriculum now includes anti-violence components, such as conflict resolution and managing anger skills.

The D.A.R.E. program is currently taught in almost 60 percent of the school districts across America, as well as Australia, New Zealand, the Philippine Islands, Costa Rica, Hungary, Brazil and many other countries.

D.A.R.E. America Contacts: Bill Alden 703-860-DARE
Heather Block 302-644-0733

PROPOSED SCHOOLS FOR A D.A.R.E. EVENT:

1) Event. D.A.R.E. Graduation - Culmination of the program attended by students, teachers, parents, and D.A.R.E. officers.

School: Washington Grove Elementary School
8712 Oakmont Street
Gaithersburg, MD
301-840-7120
Principal: Mrs. Brake

Drive Time: 25 minutes; just off 270

Student Population: 41% White
21% African American
25% Hispanic
12% Asian
1% American Indian

44% receive free or reduced lunches

DRUG ABUSE RESISTANCE EDUCATION

2)Event: Lesson 3 - Consequences of Drug Use will be taught in a 5th grade classroom.

School: Piney Branch Elementary School
7510 Maple Avenue
Takoma Park, MD
301-891-8000
Principal: Dr. Steven Riggott

Drive Time: 15 minutes

Student Population: 41% African American
38% White
17% Hispanic
4% Asian

40% receive free or reduced lunches

3)Event: Lesson 3 - Consequences of Drug Use will be taught in a 5th grade classroom.

School: Lucy Barnesley Elementary School
14516 Nadine Drive
Rockville, MD
301-460-2121
Principal: Mr. William Beckman

Drive Time: 30 minutes

Student Population: 62% White
13% African American
9% Hispanic
12% Asian
1% American Indian

13% receive free or reduced lunches

4)Event: Lesson 12 - Saying Yes to Positive Alternatives will be taught in a 5th grade classroom.

School: Randolph Elementary School
1306 S. Quincy Street
Arlington, VA
703-358-5830
Principal: Ms. Gloria Hoffman

Drive Time: 20 minutes

Student Population: 12% White
33% African American
44% Hispanic
9% Asian

64% receive free or reduced lunches

D.A.R.E. PROGRAM 5TH/6TH GRADE CURRICULUM

The following outlines the D.A.R.E. curriculum. One lesson is presented each week throughout a grade school semester.

1. **INTRODUCING D.A.R.E.** — Acquaints students with role of police and practices for student safety.
2. **UNDERSTANDING THE EFFECTS OF MIND-ALTERING DRUGS** — Helps students understand harmful effects of drugs.
3. **CONSEQUENCES** — Helps students understand the negative consequences of drug use and the positive consequences of saying no to drugs and avoiding violence.
4. **CHANGING BELIEFS ABOUT DRUG USE** — Makes students aware of kinds of peer pressure they may face and helps them learn to say no to offers to use drugs.
5. **RESISTANCE TECHNIQUES — WAYS TO SAY "NO"** — Teaches students ways to say no in resisting various types of pressure.
6. **BUILDING SELF-ESTEEM** — Helps students understand that self-image results from positive and negative feelings and experiences.
7. **ASSERTIVENESS: A RESPONSE STYLE** — Teaches that assertiveness is a response style that enables a person to state his or her own rights without loss of self-esteem.
8. **MANAGING STRESS WITHOUT TAKING DRUGS** — Helps students recognize stress and suggests ways to deal with it other than by taking drugs.
9. **REDUCING VIOLENCE** — Helps students identify nonviolent ways to deal with anger and disagreement.
10. **MEDIA INFLUENCES ON DRUG USE AND VIOLENCE** — Helps students develop the understanding and skills needed to analyze and resist media presentations about alcohol, drug use and violence.
11. **MAKING DECISIONS ABOUT RISKY BEHAVIOR** — Helps students apply the decision-making process in evaluating the results of various kinds of risk-taking behavior, including that of drugs and violence.
12. **SAYING "YES" TO POSITIVE ALTERNATIVES** — Helps students find out about activities that are interesting and in which they can achieve success.
13. **POSITIVE ROLE MODELING** — Older student leaders and other positive role models that do not use drugs talk to younger students to clarify the misconception that those who use drugs are in the majority.
14. **RESISTING GANG AND GROUP VIOLENCE** — Helps students identify situations in which they may be pressured by gangs and evaluate the consequences of the choices available to them.
15. **D.A.R.E. SUMMARY** — Helps students summarize and assess what they learned from the program.
16. **TAKING A STAND** — Students take a positive stand to be drug-free and to avoid violence by putting their commitment in writing and reading it aloud.
17. **CULMINATION** — Student graduation from the D.A.R.E. program.

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"Parents have to recognize that the real war on crime begins at home. If the first responsibility of the government is to provide law and order, then the first responsibility of parents is to teach right from wrong ... We've got to have more folks helping them, like those wonderful police officers in the *D.A.R.E.* programs all across America. Kids are going to look up to somebody and it's up to the adults in this country to decide who they're going to look up to."

President Bill Clinton
Conference of the International Association of Police Chiefs
October 17, 1994



Dare to Keep Kids Off Drugs

P.O. Box 2090
Los Angeles, CA 90051-0090
800-223-DARE

D.A.R.E. WILL TEACH OVER 5.5 MILLION CHILDREN DRUG RESISTANCE SKILLS IN 1994

This year, over 5.5 million additional school children across the country will learn the skills they need to resist pressure to take drugs or join gangs, thanks to the highly acclaimed D.A.R.E. (Drug Abuse Resistance Education) program. Since its inception, D.A.R.E. has already taught drug resistance skills to over twenty-five million students worldwide.

D.A.R.E. is a police officer-led series of classroom lessons that teach children in grades K-12 how to resist pressure to experiment with drugs and alcohol and to avoid gang violence. In 1983, the Los Angeles Police Department and the Los Angeles Unified School District recognized the need for a comprehensive, long-term educational approach to prevent substance abuse among children. Through a cooperative effort, the D.A.R.E. Program, which employs law enforcement officers as regular instructors, was developed. Initially, D.A.R.E. focused on elementary school children. It has subsequently become a comprehensive program for grades K-12. The D.A.R.E. program has proven so successful that it has expanded into more than 6,000 communities in all 50 states, American Samoa, Puerto Rico and Department of Defense Schools worldwide. D.A.R.E. has also been adopted by a number of other nations including Australia, Canada, New Zealand, and, more recently, Costa Rica, Mexico, Hungary, Brazil and the Philippine Islands.

D.A.R.E. America Launched To Meet Demand

The overwhelming national and international demand for the D.A.R.E. program led to the creation of a national non-profit organization, "D.A.R.E. AMERICA". The program has been supported by D.A.R.E. America since 1984. Headquartered in Los Angeles, D.A.R.E. AMERICA serves as a resource to communities, helping them establish and improve local D.A.R.E. programs.

D.A.R.E. AMERICA supports officer training, provides educational materials for students, regularly monitors instruction standards and program results and develops national awareness for the D.A.R.E. program.

Nathan Shapell, Chairman, Shapell Industries, presides over D.A.R.E. AMERICA's National Board of Directors, which is comprised of a national representation of business and community leaders.

D.A.R.E. Training Is Unique

D.A.R.E. goes far beyond traditional drug abuse programs. Typically, these programs emphasize drug identification and the harmful effects of drugs and alcohol. They warn children not to use these substances, but don't teach them how to resist the pressures to try them. D.A.R.E. gives children skills to recognize and resist the subtle and overt pressures that cause them to experiment with drugs and alcohol.

D.A.R.E. has been lauded by three presidential administrations, Congressmen, governors and state legislators. For the past four years, by Congressional Resolution and Presidential Proclamation, one day each year has been declared National D.A.R.E. Day. State legislatures have joined with the President and Congress by proclaiming D.A.R.E. Day within their respective states.

Veteran Cops Assigned Classroom "Beats"

The curriculum for the D.A.R.E. program, developed by LAUSD, was designed to be taught by officers because young students are frequently much more sophisticated about substance abuse than are classroom teachers. Veteran police officers can answer student questions based on their training and experience. Prior to entering the D.A.R.E. program, each officer undergoes 80 hours of special training in areas such as child development, classroom management, teaching techniques and communication skills. Forty hours of additional training is provided to experienced D.A.R.E. instructors to equip them to teach the high school lessons.

The police officers assigned to D.A.R.E. have come straight from the streets. Their years of direct experience with the ruined lives and street crimes caused by substance abuse gives them unmatched credibility.

D.A.R.E. – The Program

Many experts in education and medicine believe substance abuse prevention and anger management techniques must begin early. D.A.R.E. targets students when they are first exposed to violence and are most vulnerable to tremendous peer pressure to try drugs or alcohol. The D.A.R.E. lessons help children build their self-esteem, manage stress and anger, foresee behavioral consequences, resist pro-drug media messages, and identify alternatives to drug use. It doesn't just tell them to say 'no'; it teaches them how to say 'no'.

The primary goal of D.A.R.E. is to prevent substance abuse among school age children. D.A.R.E. accomplishes this goal by:

- Providing students with accurate information about alcohol and drugs;
- Teaching students ways to say "NO" to drugs while providing alternatives to drug use;
- Teaching students decision making skills and the consequences of their behavior; and
- Building students self esteem while teaching them how to resist peer pressure.

The D.A.R.E. Program is divided into four components:

K-4th grade visitations: This acquaints the children with the D.A.R.E. officer and lays the ground work for the 17 lessons they will receive in 5th or 6th grade.

5th/6th grade core classes: This is the foundation of the D.A.R.E. Program. It provides students with the skills they will need as young adults to avoid gang violence and to resist the temptations of drug abuse.

The core curriculum was revised in 1994 and lessons on gang violence and anger management were added to the curriculum. Additionally, the avoidance of violence and gang activity was incorporated into other applicable lessons.

Junior High: These 10 lessons are a follow-up to the previous 17 lessons. They reinforce the values students learned in elementary school.

High School: These 9 lessons take the students into adulthood. D.A.R.E. combines all the previously learned values and experiences and applies them to real life situations, teaching young adults the value of staying drug free. Utilizing a shared implementation, six lessons are officer taught with 3 follow-up lessons taught by regular classroom teachers.

FACT SHEET: D.A.R.E. 1994 (DRUG ABUSE RESISTANCE EDUCATION)

Founded:	September 1983
Headquarters:	Los Angeles, California
Development:	D.A.R.E. originated as a cooperative effort of the Los Angeles Police Department (LAPD) and the Los Angeles Unified School District (LAUSD).
Curriculum:	Development by LAUSD health education specialists. Specially trained veteran police officers teach a course in drug resistance techniques and violence prevention skills. Lessons focus on (1) providing accurate information about alcohol and drugs; (2) teaching students decision-making skills; (3) showing them how to resist peer pressure; (4) giving them ideas for alternatives to drug use and violence.
Grade Levels Involved:	Kindergarten through high school
States, Countries Implementing D.A.R.E.	50 states in the U.S., the Department of Defense Dependent Schools, Australia, New Zealand, American Samoa, Canada, Puerto Rico, Mexico, Costa Rica, Brazil, Hungary and the Philippine Islands.
Projected Number of Students to be Reached in 1994	Over 5.5 million children in over 250,000 classrooms will receive the core curriculum. In addition, 20 million more kids will be impacted by the other components of the D.A.R.E. Program.
Number of Lesson Plans:	The D.A.R.E. curriculum has three separate components: • Elementary – 17 lessons, plus visitations, K-4 • Junior High – 10 lessons • High School – 6 lessons with 3 follow-up lessons by teacher
D.A.R.E. Programs in Place:	6,000 cooperative partnerships between law enforcement and local school districts are in place.
Materials:	Educational materials, videos, program outlines for schools, student workbooks, drug awareness information for parents, information pamphlets for citizens and community groups
Funding:	Provided by D.A.R.E. AMERICA through private and corporate donations. Officer salaries are at public expense.
Successes and Results:	Independent evaluations show students have learned to resist drugs and combat peer pressure. In addition, school vandalism, truancy and gang activity have decreased. Relations between ethnic groups have improved. Students have developed a more positive outlook toward police and school.
Expansion:	D.A.R.E. is available to communities across the country at no charge.
National Sponsors:	Kentucky Fried Chicken, Bayliner Marine Corporation, Kimberly-Clark, Inc., Warner Bros. and Packard Bell.

Success of Program Documented

D.A.R.E.'s success was measured by an in-depth evaluation conducted by the Evaluation and Training Institute (ETI), a Los Angeles-based independent research firm. Other evaluations around the country have shown similar results.

Findings from ETI's long-term study, begun in 1985, show that the program has far exceeded its goal of helping students combat peer pressure to use drugs and alcohol. It also has contributed to improved study habits and grades, decreased vandalism and gang activity and has generated greater respect for police officers.

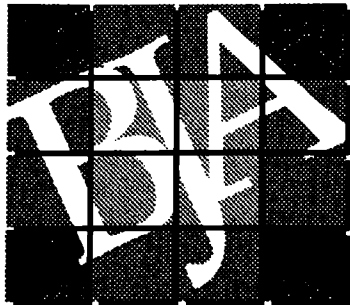
In July of 1993, a Gallup Poll Survey of over 600 D.A.R.E. graduates was conducted. The results showed that over 90% of the D.A.R.E. graduates felt that D.A.R.E. assisted them in avoiding drugs and alcohol and that the training increased their self-esteem and their ability to deal with peer pressure. Over 95% of the respondents also reported that they have used one or two of the avoidance techniques taught to them by their D.A.R.E. Officer.

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Bureau of Justice Assistance

An Introduction to DARE: Drug Abuse Resistance Education

Second Edition

PROGRAM BRIEF

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National Institute of Justice

Research in Action

James K. Stewart, Director

Reprinted from NIJ Reports/SNI 196 March 1986

Project DARE: Teaching kids to say "no" to drugs and alcohol

by William DeJong

Dear Chief Gates,

I have learned to say no to drugs and never take drugs. It messes your life up and the people who take drugs are stupid.

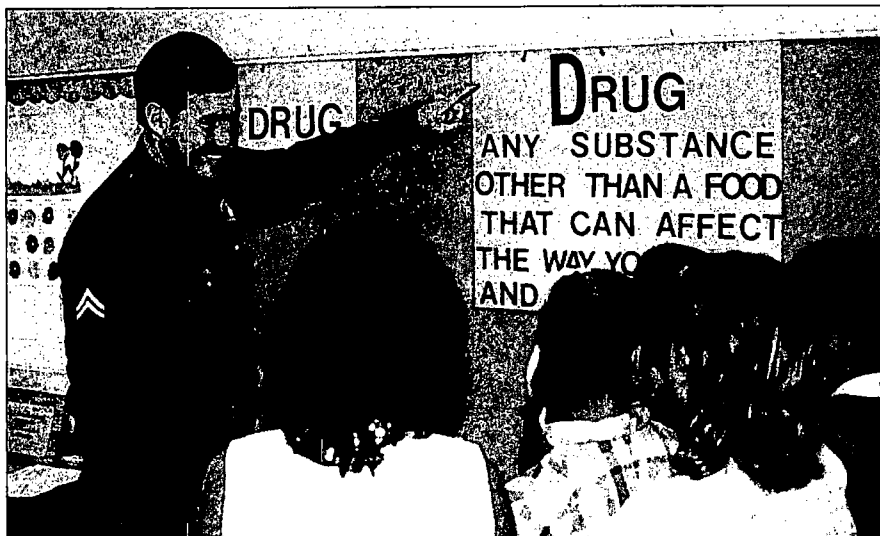
I was offered drugs and I said no. He put it in my face, and I took it and stepped on it and hit him. He said it was good. I thought about Officer Sumpter and how he said to say no.

Shawn, Fifth Grade

Shawn's letter, and thousands of equally enthusiastic letters from other fifth and sixth grade students, bring a smile of satisfaction to Los Angeles Chief of Police Daryl F. Gates. Shawn, a recent graduate of Project DARE (Drug Abuse Resistance Education), obviously learned his lessons well.

A joint project of the Los Angeles Police Department and the Los Angeles Unified School District, Project DARE is designed to equip elementary and junior high school children with the skills for resisting peer pressure to experiment with drugs and alcohol. The goal, in short, is to teach kids how to say "no." A growing consensus among experts in education and medicine holds that substance abuse prevention must begin early, well before children have been led by their peers to experiment with drugs and alcohol. Most important, Project DARE introduces this training just at the time when the peer pressure begins.¹

William DeJong is a research analyst specializing in the fields of education and criminal justice. An independent consultant, Dr. DeJong's present clients include the Education Development Center and Abt Associates. He is the author of several monographs and journal articles in the fields of criminal justice, education, and research methodology.



A Los Angeles elementary school class listens as Police Officer Thomas Lendzion points out the dangers of early drug and alcohol use. He is one of 19 Project DARE team members teaching in L.A. schools. Eventually, the team will be expanded to 53 to cover all elementary schools in the city.

DARE's instructors are Los Angeles police officers on full-time duty with the project. Assigned to five schools per semester, the officers visit their classrooms once a week to present an innovative curriculum developed by school district personnel. Veteran police officers with several years of street experience, the DARE instructors have a credibility unmatched by regular classroom teachers. Equally important, the officers are good teachers. They are carefully selected by DARE's supervisory staff and then fully trained by health specialists from the school district. The DARE supervisors make frequent visits to monitor the instructors' classroom performance.

Project DARE began when Chief Gates approached the Superintendent of Schools, Dr. Harry Handler, in January

1983 to enlist support for a cooperative effort to combat drug and alcohol use. Traditional law enforcement efforts to control the distribution and sale of illicit drugs on school campuses, primarily through periodic "drug busts," made little impact and alienated students and school personnel from police. Chief Gates suggested that a new approach, focused on prevention, and designed to build trust between the schools and law enforcement, was needed. Dr. Handler agreed. A task force comprised of police and school personnel was appointed to develop the Project DARE training program.

Chief Gates has assigned 19 line officers to the project, with plans to increase that number to 53 to extend coverage to every elementary school in Los Angeles. A junior high school curriculum, coupled with early intervention counseling of high-risk students by school counselors, is also being implemented. When it is fully in place, Project DARE will reach more than 250,000 school children annually.

¹ D.B. Kandel and J.A. Logan, "Patterns of Drug Use from Adolescence to Young Adulthood: I. Periods of Risk for Initiation, Continued Use, and Discontinuation," *American Journal of Public Health* 74 (1984).



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF NATIONAL DRUG CONTROL POLICY
Washington, D.C. 20500

FOR IMMEDIATE RELEASE
Saturday, February 11, 1995

CONTACT: Pat Wheeler
(202)395-6618/6792

PRESS SUMMARY

DRUG POLICY DIRECTOR JOINED PRESIDENT CLINTON
AND D.A.R.E. OFFICERS, YOUTH FOR RADIO MESSAGE
AT WHITE HOUSE

Washington, D.C. --- Dr. Lee P. Brown, Director, White House Office of National Drug Control Policy, joined President Clinton today in his weekly radio address from the Oval Office. The President discussed the problems of drugs and crime and how they impact our communities. Earlier this week, the President sent the 1995 National Drug Control Strategy to Congress. The Strategy is accompanied by a FY 1996 budget request of a record \$14.6 billion.

Joining the President and Dr. Brown today were eight D.A.R.E. officers and children from the classes they teach. Those in attendance were:

OFFICERS

Officer Patricia Reynolds
(Baltimore County Police Department)

Officer Kelly Lichtenberg
(Arlington Police Department)

Officer Jeffrey Bentz Roth
(Montgomery County Police Department)

Officer Laura Knouse Bohrer
(Montgomery County Police Department)

Officer Stevette Finelle Bryant
(Takoma Park Police Department)

Officer Paul Whitney
(Falls Church Police Department)

Officer Richard Leonard
(Prince William County Police Department)

Jacqueline Anne Anderson-Parker
National Park Police

CHILDREN

Samuel Harvey
Prince Kiepea

Helen Brooks
Kara Fagan

Herbin Rodriguez
John Roth

Derrick Campbell
Julie Zaiback

Lonnell Phillips
Marquet Anderson

Nicholas Vockerodt
Leah Scott

Anyia Byers
William Albright

Oreanne Danos
Jessica Lee