





	<p>Drug Recognition Expert Condensed Instructor Development Course</p>
<p>Session 4– The DRE Curriculum Package and Teaching Assignments</p>	
   <p>Session 4 – DRE Curriculum Package and Teaching Assignments</p>	<p>February 2017</p> <p>4-1</p>

Content Segments

- A. The DRE Curriculum Package
- B. Overview of the DRE School
- C. Purposes of the Lesson Plans
- D. How to Use the Lesson Plans
- E. Outlines
- F. Questions and/or Concerns



Session 4 – DRE Curriculum Package and Teaching Assignments

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Session 4: The DRE Curriculum Package and Teaching Assignments

Estimated time for Session 3: 2 Hours (depending on class size)

Session Objectives

- Describe the documents that make up a standard curriculum package
- Describe the content and format of the lesson plans for the DRE School

Contents

- A. The DRE Curriculum Package
- B. Overview of the DRE School
- C. Purposes of the Lesson Plans
- D. How to Use the Lesson Plans
- E. Outlines
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Materials

Presentation slides
Easel/Easel pad
Markers
DRE Instructor Guide
Teaching Assignments

Instructional Notes are presented in bold italic throughout the sessions.



Session 4: The DRE Curriculum Package and Teaching Assignments


Estimated Time for Session 4: 2 Hours

Materials

- ***Presentation slides***
- ***Easel/Easel pad***
- ***Markers***
- ***DRE Instructor Guide***
- ***Teaching Assignments***
- ***Computer speakers (for embedded videos)***

Session Objectives

- Describe documents that make up a standard curriculum package
- Describe content and format of lesson plans for DRE School



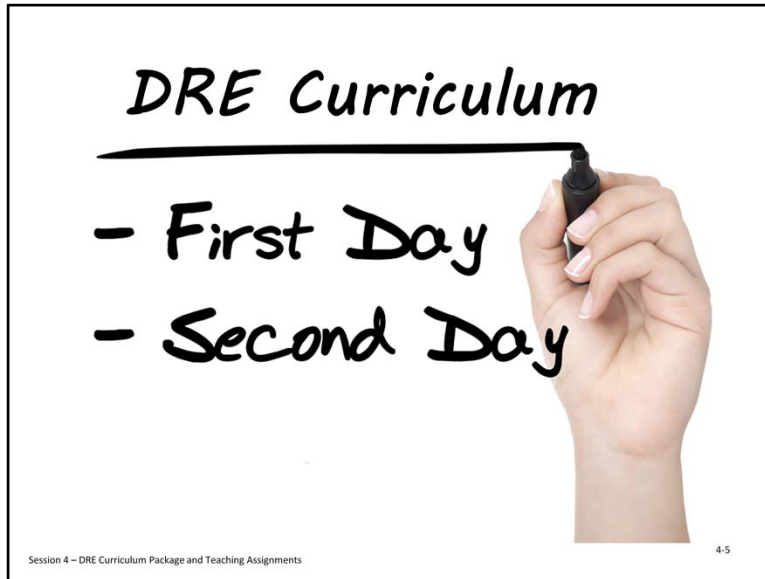
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Session Objectives

At the conclusion of this session, participants should be able to:

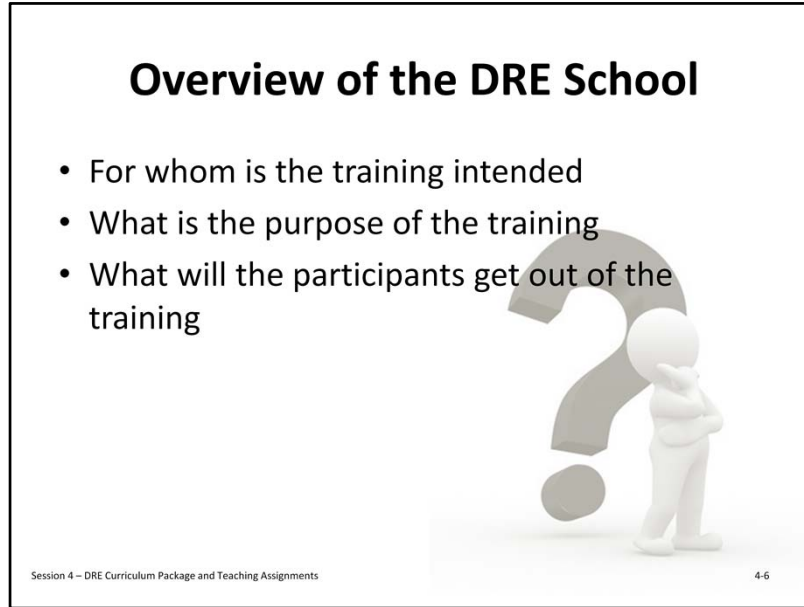
- Describe the documents that make up a standard curriculum package
- Describe the content and format of the lesson plans for the DRE School



A. THE DRE CURRICULUM PACKAGE

A complete curriculum, or course of instruction, has been prepared for DRE training.

The DRE course spans nine full days; two days for the Pre-School and seven days for the DRE School.




B. OVERVIEW OF THE DRE SCHOOL

- **For whom is the DRE training intended?** The course is designed for law enforcement candidates who have been selected to serve as DREs.
- **What is the purpose of the training?** The ultimate goal of this course is to help prevent crashes, deaths, and injuries by improving enforcement of drug-impaired driving violations. It is not exactly clear how many drug-impaired drivers are on our nation's roads or how many crashes they cause. But even the most conservative estimates indicate these drivers kill thousands of Americans and injure at least tens of thousands of others each year.
- **What will the participants get out of the training?** The participant who successfully completes this phase of DRE training will be able to...
 - Distinguish if an individual is under the influence of a drug or drugs other than alcohol, or under the combined influence of alcohol and other drugs, or suffering from some injury or illness that produces signs similar to alcohol/drug impairment
 - Identify the broad category or categories of drugs inducing the observable signs of impairment
 - Progress to the certification phase of the training

Overview of the DRE School (continued)

- What subject matter does the course cover
- What activities take place during the training
- How long does the training take



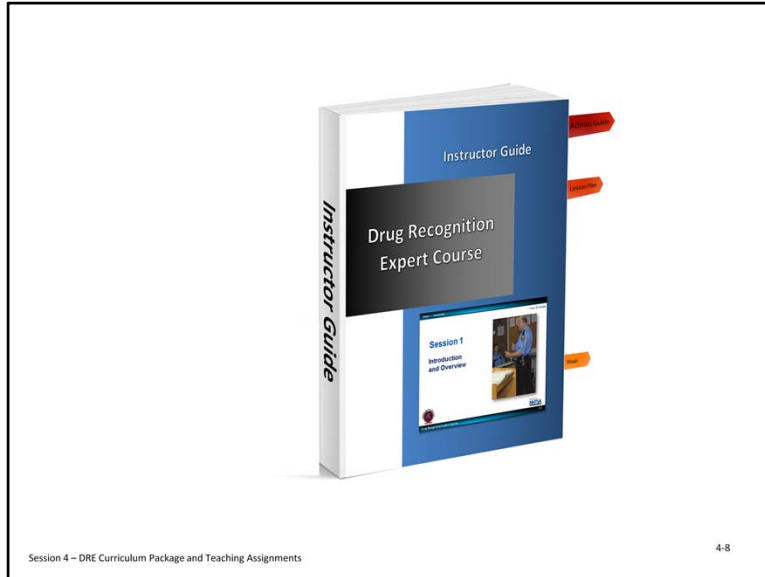
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B. OVERVIEW OF THE DRE SCHOOL

- **What subject matter does the course cover?** The course focuses primarily on two broad topics:
 - The examinations, observations, measurements, etc. that constitute the DRE procedures
 - The nature, effects, signs, and symptoms of each of the seven categories of drugs and of the combination of the categories
- **What activities take place during the training?** Formal presentations, or lectures, occupy approximately one-half of the course. Most of the remainder of the course is devoted to demonstrations and hands-on practice of the DRE procedures
- **How long does the training take?** This classroom training course occupies seven training days. A typical schedule calls for each day to begin at 8 am and conclude at 5 pm. A one-hour lunch period and hourly breaks of 10 minutes are accommodated in that schedule.

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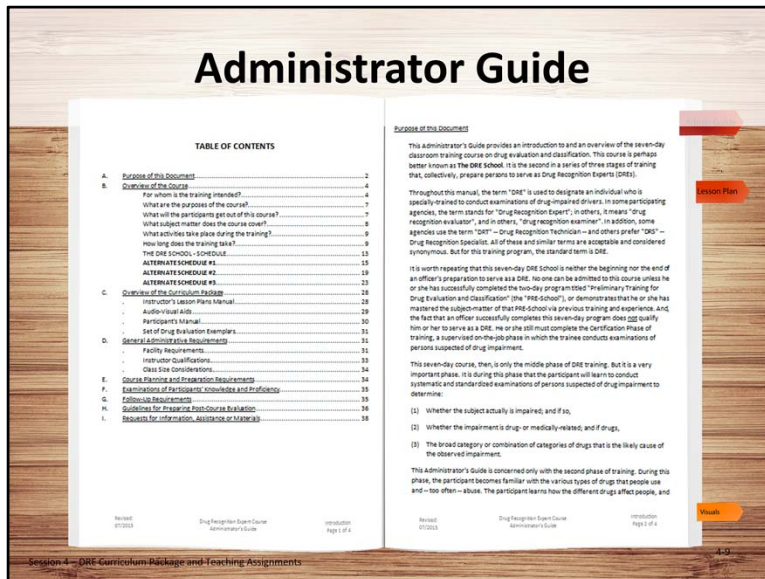


Point out an Instructor Guide has been prepared for the course.

The Instructor Guide contains three things:

- Administrator Guide
- Lesson Plans
- Visuals

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Note the first section of the Instructor Guide is the Administrator Guide.

The Administrator Guide is intended to provide an introduction to and an overview of the course.

- The Administrator Guide begins with a section called “Purpose of this Document”, a brief description of the Guide
- The next section, “Overview of this Course”, gives some very important information about what the DRE School covers and who should attend
- The last section, “A Synopsis of the Curriculum” gives a brief summary of the lesson plans and the visuals

As instructors, it is essential you be thoroughly familiar with the Administrator Guide.

Emphasize instructors should review Segment E. “Guidelines for Conducting a Controlled Practice Drinking Session” of the Administrator Guide for some detailed instructions regarding conducting the alcohol workshops that take place during the School.

Purposes of the Lesson Plan

- Help you get ready
- Help you stay on track
- Ensure consistency



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The second section (and the bulk) of the Instructor Guide are lesson plans.

C. PURPOSES OF THE LESSON PLANS

Lesson plans have three main purposes.

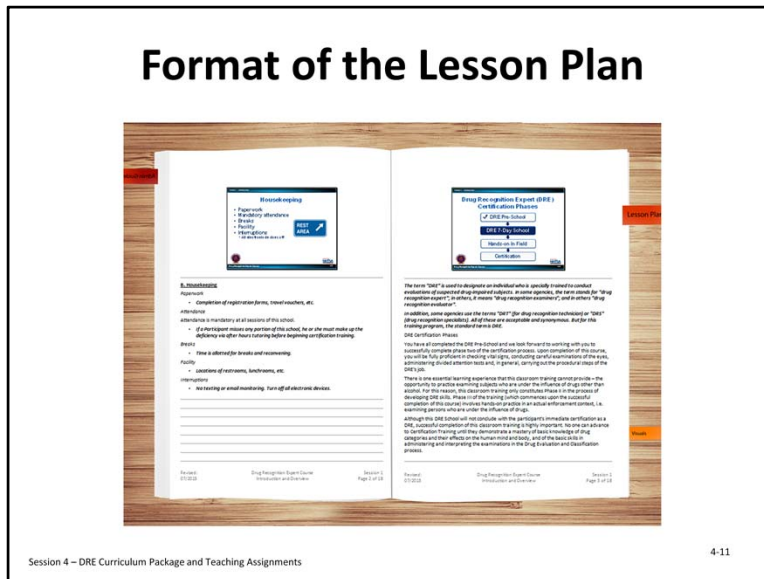
1. **Help you get ready to teach**

- Ensure you have all the needed materials and resources
- Familiarize yourself with the lesson plans thoroughly before you attempt to teach a session
- Ensure you understand what the participants should become able to do
- Ensure you understand the information to present to the participants
- Ensure you can perform the skills and procedures you are to demonstrate to the participants

2. **Help you stay on track**

- Don't try to memorize the lesson plans
- Don't be afraid to refer to the lesson plans while you are teaching; they are intended to help you

3. **Ensure consistency of training**



Format of the lesson plans

- The lesson plans for the DRE School are organized on a session-by-session basis
 - There are 10 sessions in the DRE Preliminary training
 - There are 32 sessions in the DRE 7-Day Curriculum
 - Each session has its own set of Lesson Plans
 - Session 1 is called “Introduction and Overview”
- The first page of each set of lesson plans is called the cover page
 - The cover page gives the number and titles of the session and indicates the approximate amount of time the session requires
 - For example, Session 1 of the DRE Curriculum requires approximately 30 minutes
- The second page of a set of lesson plans is the outline page
 - The outline page lists the learning objectives for the session, i.e., states what the participant will be able to do after successfully completing the session
 - The outline page also lists the content segments of the session, which correspond to the major topics covered
 - Finally, the outline page indicates the major types of learning activities that take place during the session
- The main purpose of the outline page is to help you prepare to teach
 - If you are assigned to begin teaching a session, you should start by reviewing the session’s objectives with the participants

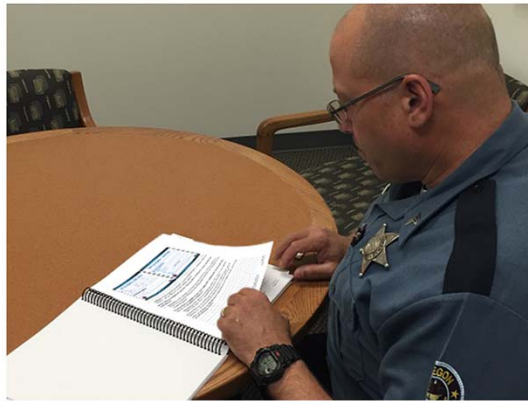
Next, preview the content and the learning activities.



D. HOW TO USE LESSON PLANS

- Read the lesson plan
- Personalize the lesson plan
- Preparation using the lesson plan

Read the Lesson Plan



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Read the lesson plan

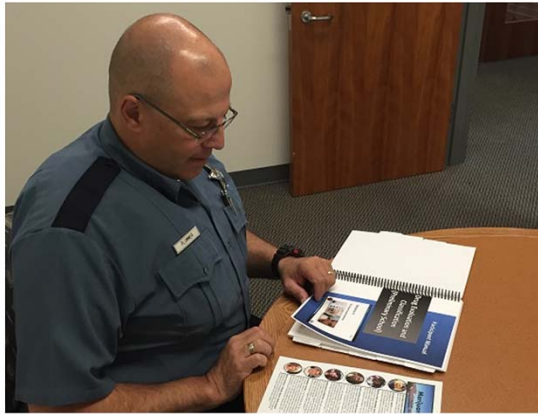
- Begin by reading not only the portion you have been assigned to present, but the entire curriculum. You will need to become familiar with the content materials as well as understand where and how it fits in the course.
- If you do not understand the material, you may need to research other written material or to talk with other people familiar with the subject matter



Personalize

- The instructional notes area of the lesson plan can be used to insert your own examples relevant to the material being taught. This is also where you can note the prepared questions to ask the class. Personal experiences add impact and increase retention of content material. Adding our own examples incorporates our own personality and style to the training delivery.
- The lesson plan should have your own notes and questions incorporated in the instructional notes. Make sure you know how the slides read and when they are to be used. You should also have any other training aids such as props, etc., available for you to practice using. If you plan to use prepared easel/easel pads, this is when you will need to prepare them.

Prepare

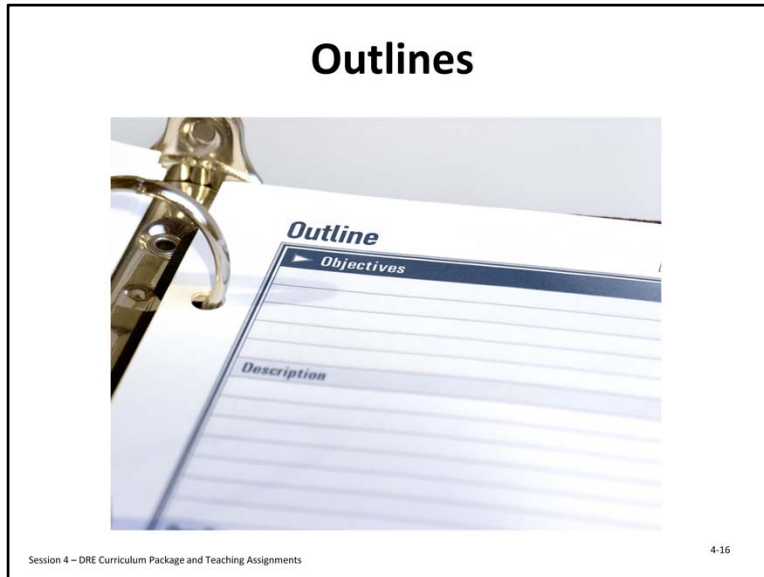


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Preparation

- Start by going through the material just as you would during the presentation, don't try to memorize it.
- Some trainers use the "3 to 1" ratio for determining how much time to prepare. This formula means for every hour of instruction, we would need to prepare for three hours. However, remember subject matter knowledge, experience in training others and individual confidence levels will also influence the amount of preparation time required.
- If possible, practice presenting aloud in the room you will actually be using. This will help you feel more comfortable and familiar with the surroundings. You will also look as if you are used to moving around in that environment.
- If possible, record your practice presentations on video to enable you to see and hear yourself as the participants will. However, because this is not always possible, the next best-practice technique is to audio record your presentation
 - Here are just some of the advantages of recording yourself:
 - Check voice tone and rate of speech
 - Improve word enunciation
 - Substitute words that are awkward or difficult to pronounce
 - Listen to how we phrase questions and give feedback to responses
 - Practice responding to questions that might be asked
 - Listen for fillers such as "uh's", "and uh", "O.K.", etc



E. OUTLINES

Content Outline

Describes what is to be included


- List of facts to be presented
- Outline of procedures to be demonstrated
- Details on concepts to be explained
- Series of ideas to be discussed
- Delivery Method Outline

Describes how the content will be presented

- Amount of time to be spent on the topic
 - Audio-visual aids to be used
 - Questions to be posed to stimulate participation
 - Procedures for classroom learning activities
 - Indications of points to be emphasized
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What to Take to the Classroom

- Lesson Plans
- PowerPoint Slides
- Training Props or Demonstration Materials
- Reference Materials



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What to Take to the Classroom

- Lesson Plan
- PowerPoint Slides
- Training props or demonstration materials
- Any other reference materials or notes you will be using during your presentation of the material

NOTE: **Any** outside materials or references must be approved by the Course Manager prior to their use.

Trainers should incorporate their individual style into the delivery.

While not all of the techniques we see used by other instructors may seem comfortable for us, we should try to find ways to enrich the learning experience for our participants. Their needs, after all, are why we conduct training.

Explain techniques or methods which reinforce learning of new information or improve retention should be an integral part of training delivery, not the exception.



Small Group Curriculum Activity

Divide class into 4 groups:

- ***DRE Instructor Guide Administrator Guide group***
- ***DRE Instructor Guide Sessions 1-5 group***
- ***DRE Instructor Guide Session 6-10 group***
- ***DRE Instructor Guide Session 11-15 group***

Each group will be given 15 minutes to research their topic.

Each group will present to the class the relevant information of their topic (maximum 15 minutes per group).

Key points to be elicited from the Administrator Guide group

- ***For whom is the DRE course intended***
- ***How long is the training***
- ***Classroom requirements***
- ***Materials needed***
- ***Requirements to pass the course***

Key points to be elicited from the Instructor Guide groups

- ***This information can be located in the Appendices of the DRE Course Administrator Guide***



G. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next session.

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