

# **REFERENCE**

# Critiquing For Success

## D.A.R.E. Officer Training

Instructor \_\_\_\_\_ Lesson \_\_\_\_\_ Curriculum: Elem. \_\_\_\_\_ MS \_\_\_\_\_

The growth of the DARE Candidate will depend upon your observations.  
Your comments will benefit his or her classroom presentations.  
Evaluate the DARE Candidate by utilizing factors which include the following.

**Factors to Consider:** *Organization of Lesson, Speech, Professionalism, Classroom Management, Ability to Motivate, Teaching Techniques, Grade Appropriate, Facilitation*

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Areas of Strength by Activity  
Activity

Areas for Improvement by

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

Continue on Back

## **PROCESSING**

1. Mentor/Staff uses questioning techniques that allow participants to teach each other.
2. Mentor/Staff monitors and keeps teams on task by using effective questioning techniques.
3. Mentor/Staff will give input when needed to meet the objective of each activity/procedure as the team interacts with each other.

### **Examples of Questions for Processing**

1. How are you going to teach that activity/procedure?
2. What are you trying to get children to learn?
3. Why is the activity/procedure instructed in that manner?
4. What are the attitudes/behaviors you want to address in the activity/procedure?

*(Other effective questions may be used; these are only examples.)*

# DRUG ABUSE RESISTANCE EDUCATION

## D.A.R.E. PROGRAM CODE OF CONDUCT

Maintaining the continuity and integrity of the National D.A.R.E. program is the responsibility of D.A.R.E. America and each D.A.R.E. Officer. Officers, who become certificated D.A.R.E. instructors by successfully completing D.A.R.E. curriculum training, are required to adhere to the D.A.R.E. Officer's Code of Conduct. This code of conduct will ensure that, all officers certificated to deliver D.A.R.E. curricula, present themselves as positive role models and represent the D.A.R.E. program in an appropriate manner.

### CODE OF CONDUCT

As a D.A.R.E. officer, I will conduct myself in a manner, which will present a positive role model to those within the community in which I serve. My actions will be consistent with and support the goals and objectives of the D.A.R.E. program.

I understand that certification to present the D.A.R.E. curriculum is a privilege, not a right and that I may only present those curricula for which I have been certificated. Violations of the following standards may result in decertification and loss of the privilege to present D.A.R.E. curriculum.

1. Criminal Misconduct
2. Administrative Misconduct, including but not limited to:
  - 
  - Knowingly failing to comply with established national or regional policies and procedures.
  - Knowingly failing to deliver the D.A.R.E. curriculum according to the program design.
  - Knowingly using the D.A.R.E. name, logo, and/or copyright-protected material in an inappropriate manner.

#### 3. Unbecoming Conduct

The officer/instructor is the most visible representative of the D.A.R.E. program. Each involved officer represents all who have and continue to contribute to the program. As a highly visible member of the community, the conduct of an officer affiliated with D.A.R.E. is closely scrutinized, and actions on and off duty reflect directly upon the public's perception of the program. Officers certificated to present D.A.R.E. curriculum must at all times conduct themselves in a professional manner, not bringing discredit to themselves, their employing agency, the law enforcement profession or the D.A.R.E. program.

#### 4. Violations of Trademark and Copyright Laws

Officers certificated to instruct D.A.R.E. curriculum shall not violate the D.A.R.E. America Trademark Infringement Policy which states, "No local production of any D.A.R.E. merchandise may be undertaken. Only authorized licensed vendors of D.A.R.E. America may use the D.A.R.E. name or family of D.A.R.E. trademarks on D.A.R.E. items or promotional items. Any person (including a police officer) who utilizes any of these trademarks on merchandise, promotional items, or in publications without the written consent of D.A.R.E. America may be in violation of federal law and subject to prosecution."

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Officer's Signature

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Training Center Representative (Print)

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Officer's Name (Print)

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Training Center

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Date

# D.A.R.E. OFFICER INFORMATION SHEET

**INSTRUCTIONS:** Printing legibly, please complete this form and return it to the facilitator of your training. The completion of this form is necessary to ensure your certification as a D.A.R.E. Instructor. An information sheet needs to be submitted for each D.A.R.E. Training completed.

## PERSONAL INFORMATION

<b>Rank:</b>	<b>First Name:</b>
<b>Middle Initial:</b>	<b>Last Name:</b>
<b>Social Security:</b>	<b>E-mail Address:</b>

## AGENCY INFORMATION

<b>Law Enforcement Agency Name:</b>	
<b>Address of D.A.R.E. Unit:</b>	
<b>City:</b>	<b>County:</b>
<b>State:</b>	<b>Direct Phone:</b>
<b>Zip Code:</b>	<b>Fax:</b>

**Address for Law Enforcement Agency HEADQUARTERS if different from above**

<b>Address:</b>	<b>Zip Code:</b>
<b>City:</b>	<b>Phone:</b>
<b>State:</b>	<b>Fax:</b>

Are you replacing an officer who is leaving your D.A.R.E. Unit and Will no longer be teaching a D.A.R.E. curriculum? YES    NO  
(circle one)

If yes, what is the name of the officer(s) you are replacing?

Is this the first time your agency will implement the D.A.R.E. program? YES    NO  
(circle one)

## TRAINING INFORMATION

**Which State or Training Center provided this training?**

**Which type of training are you receiving?**  
(please check one)

**DATE TRAINING COMPLETED**

month    day    year

/    /

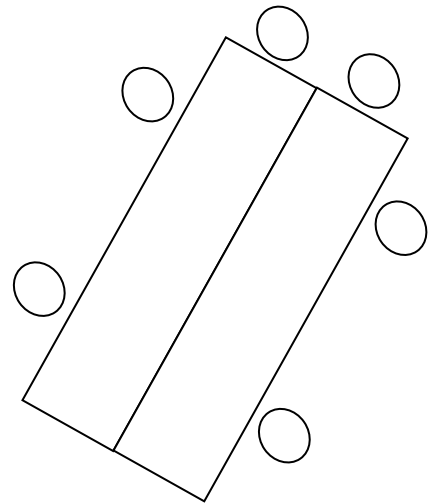
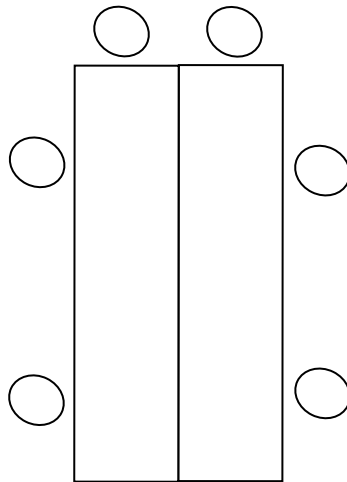
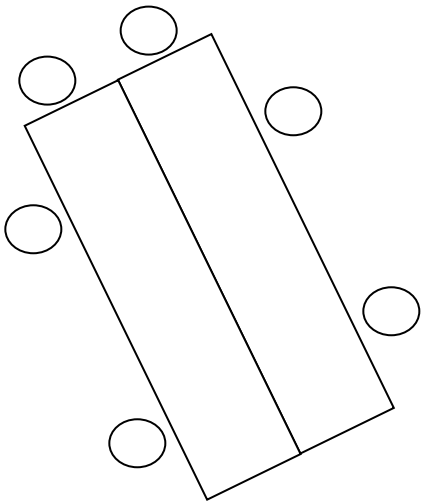
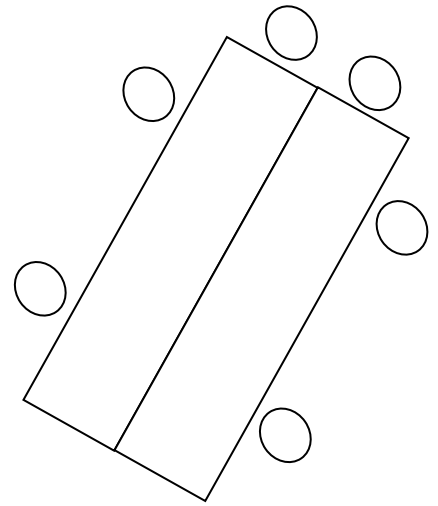
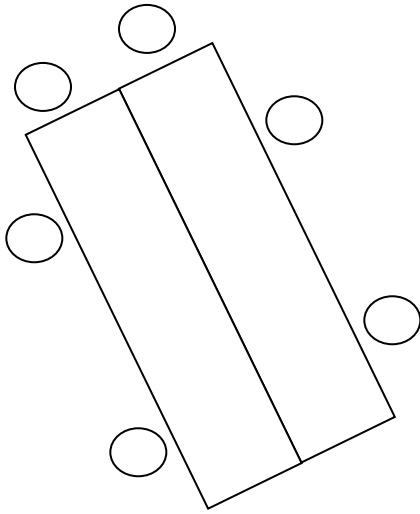
- D.A.R.E. Officer Training (DOT)
- Middle School Training
- Sr. High School Training
- Parent Program Training
- Special Ed Adaptation Training
- Facilitation Training
- Mentor Officer Training (MOT)

**Note to State Training Director:** Please include all officer information sheets with the completed training documentation to your Regional Director.



# SUGGESTED SEATING ARRANGEMENT

REAR



FRONT

# D.A.R.E. OFFICER TRAINING

## PERSONAL ASSESSMENT FORM

DATE \_\_\_\_\_

This assessment form is not an evaluation or a test. It will help the mentor/staff assess how to assist in your development as a D.A.R.E. Officer.

NAME: \_\_\_\_\_

1. Please circle the levels of formal education you have achieved and fill in major:

High School \_\_\_\_\_ Bachelor of Arts

Associate of Arts \_\_\_\_\_ Other (specify)

2. Please list other educational seminars or workshops you have attended in the last two years.

3. Have you ever done any teaching or training or are you currently involved in teaching or training? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please describe your teaching/training experience (examples might include driver education, management, the education department of your agency, or of an educational institution). Please include the format of the training and your role as a trainer or teacher.

4. Describe some of the problems or frustrations you have encountered in teaching, training, or learning.



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 \_\_\_\_\_

## Lesson #2

- D.A.R.E. Box  
Selected questions
- Review last lesson  
Remember DDMM,

In Own Words

OBJECTIVES: By the end of the lesson, Students will be able to:

1. Be able to recall harmful effects of tobacco
2. Recall steps to D.A.R.E. Decision Making Model
3. Create warning labels using tobacco fact sheet
4. Recognize misconceptions of tobacco use

### Lesson Activities (Key concepts)

Describe how each activity supports the objective of the lesson

- # 3 Students should dispel the myth that all kids use and readily identify that, in fact, most students do not use tobacco in the 8<sup>th</sup> grade.
- # 4 Students will understand the facts/dangers associated with tobacco use and, working with their partner, select the two facts that mean the most to them.
- # 5 Apply the facts they just learned and bring it to their level by writing their own warning label that would influence a teenager to not use tobacco
- # 6 Understand tobacco affects the entire body by recording this information under each body part.

### Evidence of Active Learning

- # 3 & 4 Working in pairs
- # 5 Designing their own warning labels
- # 6 & 7 Body parts and journal

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

NAME \_\_\_\_\_

## Lesson #2 Sample questions for mentors during break-out session

- #2 How can we make sure that the students remember the Decision Model? Would you put it on the overhead and have them look at the chart on the inside of the cover as you review?
- #3 What could be some of the problems you face when you put the students in pairs?  
How can we prevent those problems?  
Why is it important to meet with the teacher prior to starting class and, most importantly, these groups? Why don't we just give the students the National Survey Results?  
What is the purpose of having them guess as individuals and as a pair? What number do you think most students will come up with, high or low?
- #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?  
Why do you think that? Could someone offer another explanation?  
Do you think there are any KEY WORDS in this Activity? Why did you choose that word?
- #5 Why do we have the students write their own warning label in their own words?  
Do you think their classmates will remember those in the book or the ones their peers wrote? Why?  
What are the desired results from this activity?
- #6 What teaching modalities are used in this activity? What is the purpose of the picture of the body?  
When writing the word *tobacco* in this lesson, is it important that students spell the word correctly?  
Will the teacher appreciate the fact that they are also learning to spell a new word? Is it important that the teacher participates in this lesson if he/she is willing?

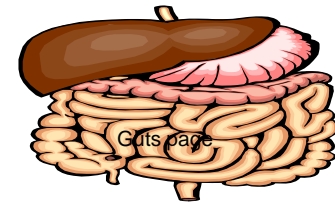
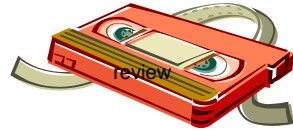
# *D.A.R.E. Middle School Concepts and Practices*

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>
<b>Activity One:</b>			
<b>Activity Two:</b>			
<b>Activity Three:</b>			
<b>Activity Four:</b>			
<b>Activity Five:</b>			
<b>Activity Six:</b>			
<b>Activity Seven:</b>			

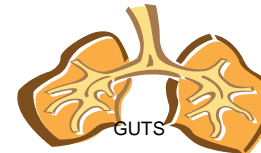
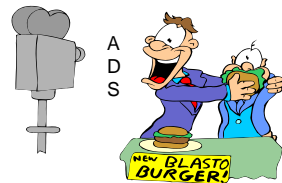
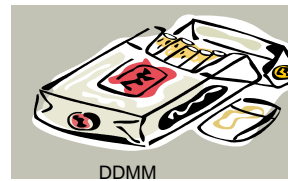
**What Were the Main Goals of This Lesson?**

Sample discussion cards for elementary lessons  
(Contact DARE America for electronic copies in color.  
Middle School cards also available upon request)

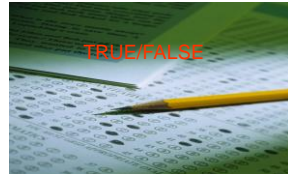
### Lesson 2



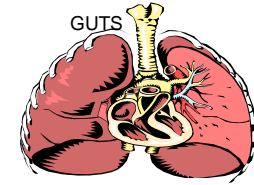
### Lesson 3



## Lesson 4



## Lesson 4



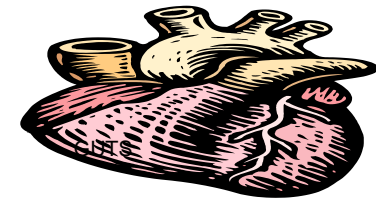
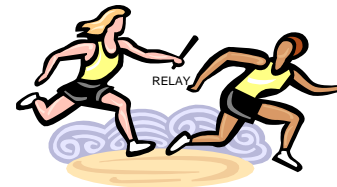
## Lesson 5



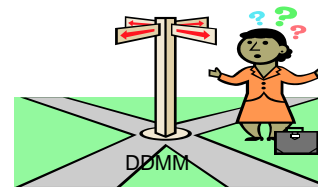
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A.  
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E.



## Lesson 5

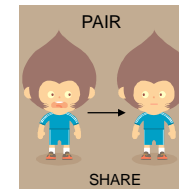


# Lesson 6



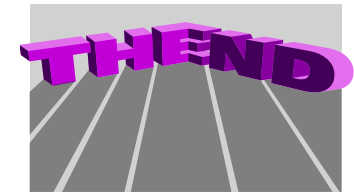
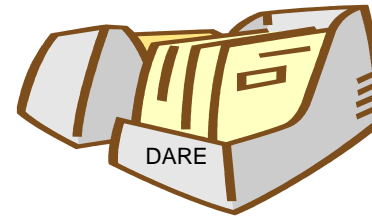
# Lesson 6

# Lesson 7



# Lesson 7

## Lesson 8



## Lesson 10

