

109637

TO KEEP  
KIDS  
OFF DRUGS



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U.S. Department of Justice  
National Institute of Justice

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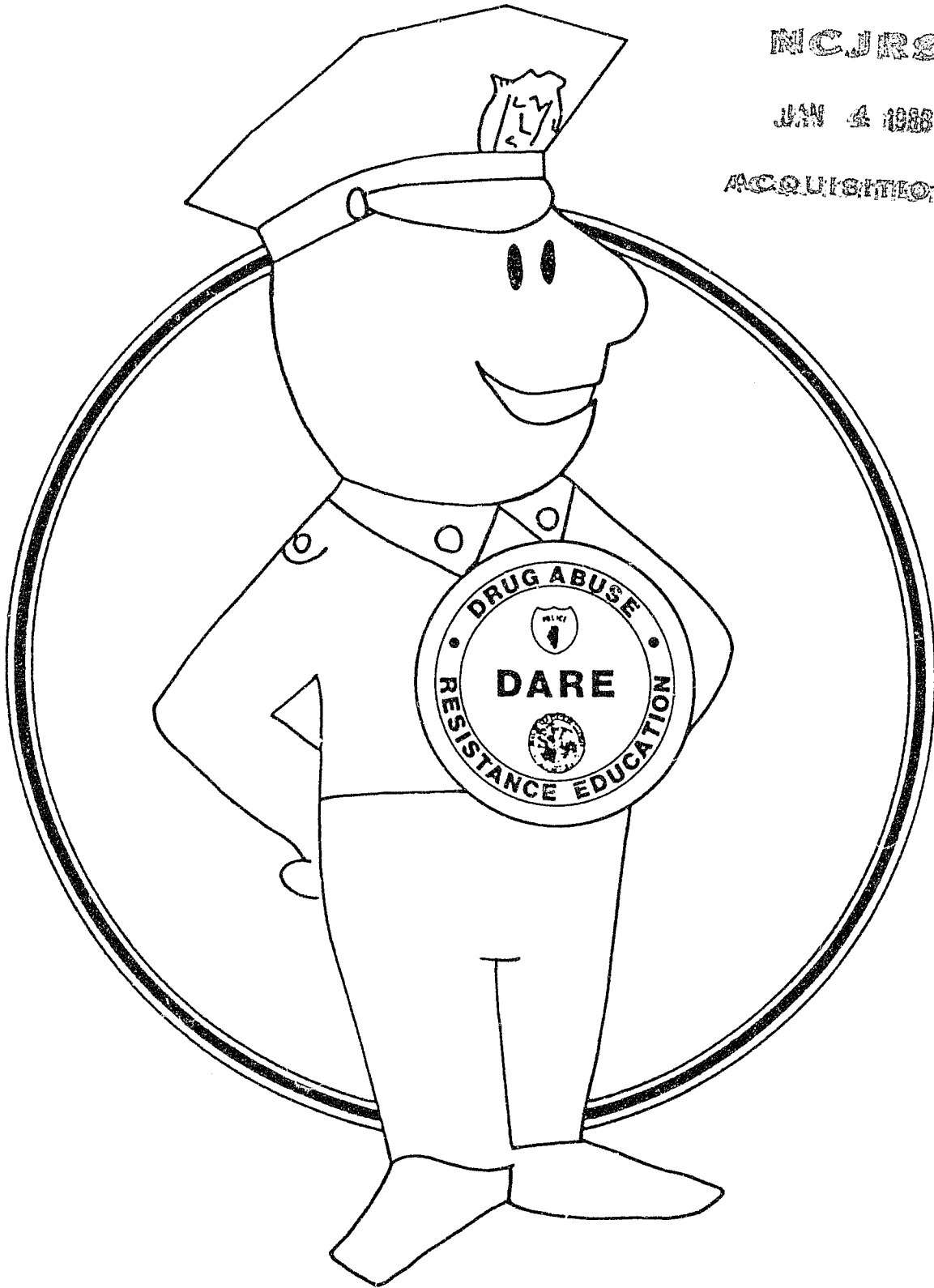
# DARE TO SAY NO!

109637

NCJRS

JAN 4 1988

ACQUISITIONS



A joint project of the Illinois State Police,  
the Illinois State Board of Education,  
and the Department of Alcoholism and Substance Abuse  
in cooperation with local communities to prevent drug abuse in school-age youth.

PROJECT DARE  
DESCRIPTION OF PROGRAM  
GRADES 5-6

Purpose

Project DARE is a joint project of the Illinois State Police, the Illinois State Board of Education, and the Department of Alcoholism and Substance Abuse in cooperation with local communities to prevent drug abuse in children and youth. Traditional drug abuse programs dwell on the harmful effects of drugs. The program emphasis of Project DARE is to help students recognize and resist the many subtle pressures that influence them to experiment with alcohol and marijuana. In addition, program strategies are planned to focus on feelings relating to self-esteem, interpersonal and communication skills, decision making, and positive alternatives to drug abuse behavior.

The instructional guide for Project DARE has been developed to assist police officers, school administrators, and teachers in the planning and implementation of a program of drug abuse resistance education for students in grades 5 and 6.

Organization

The program content for Project DARE is organized into seventeen 45- to 60-minute sessions to be conducted by a police officer and suggested extended activities to be taught by the regular classroom teacher.

The sessions will be conducted by a specially trained police officer who will be assigned to the school one day a week for one semester. The police officer will conduct the sessions in grades 5 or 6 on a weekly basis.

Peer Leadership Participation

Project DARE offers a variety of activity-oriented techniques which are designed to encourage student-generated responses to problem-solving situations. An important element of Project DARE is the use of student leaders who do not use drugs as positive role models in influencing younger students not to use drugs. These students should be elected leaders who have been chosen by their peers as persons who are admired and respected.

Culminating Activity

The last session of Project DARE should be designed as a culminating assembly-type activity to which all classes involved in Project DARE will be invited.

This event will provide an opportunity for recognition of the peer leaders and for all the students and adults who participated in the program. The scheduling of an event of this nature requires the approval of the school principal.

## TO THE TEACHER

This information packet has been developed to familiarize you with the scope and sequence of the DARE lessons and to provide you with resources for conducting suggested extended activities.

The concepts and objectives for DARE are an integral part of the District's Skills Continuum for Health. In addition, opportunities are provided for practice and reinforcement of basic skills listed in the oral and written language continuum. (Elementary School Curriculum--A Balanced Program, Publication No. X-107.)

The DARE officers will teach one lesson per week to the upper grade level classes and will make scheduled visits to all other grade levels.

Please assist the DARE officer by:

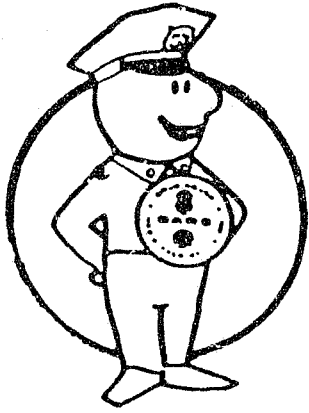
- . Remaining in the classroom while the DARE lesson is being conducted. The DARE officer is not credentialed.
- . Having your class ready at the scheduled time for the DARE lesson.
- . Providing the DARE officer with chalkboard space and occasional bulletin board space for display of student work.
- . Providing a place in the classroom to store the DARE student notebooks.
- . Keeping the DARE question box available to students.
- . Collecting DARE homework.
- . Using DARE vocabulary in language arts activities for reinforcement.

Your cooperation and support will insure the success of project DARE.

PROJECT DARE  
OFFICER TAUGHT LESSONS

SESSION ONE:	* Practices for Personal Safety. . . . .
SESSION TWO:	Drug Use and Misuse. . . . .
SESSION THREE:	Consequences . . . . .
SESSION FOUR:	Resisting Pressure to Use Drugs. . . . .
SESSION FIVE:	+ Resistance Techniques--Ways to Say No. . . . .
SESSION SIX:	* Building Self-Esteem . . . . .
SESSION SEVEN:	Assertiveness: A Response Style . . . . .
SESSION EIGHT:	+* Managing Stress Without Taking Drugs . . . . .
SESSION NINE:	+* Media Influences on Drug Use . . . . .
SESSION TEN:	Decision Making and Risk Taking. . . . .
SESSION ELEVEN:	+* Alternatives to Drug Abuse . . . . .
SESSION TWELVE:	* Role-Modeling . . . . .
SESSION THIRTEEN:	+ Forming A Support System . . . . .
SESSION FOURTEEN:	Ways to Deal With Pressures from Gangs . . . . .
SESSION FIFTEEN:	+ Project DARE Summary . . . . .
SESSION SIXTEEN:	Taking a Stand . . . . .
SESSION SEVENTEEN:	DARE Culmination . . . . .

\* Suggested Extended Activities for the Teacher  
+ Homework



## PROJECT DARE

### SUGGESTED EXTENDED ACTIVITIES FOR THE TEACHER

#### SESSION ONE: PRACTICES FOR PERSONAL SAFETY

1. Discuss with students personal safety when they go to shopping malls, parks, and shows.
2. Have students make a directory of important services and phone numbers to take home and place next to the telephone.

#### SESSION SIX: BUILDING SELF-ESTEEM

1. Assign the following activities as an art lesson or for homework.
  - . Ask students to print their name vertically on the left-hand side of a sheet of paper. Then instruct them to think of a word for each of the letters that begins with the same letter and that describes them in a positive manner. For example:  

Reliable  
Useful  
Thoughtful  
Helpful
  - . Ask students to design their own personal license plate (seven letters or numbers or a combination).
2. Collect assignments. Share student work with the officer. Teachers may want to display students' sample license plates on the bulletin board.

#### SESSION EIGHT: MANAGING STRESS WITHOUT TAKING DRUGS

1. Conduct a class discussion to review major points on stress that were covered in the lesson by the officer.
  - a. Stress refers to the mental or physical strain felt about a situation or event.
  - b. Everybody feels stress; it is a basic part of our daily life.
  - c. Some stress is helpful, but too much stress can be harmful.
2. Review students responses to the homework assignment work sheet entitled "Stressors."
3. Ask students how many used the deep breathing exercise for stressful situations. Ask, "How many found deep breathing helpful?"

#### SESSION NINE: MEDIA INFLUENCES ON DRUG USE

1. Ask students to make posters illustrating antialcohol or antidrug messages.
2. Request students to collect ads to make collages for display.

#### SESSION FOURTEEN: ROLE MODELING

1. Conduct a discussion to review with students what they learned from the visit by the high school students.
2. Explain to students that one of the ways to express their appreciation to the high school students for taking the time to come talk to the class is to write a thank you note. Write a sample form for the note on the chalkboard and ask students to follow it in writing their own notes.



DIRECTIONS: Create a personal license plate. Write in the month you were born in and the state and the year. Use no more than seven letters and numbers. A blank counts one space.

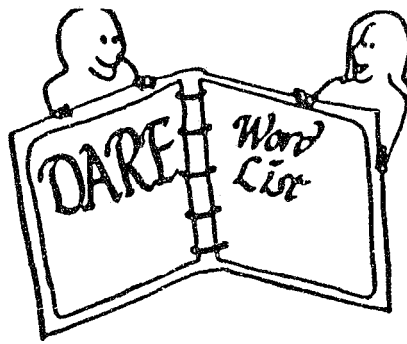
Example:

Month

State

Year

MARCH	CALIFORNIA	1970				
A	W	I	N	N	E	R

DRUG \_\_\_\_\_

CONSEQUENCES \_\_\_\_\_

PEER PRESSURE \_\_\_\_\_

SELF-ESTEEM \_\_\_\_\_

ASSERTIVENESS \_\_\_\_\_

STRESS \_\_\_\_\_

STRESSORS \_\_\_\_\_

MEDIA \_\_\_\_\_

RISK \_\_\_\_\_

ALTERNATIVE \_\_\_\_\_

SUPPORT SYSTEM \_\_\_\_\_

YOUTH GANG \_\_\_\_\_

INTIMIDATE \_\_\_\_\_



Photo © Charles J. Dees, Illinois State Police

# D.A.R.E.

## TO SAY NO!

“

“Hey, I've got some good grass. Wanna smoke some?” Steve asks a friend.

“No, thanks,” Tom replies.

Steve insists, “Hey, man, let's have some fun.”

Tom answers, “No, let's do something else.”

Steve and Tom are both age 11.

”

## **D.A.R.E. To Say No**

Learning to say No and not feeling compelled to go along with the crowd is the essence of a new anti-drug program in Illinois. The program is a cooperative effort between the Illinois State Police (ISP), local law enforcement agencies, the Illinois State Board of Education (ISBE), and the Illinois Department of Alcoholism and Substance Abuse (DASA).

D.A.R.E. — Drug Abuse Resistance Education — is a preventive program originally developed in Los Angeles, California. Uniformed police officers teach the 17-week curriculum. Its aim is to equip youth with the skills to resist peer pressure to experiment with and use harmful drugs. The concept is straightforward and simple — D.A.R.E. to say No!

The D.A.R.E. pilot project was launched in selected Illinois elementary schools in January 1987. Fifth and sixth graders are the program's primary focus. Studies indicate that children in these grades are most responsive to prevention education, because most have not yet been introduced to controlled substances.

# Tips for Parents



Establish family rules that make the use of drugs non-negotiable.



Educate yourself about drugs, so you can talk informatively with your children and answer their questions.



Since peer pressure is a major factor in teen drug use, know your children's friends.



Talk with other parents. Try to establish uniform rules that make access to drugs harder for your children. Curfew, spending money and driving privileges are topics worth discussion.



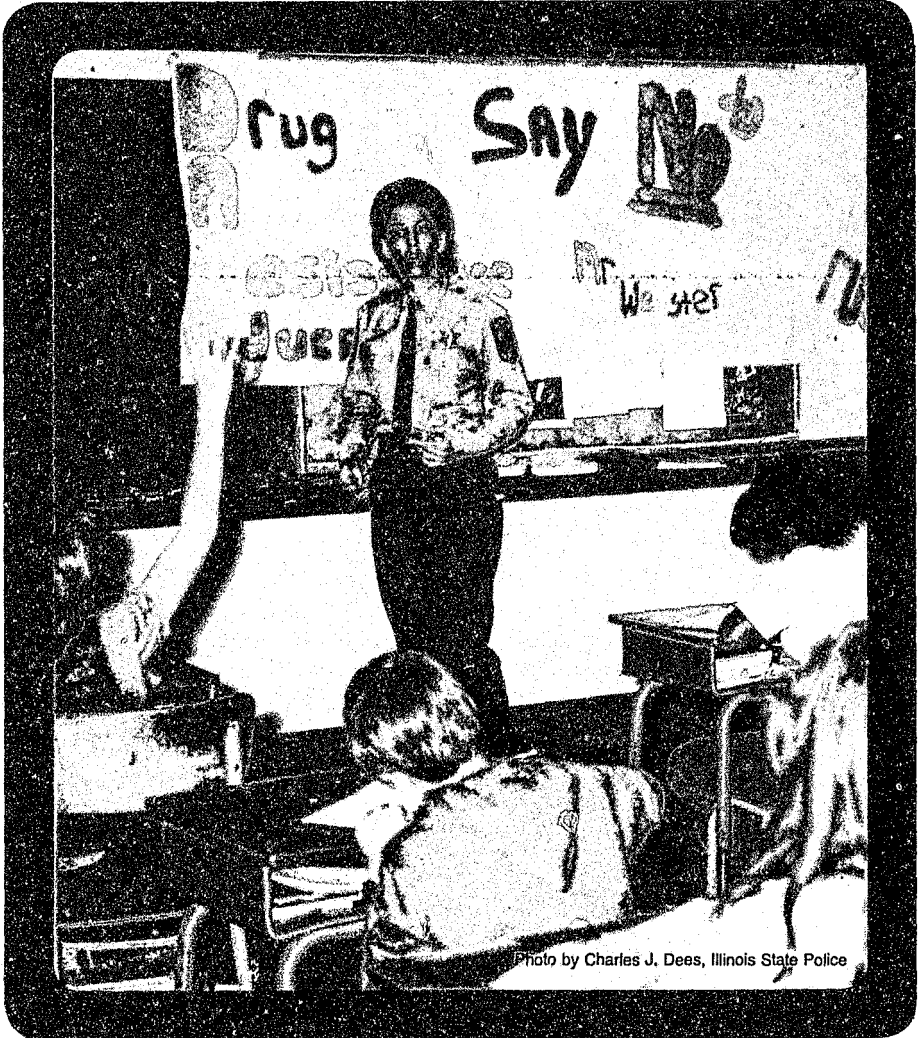
If problems arise, try to seek advice and counsel from someone both you and your child respect and can relate to.

For more information about *DARE* contact:  
Illinois State Police  
Strategic Development Bureau  
201 East Adams, Suite 300  
Springfield, IL 62706  
217/782-5227

# A Serious Problem

D.A.R.E. was initiated because of the alarming increase in drug use. Unfortunately, use of controlled substances is not confined only to the murky world of criminals. Drug abuse is a serious problem plaguing more and more young people. It impairs emotional growth and learning.

Statistics show that 1 in 16 high school students smokes marijuana daily. DASA reports that in Fiscal Year 1984 more than 60 percent of Illinois residents who sought treatment for drug abuse began using drugs when they were under 20. Many people in their early 20's talk of being burned out by excessive drug use in their teens.



# Resistance Education

D.A.R.E. is a new approach to educating young people. Based on recent research, the traditional scare tactics that preach the harm of drug abuse are de-emphasized. Kids don't want to be told what not to do. Instead, teens want to act grown-up. Many of them think smoking, drinking and using exotic drugs are passports to adulthood.

D.A.R.E. tries to teach students what being grown-up really means — not giving in to peer pressure, making your own decisions and learning to cope with life's problems in positive ways.

## A Heavy Dose of Instruction

One of the unique features of D.A.R.E. is the use of police officers as instructors. D.A.R.E. officers are assigned to a classroom beat. Officers selected for the program have been carefully screened and are talented in human relations and communication skills. Specialists in education and psychology have trained them to present a special 17-lesson instructional unit.

The D.A.R.E. officer's main audience is students in fifth and sixth grade classes who will soon be teens attending junior high school. Each class is visited once a week. The D.A.R.E. instructor stays on campus all day, interacting with students during lunch and recess.

Resistance education focuses on four major areas:

- Providing accurate information about alcohol and drugs;
- Teaching students decision-making skills;
- Showing them how to resist peer pressure; and
- Giving them ideas for alternatives to drug use.

D.A.R.E. instructors employ a variety of activity-oriented techniques to involve students in group discussions, a healthy exchange of ideas and feelings, and role-playing exercises.

Parents, teachers and school administrators also benefit from the program. Instructors hold special workshops highlighting the signs of substance abuse, how to intervene and where to seek assistance.

# Just a Start

The need for an effective education program to inoculate students against the danger of drug use is no longer debatable. Such a program has operated successfully in other areas of the country and is being offered throughout Illinois.

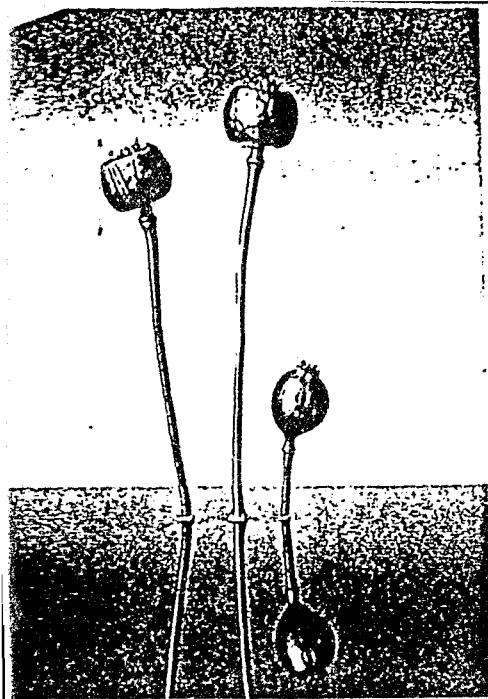


Photo by Charles J. Lees, Illinois State



D.A.R.E. is administered by the Illinois State Police through the I SEARCH program.





# Drug Abuse Resistance Education: A Police Officer-Taught Drug Prevention Program

NCJRS

JAN 4 1984

EDUCATION DIVISIONS

By DARYL F. GATES

**T**he presence and problems of drugs and alcohol abuse are undeniable. Experience and analysis of the drug abuse problem indicate that drug abuse is a root cause of much of the nation's personal and property crimes. Drug and alcohol abuse within the American workplace is common and widespread. According to a recent study, 14 percent of all employees nationwide—15.1 million people—are using alcohol or drugs while working. U.S. industry forfeits \$80 billion a year from productivity losses, accidents and absenteeism related to alcohol and drug abuse.

Illicit drug traffic, including the production and sale of such dangerously popular products as PCP, LSD, "uppers," "downers," marijuana, cocaine, heroin and hash, generates nationwide sales in excess of \$90 billion annually.

## Children Endangered

Although public awareness concerning drugs has increased, drug and alcohol problems among youth are on the upswing. According to 1982 statistics of the National Council on Alcoholism, 3.3 million drinking teens, ages 14-17, are problem drinkers. The number of teenagers arrested for driving while intoxicated has tripled since 1960.

The UCLA Graduate School of Education's Center for the Study of Evaluation

DARYL F. GATES is the chief of police for the City of Los Angeles, PO Box 30158 Los Angeles, CA 90030. Chief Gates has been a Los Angeles police officer for over 36 years and has served as chief for the past eight years. He is a graduate of the University of Southern California and a member of numerous professional organizations. Recognizing the need to reach youngsters before they become involved with drugs, Chief Gates developed the DARE Program, bringing selected police officers into elementary schools to teach children methods of resisting peer pressure to try drugs.

found in a 1983 survey of some 6,000 students in the seventh, ninth and 11th grade levels, that one out of every eight 11th graders uses some controlled substance daily, with 90 percent of those daily users occasionally or frequently using more than one substance at the same time.

Even more disturbing, the survey found that early drug and alcohol experimentation is widespread, with fully 66 percent of the seventh graders surveyed having tried beer or wine by a median age of 9.6 years. Fully 19 percent reported having gotten intoxicated at least once by the fourth grade. The numbers on actual use are startling at the seventh grade level: students reported using, at least once during the prior six months, beer—51 percent, liquor—24 percent, inhalants—17 percent, and marijuana—13 percent.

In other surveys of California school districts, the results of youth drug and alcohol use are disturbingly similar and even higher. Drug use, then, is unacceptably high among California youth, especially among the youngest children.

Drug and alcohol involvement among young people has been linked to failing grades, school dropouts, runaway children, broken families, potential addiction, juvenile crime and death. The youthful abuser sadly misses out on much of his own childhood and education. And even students who do not use drugs themselves are seriously affected by drug-using classmates who disrupt learning and destroy friendships.

## Supply vs. Demand

Drug abuse is a two-sided issue. While it is clear that the supply of drugs must be curtailed, the demand for those drugs must also be addressed. Any law enforcement agency that addresses only the supply side of the problem will not be totally successful in dealing with the drug abuse problem. As long as there is a large demand for drugs, there will be those who are willing to meet that demand for a profit.

Law enforcement must continue to vigorously enforce all laws aimed at eliminating the supply of illicit drugs, but they must also realize that enforcement alone will never totally solve the problem. A sustained effort must be made to decrease the demand for drugs, now. To accomplish this, children must be taught to understand and reject the dangers of drug and alcohol abuse.

## The DARE Program

Under the Drug Abuse Resistance Education (DARE) Program, 52 Los Angeles Police Department officers are assigned full-time to a classroom beat. Each officer is assigned to five schools each semester. They teach in uniform but are unarmed. These officers are all talented in human relations and communications skills.

Teaching children to say "no" and not feel they have to go along with the crowd is the essence of this new anti-drug program. A cooperative effort of the Los Angeles Police Department and the Los Angeles Unified School District, Project DARE was launched in 50 elementary schools in 1983. Although initially directed primarily toward pre-teens, the program was expanded in 1984 to help teenagers at junior high schools. DARE is a preventive program that aims to equip youth with the skills needed to resist peer pressure to experiment with and use harmful drugs.

## DARE to Say No

Based on recent research, DARE de-emphasizes the traditional scare tactics that preach the dangers of drugs. Kids don't want to be told what not to do; they want to act grown-up, and many of them think smoking, drinking and using exotic drugs are their passport to adulthood. DARE tries to teach students what being grown-up really means—not giving in to peer pressure, making one's own decisions, and learning to cope with life's problems in positive ways.

School district health specialists have

written the curriculum and have assisted in training the officers to present a special 17-lesson instructional unit. The lessons focus on four major areas:

- Providing accurate information about alcohol and drugs.
- Teaching students decision-making skills.
- Showing them how to resist peer pressure.
- Giving them ideas for alternatives to drug use.

DARE instructors employ activity-oriented techniques to involve students in group discussion, healthy exchanges of ideas and feelings, and role-playing exercises.

#### Victims or Winners?

It is essential that these young people be reached before they become involved with alcohol and drugs; they must be made to realize that success and enjoyment of life are not dependent upon chemical substances.

Fifth and sixth grade students were initially targeted for the program, since they are more susceptible to the pressure to use drugs than the younger students. Nevertheless, four introductory lessons are presented in kindergarten through fourth

grades, thus setting the scene for later DARE instruction.

The DARE program will also be provided to the seventh grades at all junior high schools within the City of Los Angeles. In conjunction with the junior high program, school counselors provide early intervention counseling to those students with potential drug or alcohol problems.

In response to numerous requests for a DARE program, officers are also presenting a one-day condensed program to many private and parochial schools in Los Angeles. This program has been enthusiastically received and has reached over 28,000 students since 1983.

Parental involvement is vital to the success of drug abuse prevention and is an ongoing objective of Project DARE. Workshops are held in which parents are made aware of the signs of substance abuse, of effective intervention and of local assistance programs.

#### Prognosis—Prevention

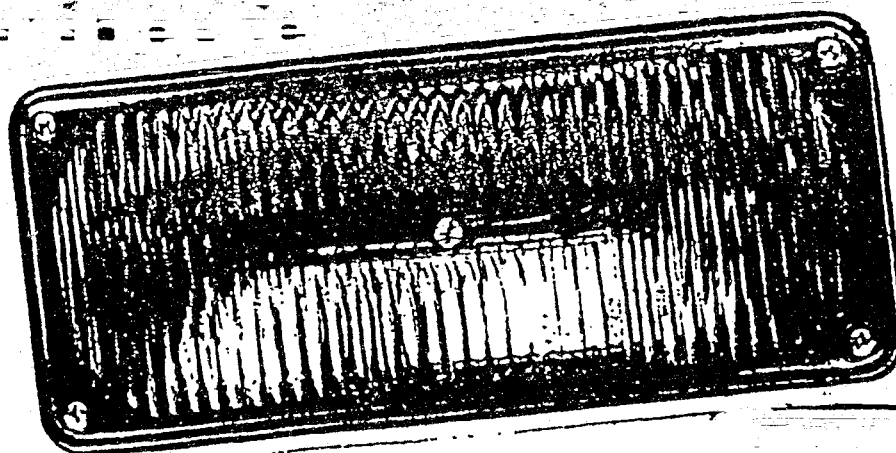
The need for an effective education program to inoculate students against the threat of drugs is no longer debatable. The DARE Program provides immunization against drug abuse—the shot in the arm is the ability to deal with peer pressure.

The impact of this project has already been significant. According to independent evaluators, students have learned not only to resist drugs but to combat peer pressure in other areas. Teachers and principals already see a decrease in school vandalism and truancy, improved relations between ethnic groups, reduction in gang activity, a more positive attitude toward police, and an improved outlook toward school.

All involved give DARE high marks and recommend that the program become part of every Los Angeles City school child's education. In the '86-87 school year, DARE will be expanded to all elementary and junior high schools within the City of Los Angeles.

In order to properly evaluate the results of the DARE Program, a seven-year study is underway to track the DARE and non-DARE student samples from the beginning of the sixth grade through the end of the 12th grade. The DARE student sample was selected from among those sixth-grade students who entered the DARE Program in the fall of 1985 who had not previously been in the program. The non-DARE student sample was selected from among those students who had not been and were not being taught the DARE cur-

## THE NEW GRILLE-MASTER™





When Officer Lorrie Bostic is not in class, she remains on campus to interact with children.

riculum. Throughout the next seven years, both groups of students will encounter at least three critical periods:

1. The transition from elementary to junior high school;

2. The transition from junior high to senior high school; and

3. Becoming age-eligible to drop out of school.

Each of these situations can create a great deal of stress and result in exposure to different peer groups.

DARE has focused almost entirely upon elementary students since its inception, and during the past year, it was introduced for the first time at 10 of the school district's 65 junior high schools. Depending on the growth in the number of schools participating in the DARE Program over the next few years, some students who receive the sixth grade program may not receive DARE again in junior high school, and others may receive it for the first time at that level. By tracking the students through this period, it will be possible to differentiate the impact of the program on students who receive the curriculum appropriate for their grade level.

#### **DARE Available to All Concerned Communities**

In order to assist communities in developing programs to meet their needs, DARE has held training classes for other law enforcement agencies. Interest in the training has been high, with 62 representa-

tives from various police departments in attendance at the first five training sessions.

During these sessions, officers are trained in the presentation of the DARE curriculum as developed by the Los Angeles Unified School District. The DARE Program must be a coordinated effort between the local school district and law enforcement. Officers are taught how to deal with officer/school relationships, classroom management, and discipline. Private consultants share their expertise on child development and guidance counseling, self-esteem and peer pressure. Since officers are dealing on an intimate, day-to-day basis with their students, additional areas of specialized interest are also offered, such as gangs, sexually exploited children and the abused child. This training session prepares a law enforcement officer to fit into the school district and to be a valuable asset to the children and the community. The Los Angeles Police Department offers DARE training sessions biannually in late January and June. For additional information, please contact: Los Angeles Police Department, Bureau of Special Investigations—DARE, 150 North Los Angeles, Los Angeles, CA 90012, 213/485-4856. \*

# Dist. 61 starts drug resistance plan

## Lace principal learns firsthand about California drug program

By MARK WEIFORD

Over the past several months, there has been a lot of talk about the drug and alcohol abuse in this country. But at least one local group is starting to take some action.

Darien School District 61, which includes Lace, Marion Hills, Fairview and DeLay schools, is implementing a Los Angeles, Calif., program called DARE, Drug Abuse Resistance Education, and it is being coordinated by Lace Principal Dan Tufo.

The program, which started Monday, will run 17 weeks through the end of May. Leonard Richard, a DARE officer from the Illinois State Police, will spend time with classes in the district talking about the drug and alcohol problem.

According to Tufo, who spent four days in Los Angeles learning about the program, sixth graders will have 17 lessons, third through fifth graders will partake in five lessons and children in kindergarten through second grade will benefit from four lessons.

Tufo said the program has three major aspects.

"First, it give kids general knowledge of drugs and alcohol and the effects of drugs and alcohol," Tufo said. "Also, we found out that 99

percent of the drug abusers have a negative self-concept. We have to develop a positive self-concept. All of us have to feel good about something.

"And the third area is decision making. We have to have resistive teaching and

wanted to obtain this as a pilot program. The Illinois State Police started publicizing to local school districts and the local police. We're trying to get this going."

Tufo said he applied to go

*"We have to have resistive teaching and the kids have to learn how to say no (to drugs). The number one influences are role models like older kids. Younger kids emulate them. They have to find ways to say no." — Lace Principal Dan Tufo.*

the kids have to learn how to say no," Tufo continued. "The number one influences are role models like older kids. Younger kids emulate them. They have to find ways to say no. In fact, one of the signs in the program says 'DARE to say no'."

### Had an interest

"I am the coordinator for our district for drug abuse," said Tufo, who has been the principal at Lace for 16 years. "I attend functions and gather information and one of the things mentioned was DARE.

"It is recognized as a model program by the national government," Tufo continued. "Through the State of Illinois and the Illinois State Police, we

to Los Angeles to gain some training about DARE after 30 members (out of 80 applicants) of the Illinois State Police completed a two-week, 80-hour course in California.

Then out of about 50 Illinois educators, Tufo and Regional Superintendent for Schools in DuPage County Berardo DeSimone were among 14 applicants selected to go to Los Angeles to observe the program firsthand. The State of Illinois paid for the trip through help from a federal grant.

In Los Angeles, Tufo said he met with school and police officials, plus he talked with DARE officers.

"I got to see, feel and observe the importance and success of the program,"

Tufo said. "The police and teachers had impact and it improved the kids."

### Early stages

Improvement concerning the drug and alcohol abuse problem is a main reason why DARE started in Los Angeles a few years ago. It was Los Angeles Police Chief Daryl Gates that was instrumental in the early stages of the program, Tufo said.

"He had approached the school districts and talked about the increased availability of drugs," Tufo said of Gates. "He said foresight was one of the better ways to defeat drug abuse, so he wanted to start a preventive program. It was a cooperative effort."

The program in Los Angeles has grown from 10 DARE officers to 80, who are concentrating on every elementary school in the city.

Despite the school district's efforts, Tufo knows the drug and alcohol problem is far from being solved.

"We've been getting outstanding cooperation," he said, citing the Darien Lions Club's help with funding. "It's not one person's or one organization's concern, it's everybody's."



LIFE photo by Steve Hooper

**LACE PRINCIPAL DAN TUFO** (left) discusses the Drug Abuse Resistance Education program with Illinois State Trooper Leonard Richard. The DARE program will be used in Darien District 61 for the next 17 weeks in an effort to teach kids to 'Say No to Drugs'.

# Program teaches area pupils to say no to drugs

By ELISE DINQUEL  
of the Journal Star

Some area grade school students will find their typical curriculum of reading, writing and arithmetic being supplemented this semester with lessons on how to say no to drugs.

Selected schools in Tazewell and Peoria counties are participating in Drug Abuse Resistance Education (DARE), a 17-week federally funded pilot program aimed at sixth-graders and taught by police officers.

The program is different than other anti-drug plans because it addresses elementary school children and because it is a unified effort between police and educators, said Tazewell County Deputy Bob Lickiss, one of 30 DARE officers throughout the state. The program was originated by the Los Angeles Police Department in 1984.

Lickiss told a class of sixth-graders Friday at Rankin School in South Pekin, "Basically, what we want to teach you is how to say no to drugs, how to say no to alcohol. . . . Because next year when you go junior high school, some of your friends will want you to smoke with them or drink with them.

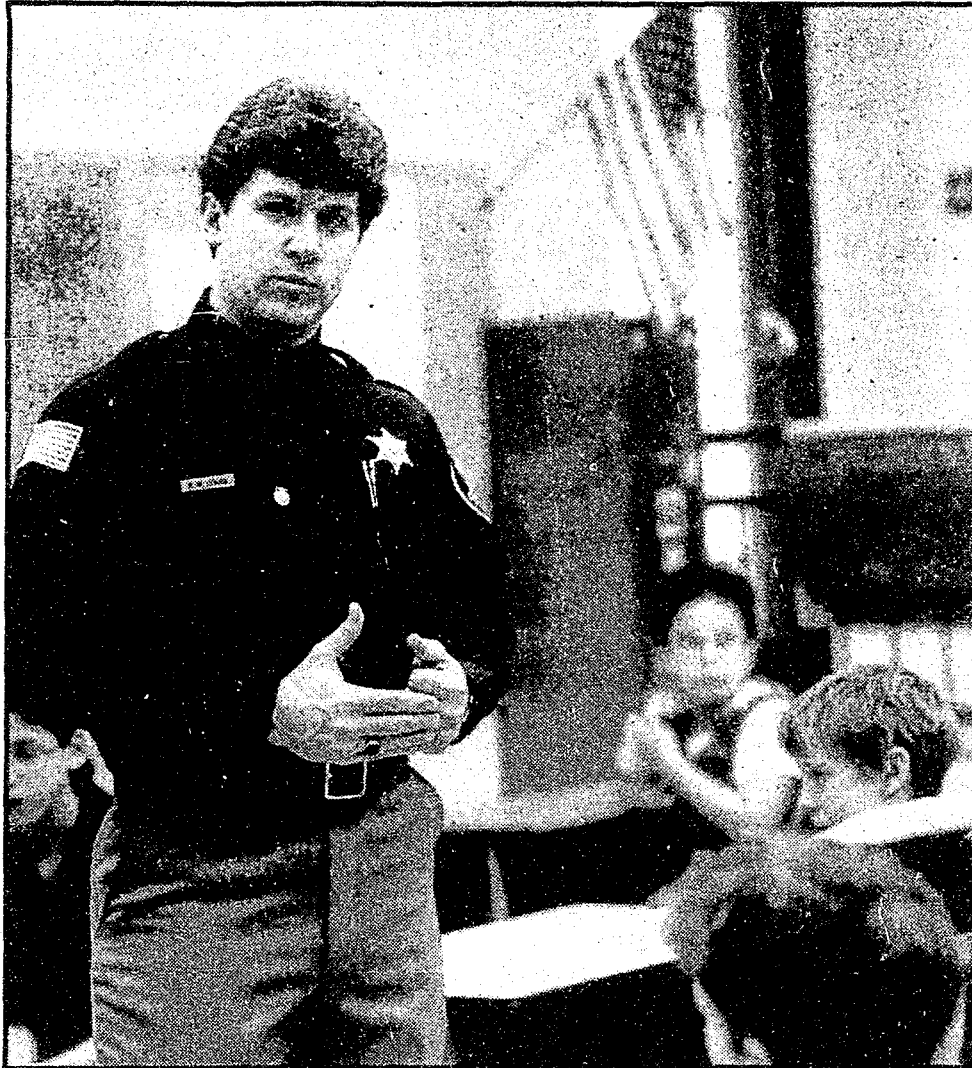
"Peer pressure is the greatest pressure known to mankind. . . . You kids have more pressure on you today than any of us ever had. You're going to have to learn how to say no," he said.

In addition to Rankin School, Lickiss will teach the classes at John Hensley School and Beverly Manor Elementary School in Washington and at Parkview School in Creve Coeur.

Peoria police officer Greg Collins is teaching the classes at Longfellow, Mark Bills and Sterling schools in Peoria.

Lickiss said the schools were chosen with the idea of involving a variety of children. "The state wanted to get schools . . . in the suburbs, in the city, in rural areas, big, small, high- and low-income," he said.

"Rankin may not need the program as much as bigger schools but when these kids get into junior high at Pekin, they'll run into the same drug problems as anyone else. It doesn't matter who you are or what your income is, the drug problem is the same for everyone."



RENEE BYER/Journal Star

Tazewell County sheriff's deputy Bob Lickiss, speaking to a sixth-grade class at Rankin School in South Pekin, makes a point on how to avoid alcohol and other drugs. Taught by police

officers in selected schools in Peoria and Tazewell county, DARE (Drug Abuse Resistance Education) is a 17-week pilot program funded by the federal government.

As Lickiss began his first lesson at Rankin Friday morning, some students had that glassy-eyed look of bored schoolchildren waiting for lunch. By the end of his 45-minute discussion, the majority had their hands

in the air, vying for a chance to answer his questions or ask their own.

Lickiss, who once worked as an undercover drug agent, told the students that he has seen what drug

abuse does to families and individuals.

"I really feel if we can stop the abuse of drugs we're going to make all crimes go down," he said.

The class definition of a drug is

"any substance other than food that can affect the way your mind and body work."

Students offered examples such as Pepto Bismol, liquor, cigarettes and marijuana.

One of the main lessons the children will learn is self-esteem, which will help them say no to peer pressure, Lickiss said.

Some people also take drugs to avoid their problems, Lickiss said. He compared this approach to kicking your garbage in a corner because you don't want to take it outside.

After a while, the garbage, like problems, starts to pile up and begins to smell, he said.

"We all face stress. You're going to have stress until the day you go into your grave . . . (But) you will learn how to attack those problems," Lickiss added.

Other lessons, which will be taught through role-playing and skits, will include personal safety, consequences, resistance to drugs, assertiveness, managing stress, decision-making and risktaking.

The officers will spend one day a week at each school and will be available for one-on-one conversations with any students desiring that. Lickiss noted that he was able to see the results of the DARE program while training in Los Angeles in December.

Part of his training was to go to an inner-city school where half of the students already had studied the DARE system and the other half had not. "The ones that had been through DARE liked the police and seemed to be taking care of themselves better," he said. "Even though some of them were poor, they wore clean clothes and combed their hair."

Howard Proehl, a sixth-grade teacher at Rankin, said his class is at the right age to accept the information DARE presents. "They're really not set in their ways yet. If he can help them form opinions it will be very positive," he said.

Lickiss added, "They're still moldable at that age. We can leave a positive image."

Illinois is one of six states participating in the DARE program, and there are hopes to expand it to other schools. "This is a pilot project. . . . The most important thing is to keep it going. But it depends on how much money will be available," Lickiss said.

ST. LOUIS POST-DISPATCH, Thursday, January 15, 1987

# Sergeant Turns Into Kids' Ally In Drug Fight

By Robert Kelly  
Of the Post-Dispatch Staff

Sgt. Vic Morris of the Illinois State Police has been working at Lalumier School in Centreville for only a couple of weeks, but he's already somewhat of a celebrity there.

"Hi, Sgt. Morris," and "How are you, Sgt. Morris?" ring out from the fifth-graders who attend the school when the trooper walks the halls.

Morris, 38, wouldn't have it any other way.

"I've been a DCI agent (Illinois Division of Criminal Investigation) for the last seven years, and I've always seen the down side of life in that job," he said. "I've got a chance now to be a positive role model."

Morris is one of about 50 state troopers and other police officers participating in a pilot program in selected school districts throughout Illinois this semester. The project is designed to teach fifth- and sixth-graders about drug abuse and respect for the law in general.

The program is called D.A.R.E., short for Drug Abuse Resistance Education. It is based entirely on a program of the same name that was started in Los Angeles public schools in 1983 at the urging of Los Angeles Police Chief Daryl Gates.

Under the program, a police officer is assigned to a school district for 17 weeks as his only job. The officer is considered part of the school district's staff, and he spends his days

working with students in the classroom and even helping them on the playground and during the lunch hour.

"We searched all over the country for a drug education program before we ran into D.A.R.E.," said Capt. Dave Bedinger, statewide administrator of the program for Illinois State Police. "It was the only structured program actually taught by police that we found."

So Illinois police officers who volunteered for the pilot project went to Los Angeles last month for intensive training in teaching the program. The D.A.R.E. program is being taught in 460 schools in Los Angeles, but this is the first time it is being tried anywhere on a statewide basis, Bedinger noted.

"We've tried to pick a good cross-section of urban and rural districts for the pilot project this semester," he said.

"Teachers in Los Angeles have indicated their students have become more aware of their responsibilities and the consequences of their actions" through the program, Bedinger said. "We hope to have the same experience in Illinois."

Morris said he believed his 17-week stay at Lalumier School — the fifth-grade center for the Cahokia School District at 6702 Bond Avenue — was off to a good start.

"The kids, staff and School Board are very supportive, and they've made me feel at home," he said. "I've



Sgt. Vic Morris of the Illinois State Police talking with fifth-grade students at Lalumier School in Centreville about how

they can avoid abusing drugs.

Ted Dargatz/Post-Dispatch

found the students to be enthusiastic. There's a lot of participation in my classes."

Morris also noted that he enjoyed working with the 10- and 11-year-olds from throughout the Cahokia district who attend Lalumier as part of a

district desegregation plan.

"Hopefully, at this grade level, they may not have used or abused any substances," he said. "The new approach, through this program, is to teach children that they have a choice about drugs or otherwise

breaking the law. I need to teach them how to say, 'No' — how to walk away."

In one of his classes this week, Morris asked the students what life would be like if there were no laws.

"People would be doing drugs ev-

erywhere," one girl said.

A boy added, "They'd be getting in wrecks, because they'd be going through red lights."

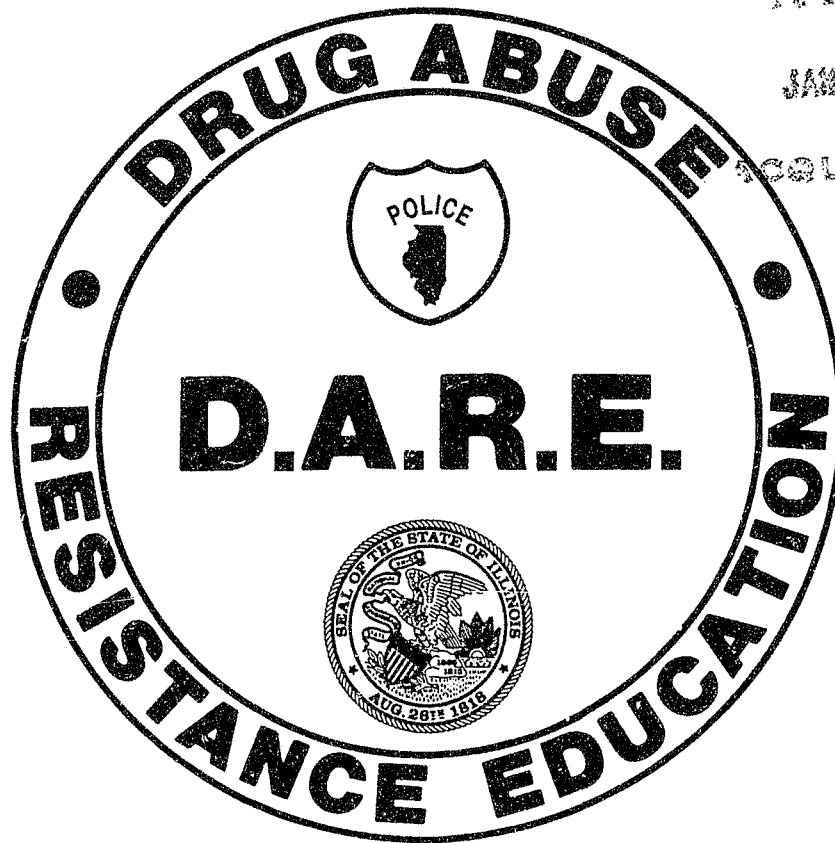
Morris encouraged everyone in the class to respond to his questions, and

See PROGRAM, Page 4

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ACQUISITIONS



ILLINOIS STATE POLICE  
DIVISION OF ADMINISTRATION  
STRATEGIC DEVELOPMENT BUREAU  
201 EAST ADAMS, SUITE 300  
SPRINGFIELD, ILLINOIS 62701  
(217) 782-5227

**DARE**  
**Drug Abuse Resistance Education**

Program Background

In January 1983, Chief Daryl F. Gates of the Los Angeles Police Department (LAPD) approached Dr. Harry Hardler, Superintendent of the Los Angeles Unified School District (LAUSD), expressing concern about drug problems facing society. As a result of this meeting, a task force comprised of LAPD and LAUSD personnel was appointed to develop a drug abuse prevention program for elementary school children.

During the development of the curriculum, numerous drug abuse education programs were examined. Task force members agreed that a prevention program was best suited for the targeted age group. Existing prevention models which emphasized an understanding of peer pressure, self-management skills (decision-making, values clarification and problem-solving), positive lifestyles and alternatives to drug use appeared to be experiencing the highest degree of success. As a result of this study a cooperative LAPD/LAUSD drug abuse prevention program called "DARE" (Drug Abuse Resistance Education) was developed for presentation to fifth and sixth grade students. DARE curriculum focuses on peer resistance training, self-concept improvement, and value judgements about respect for the law and personal safety.

In September 1983 the DARE pilot program was introduced in selected Los Angeles City Schools by 10 LAPD officers. Before entering the classroom the officers participated in 80 hours of training, including curriculum on teaching technique, elementary school operation, preparation of visual aids, officer-school relations, communications skills and child development.

Since its inception, Los Angeles DARE has grown to 53 officers who reach students in more than 300 elementary schools in the city. Teachers, school administrators, parents and students report positive results directly attributable to DARE instruction. The program is so successful that it has become a model for police agencies throughout the country.



## DARE in Illinois

DARE in Illinois is an adaptation of the Los Angeles model. Together, the Illinois State Police (ISP), State Board of Education, Department of Alcoholism and Substance Abuse, local educators and police officials laid the groundwork for an Illinois pilot program that began in January 1987. Statewide expansion is scheduled for the 1987-1988 school year.

The pilot project, administered by ISP, is aimed at 8,600 fifth and sixth graders in 46 school districts statewide. These students will learn about the many subtle pressures that lead to experimentation with drugs and ways to say "no" to drugs. DARE also focuses on self-esteem, interpersonal communication skills, decision-making and positive alternatives to drug abuse behavior.

Of the more than 70 police officers who applied to teach DARE, 30 were selected (17 from ISP, 13 from local police departments). Selection was based on psychological screening, oral interview, service record and completion of a two-week training course.

Each school in the pilot is visited once a week for 17 weeks by an assigned instructor. Lessons last 45-60 minutes and involve students in a variety of exercises, both written and oral. The instructor spends the entire day at the school. Aside from DARE instruction, officers present short talks on basic safety issues in grades K-4, meet with teachers, and interact with students at lunch and recess.

Proposed long-term goals of DARE include:

- a reduction in the supply of controlled substance as a result of reduced demand;
- more positive identification with police officers;
- improved decision-making in all life situations; and
- an overall reduction in criminality.

DARE offers an innovative approach to substance abuse prevention that has been both well-received and easily adapted. An expansion of I SEARCH (Illinois State Enforcement Agencies to Recover Children), ISP's program for missing and exploited children, this drug resistance program effectively addresses yet another form of child exploitation--victimization through substance abuse.

## DARE LESSONS

1. **PRACTICES FOR PERSONAL SAFETY** — Used to acquaint students with role of police and review practices for safety of students.
2. **DRUG USE AND MISUSE** — Helps students understand harmful effects of drugs if they are misused.
3. **CONSEQUENCES** — Helps students understand that there are many consequences, both positive and negative, that result from using and choosing not to use drugs.
4. **RESISTING PRESSURES TO USE DRUGS** — To make students aware of kinds of peer pressure they may face and to help 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. **MEDIA INFLUENCES ON DRUG USE** — Helps students develop the understanding and skills needed to analyze and resist media presentations about alcohol and drugs.
10. **DECISION MAKING AND RISK TAKING** — Helps students apply the decision making process in evaluating the results of various kinds of risk-taking behavior, including that of drug use.
11. **ALTERNATIVES TO DRUG USE** — Helps students find out about activities that are interesting and rewarding and that are better than taking drugs.
12. **ROLE MODELING** — Older student leaders and other positive role models that do not use drugs talk to younger students to clarify the misconception that drug users are in the majority.
13. **FORMING A SUPPORT SYSTEM** — Students will be able to develop positive relationships with many different people in order to form a support system.
14. **RESISTING GANG PRESSURES** — Students will be able to identify situations in which they may be pressured by gangs and to evaluate the consequences of the choices available to them.
15. **DARE SUMMARY** — Helps students summarize and assess what they learned from the program.
16. **TAKING A STAND** — Students complete own commitment and present to class. Helps them respond effectively when pressured to use drugs.
17. **CULMINATION** — Special exercise for all students.

## AGENCIES THAT HAVE RECEIVED DARE TRAINING IN 1987

Addison P.D.	Kankakee County S.O.	Rolling Meadows P.D.
Arthur P.D.	Lemont P.D.	Romeoville P.D.
Belvidere P.D.	Lincoln P.D.	Roselle P.D.
Bensenville P.D.	Lincolnwood P.D.	Roxana P.D.
Bridgeview P.D.	Lisle P.D.	Schaumburg P.D.
Brighton P.D.	Logan Co. S.O.	Skokie P.D.
Cairo P.D.	Lombard P.D.	Sparta P.D.
Carbondale P.D.	Macomb P.D.	Springfield P.D.
Carlyle P.D.	Macoupin County S.O.	St. Clair Co. S.O.
Carrollton P.D.	Manito P.D.	Sterling P.D.
Centralia P.D.	Manteno P.D.	Taylorville P.D.
Champaign County S.O.	Maroa P.D.	Tazewell County S.O.
Chicago P.D.	Matteson P.D.	Warrenville P.D.
Chicago Heights P.D.	Maywood P.D.	Waterloo P.D.
Christian Co. S.O.	Momence P.D.	Waukegan P.D.
Clark County S.O.	Morgan Co. S.O.	Wheaton P.D.
Clinton Co. S.O.	Morton Grove P.D.	Will County S.O.
Coles County S.O.	Moultrie County S.O.	Willowbrook P.D.
Collinsville P.D.	Neoga P.D.	Wilmette P.D.
Crete P.D.	Normal P.D.	Winnebago Co. S.O.
Creve Coeur P.D.	North Chicago P.D.	Woodford County S.O.
Decatur P.D.	Oak Brook P.D.	Woodridge P.D.
Des Plaines P.D.	Oak Forest P.D.	
Effingham P.D.	Olney P.D.	<u>Other States Trained</u>
Elmhurst P.D.	Orland Park P.D.	Alabama
Fairview Heights P.D.	Palatine P.D.	Georgia
Flora P.D.	Park Forest P.D.	Indiana
Freeport P.D.	Pekin P.D.	Iowa
Georgetown P.D.	Peoria P.D.	Maine
Glendale Heights P.D.	Pike County S.O.	Michigan
Glenwood P.D.	Pittsfield P.D.	Minnesota
Harrisburg P.D.	Princeton P.D.	Missouri
Hoffman Estates P.D.	Quincy P.D.	New York
Jerseyville P.D.	Rockford P.D.	Ohio
Justice P.D.	Rockton P.D.	

DARE PROGRAM  
PARTICIPATION AGREEMENT

ADDITIONAL

We the undersigned agree, if selected, to participate in the Drug Abuse Resistance Education (DARE) program.

As chief/sheriff, I agree to make my officer available to instruct the DARE curriculum in the school district named within this application. I will, bar emergencies, attempt to limit the officer's absence from the DARE classroom on his/her designated day(s) of instruction. In return, the Illinois State Police will provide 80 classroom hours of DARE instructor training, DARE instructional materials and field coordination.

As school superintendent, I agree to provide classroom space and allot one period a week to the targeted class for delivery of the DARE program. I understand a teacher will be present in the classroom while the law enforcement officer presents the DARE instruction. The classroom teacher will assist, if necessary, in the collection of assigned homework and will make bulletin board space available within the classroom.

Name: \_\_\_\_\_  
(type/print)

Name: \_\_\_\_\_  
(type/print)

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Department: \_\_\_\_\_

School District: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

NOTE: To be eligible for consideration in the DARE program, please return this form to the address listed below.

Mr. Timothy J. DaRosa, Chief  
Strategic Development Bureau  
201 East Adams Street, Suite 300  
Springfield, Illinois 62701

## DARE PROGRAM APPLICATION

We as chief/sheriff and school superintendent desire to participate in the DARE program.

We understand the DARE program is targeted for delivery to fifth or sixth grade students. A uniformed law enforcement officer will teach a 17-week curriculum of drug abuse resistance strategies that will emphasize awareness, peer pressure resistance and self-esteem.

School District Name: \_\_\_\_\_  
 Superintendent: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Phone Number: \_\_\_\_\_

Department Name: \_\_\_\_\_  
 Chief/Sheriff: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Phone Number: \_\_\_\_\_

### PROPOSED SCHOOLS AVAILABLE FOR PARTICIPATION

<u>Name</u>	<u>Address</u>	<u>Principal</u>	<u>Phone</u>	<u># of 5th or 6th Grades Targeted</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

### PROPOSED OFFICER CANDIDATES\*

<u>Name</u>	<u>Rank</u>	<u>Address</u>	<u>Phone</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

\*A completed resume must be submitted for each officer candidate. Officer candidates will be required to submit to an oral and psychological examination to determine eligibility to receive DARE training.

NOTE: To be eligible for consideration in the DARE program, please return this form to the address listed below.

Mr. Timothy J. DaRosa, Chief  
 Strategic Development Bureau  
 201 East Adams Street, Suite 300  
 Springfield, Illinois 62701