



To: Community Safety Committee

Date: November 27, 2014

From: Rendall Nessel, Superintendent
Officer In Charge

File: 09-5000-01/2014-Vol
01 (14.22)

Re: **Richmond RCMP's Drug Awareness Resistance Education (D.A.R.E) Program**

Staff Recommendation

That the report titled "Richmond RCMP's Drug Awareness Resistance Education (D.A.R.E)" dated November 27, 2014, from the Officer in Charge, Richmond RCMP be received for information.

Rendall Nessel
Officer In Charge, Richmond RCMP Detachment
(604-278-1212)

Att. 1

REPORT CONCURRENCE	
CONCURRENCE OF GENERAL MANAGER 	
REVIEWED BY STAFF REPORT / AGENDA REVIEW SUBCOMMITTEE	INITIALS:
APPROVED BY CAO 	

Staff Report

Origin

The City of Richmond's RCMP Detachment has supported the Drug Awareness Resistance Education (D.A.R.E.) Program since 2004. Since that time, 20 Richmond Detachment D.A.R.E. instructors have been trained and 1,600 students per year have been taught the program. Staff believe that the program is of great value to the City and is well received by teachers, students and parents.

This report supports Council's Term Goal #1 Community Safety:

To ensure Richmond remains a safe and desirable community to live, work and play in, through the delivery of effective public safety services that are targeted to the City's specific needs and priorities.

1.4. A strategic review of the City's community policing needs, including community policing needs of the City Centre.

1.5. Improved perception of Community Safety by the community.

Analysis

Background

Since 1983 D.A.R.E. has demonstrated leadership in the prevention of drug abuse. Collaborative efforts among Law Enforcement, Education and Prevention Science have distinguished the D.A.R.E. program. D.A.R.E.'s *keepin' it REAL* (Refuse, Explain, Avoid and Leave) Elementary Curriculum continues this commitment to provide cutting edge instruction that prevents drug use by developing basic or core skills needed for safe and responsible choices. These skills extend beyond drugs to health and mature choices in life. Developing core academic and life skills, the curriculum furthers both educational and prevention goals.

D.A.R.E. was first piloted in the Richmond Public School System in the 2003/2004 school year. It was taught at several elementary schools to both Grade 5 and Grade 6 students. Based on the success of the program, the School District mandated that all Grade 5 students would receive D.A.R.E. training. The program was implemented District-wide in the 2004/2005 school year.

From its inception through to the end of the 2013/2014 school year a total of 15,930 Grade 5 students have been taught D.A.R.E.

Figure 1 provides a comparison by year for the number of students taught D.A.R.E.

Year	Total
2004/2005	1699
2005/2006	1880
2006/2007	1880
2007/2008	1796
2008/2009	1832
2009/2010	1716
2011/2012	1798
2012/2013	1693
2013/2014	1636
Total	15,930

The D.A.R.E.'s *keepin' it REAL* Elementary Curriculum is designed based on the Socio-Emotional Learning Theory (SEL). SEL identifies fundamental, basic skills and developmental processes needed for healthy development including:

- self-awareness and management
- responsible decision making
- understanding others
- relationship and communication skills
- handling responsibilities and challenges

The curriculum uses this theory to teach youth to control their impulses and think about risks and consequences resulting in more responsible choices. The D.A.R.E. philosophy is the belief that if youth are taught to make safe and responsible decisions, they will be guided to healthy choices, not only about drugs but across all parts of their lives. As they grow to be responsible citizens, they will lead healthier and more productive drug-free lives.

The ten lessons (Attachment 1) are arranged in a scaffolding process, starting with the basics about responsibility making and then building on each other, allowing students to develop their own responses to real life situations. The very first lesson starts with responsibility and introduces decision making with subsequent lessons applying these skills increasing complex ways to drug use and other choices in their lives. It is D.A.R.E.'s vision that youth who think their way through situations, make better choices that are not impulsive, communicate, and relate to people, will be drug-free and more successful in all areas of their lives. This is D.A.R.E.'s vision for success and the journey that begins with lesson one.

D.A.R.E.'s keepin' it REAL Curriculum Design

The innovative curriculum is intended to build on the partnership between D.A.R.E. and *keepin' it REAL* to provide enhanced tools for keeping youth safe and drug free.

The D.A.R.E. officer remains the key to delivering the curriculum. The D.A.R.E. officer is vital in making the lessons come to life while playing an incredibly positive role for D.A.R.E. students. The curriculum is based on the D.A.R.E. Decision Making Model (DDMM) and teaching communication and life skills through the effective "from kid through kid to kids" narrative approach that are the hallmarks of D.A.R.E.'s successful middle school *keepin' it REAL* curriculum. Lessons begin with a story about characters and real life situations the student will learn to know and care about. These stories are based in the actual experiences of students in schools around the country. Situations and role plays are integrated into the lessons to provide practice for each skill. Hopefully students will be encouraged to tell their own stories by continuing to use the "someone I know" dialogue method. This is what makes the lessons 'real' to them. The D.A.R.E. Decision Making Model (DDMM) helps students process their thoughts and help them make safe and responsible choices.

The new D.A.R.E. *keepin' it REAL* elementary curriculum continues many of the strengths of previous D.A.R.E. lessons, improvements have been made to be even more effective in encouraging students to lead safe, responsible, and drug free lives.

Curriculum Highlights:

- The new theme of safe and responsible choices provides a framework for teaching about decision making, risk, stress, communication, and peer pressure while providing youth with the information about drugs they need to make informed decisions.
- There are increased opportunities to practice the DDMM and apply it to real life situations.
- The new curriculum covers a broad range of risks students face in their lives on a daily basis, including drugs, as well as other risks they are likely to face in the near future.
- The skills are now taught through stories. This includes videos, situations, and role plays, and journaling to give students the opportunity to practice skills, write and plan for the future.
- The curriculum is tied to emerging national educational standards. A table linking the lessons to the standards is included in this manual.

Core Concepts

After participating in the new curriculum, students will be able to:

- Exercise self control particularly when under stress and peer pressure. The new curriculum will teach youth to learn to control their emotions, avoid impulsive behaviour, and think critically about their experiences in order to plan a drug-free life.
- Identify the risks and consequences of their choices. The curriculum prepares them for the rapid changes and challenges they are about to face, including the increasing presence

of drugs in their lives, by teaching them to evaluate the risks and consequences of their choices.

- Make safe and responsible decisions. The DDMM continues to be central because youth at this age need to understand how to think clearly and critically about the choices they face and, perhaps more importantly, plan for the ones they are about to face.
- Communicate more confidently and effectively, thus developing stronger relationships with peers, family and authority figures.
- Become safe and responsible citizens by learning how to help others and knowing how to get help. Youth of this age cannot do everything alone so the new curriculum stresses safe and responsible ways to give and get help.

Lessons Overview

Based on the core principles, D.A.R.E. constructed a ten lesson curriculum. Simply teaching something once is not enough for most young learners. This is why each skill is broken down into parts, "scaffolding" or building upon concepts so that they appear over and over again in lessons, each time in a more advanced and sophisticated way. The best example of this is the DDMM. DDMM is introduced and modelled in lesson 1. In lesson 1, students use the "D" to define a problem involving drugs. In lesson 3, they define and assess risks and consequences in situations in which they often find themselves. In lesson 4, they model to define, assess, and decide how to respond in stressful life situations. In lesson 5 they are using the entire model to define, assess, respond and evaluate strategies for handling peer pressure. In lessons 6-9, they are refining and expanding their decision making skills. All of the skills are reviewed in lesson 10.

Lesson Structure

The same basic lesson structure allows for consistency in delivery of each lesson:

- Review previous lesson
- Animated introduction story to engage, review previous lesson, and introduce this week's lesson
- Explain the basic concepts
- Describe the concepts and skills
- Practice the skills
- Apply DDMM
- Review and journaling

- Closing story

D.A.R.E. Videos

The new curriculum uses original videos to introduce and summarize the lessons. The stories are based on interviews with D.A.R.E. students around the country. The lesson then begins with introductory stories reviewing the previous lesson and introduces the main concept of the new lesson.

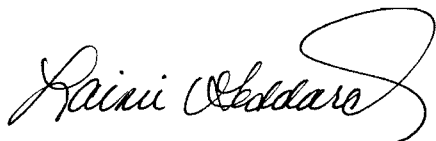
Financial Impact

None.

Conclusion

For over 30 years, the D.A.R.E. program has demonstrated leadership in the prevention of drug abuse. Since that time, the program continues to stress the importance of "just saying no"¹ by developing core skills needed for safe and responsible choices for life.

Richmond Detachment, teachers, students and parents continue to support D.A.R.E. with each school in the District receiving the program. Since 2004 there have been over 1,600 D.A.R.E. graduates per year in the City with an estimated 1,600 students to receive the program in the 2014 - 2015 school years.



Lainie Goddard
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LG:jl

Att. 1: D.A.R.E. Lesson Plan

¹ "**Just Say No**" (accessed October 20, 2014); available from http://en.wikipedia.org/wiki/Just_Say_No. "**Just Say No**" was an advertising campaign, part of the U.S. "*War on Drugs*", prevalent during the 1980s and 1990s, to discourage children from engaging in illegal recreational drug use by offering various ways of saying no. Source: Wikipedia.

LESSON ONE: Introduction to DARE's *keepin' it REAL*

- Define what it means to be responsible
- Identify student responsibilities in their daily lives
- Name the steps in the D.A.R.E. Decision Making Model (**DDMM**)

LESSON TWO: Drug Information for Responsible Decision Making

- Identify how alcohol and tobacco use affects student responsibilities
- Examine information on alcohol and tobacco
- Understand the health effects of alcohol and tobacco on the body
- Use the **DDMM** to define the problem in scenarios related to alcohol or tobacco

LESSON THREE: Risk and Consequences

- Define risks and consequences and apply to real life situations
- Assess the positive and negative consequences in the choices made about risky situations
- Use the **DDMM** to assess how to make responsible decisions involving risky situations

LESSON FOUR: Peer Pressure

- Define pressure and peer pressure
- Recognize the sources of peer pressure
- Identify ways to respond to peer pressure
- Use the **DDMM** to generate responses to peer pressure

LESSON FIVE: Dealing With Stressful Situations

- Identify possible signs of stress
- Recognize the physical and behavioral signs of stress
- Use the **DDMM** in evaluating stressful situations

LESSON SIX: Basics of Communication

- Define and explain the importance of communication in daily living
- Demonstrate confident communication
- Use the **DDMM** to evaluate and generate alternative options for effective communication

LESSON SEVEN: Nonverbal Communication and Listening

- Define effective listening behaviors
- Demonstrate effective listening using verbal and nonverbal behaviors
- Use the **DDMM** to evaluate and generate alternative options for effective communication

LESSON EIGHT: Bullying

- Define and recognize characteristics of bullying
- Identify bullying behaviors
- Differentiate between tattling and telling
- Use the **DDMM** to practice safe ways to report bullying

LESSON NINE: Helping Others

- Identify the importance of being a good citizen
- Recognize the importance of reporting bullying to an adult at school and at home
- Demonstrate the use of the **DDMM** in reporting bullying behaviors
- Reinforce knowledge and positive behaviors to stop bullying

LESSON TEN: Getting Help from Others and Review

- Identify people in student's lives they can go for if they need help
- Recall previously learned key terms