



Red Ribbon Week



Teacher:	Subject/Grade:
Learning Objectives, Students Will Be Able To (SWBAT): Objective 1. (Future Plans) SWBAT recognize & communicate how risk behavior like substance use can hinder future plans. Standard 6: Grades 9-12 (Indicator 6.12.4) Objective 2. (Social Norms) SWBAT comprehend & communicate that non-use is normal, 80-85% of 8th-12th graders report no form of substance use. Standard 2: Grades 9-12 (Indicator 2.12.3) Objective 3. (Consequences) SWBAT evaluate & communicate numerous serious & life-threatening consequences associated with substance use. Standard 1: Grades 9-12 (Indicator 1.12.5) Objective 4. (The Pledge Decision) SWBAT analyze information to make a decision to the pledge to live a drug-free life. Standard 5: Grades 9-12 (Indicator 5.12.4)	
Key Vocabulary: Opioids, Counterfeit Pills, Overdose, Good Samaritan Law, Naloxone, Influences, Goals, Risk, Consequences	Materials: Projector or Screencast Capabilities, Screen, Computer/Tablet, Speakers, RRW Pledges, Markers, Tape
Special Note: Young people may experience a variety of emotions as they participate in this lesson. The content may have a strong emotional impact on students who: 1. Lost a loved one because of an opioid or other drug overdose. 2. Have a parent or loved one who is struggling with substance use disorder. 3. Had a negative experience while using an illicit substance. 4. Are dependent on opioids or other substances. 5. Think they can use opioids and other substances without consequences. If a student is having a strong response guide them to an appropriate school staff.	
1. Opening/ Anticipatory Set (5 minutes): "Do you know about Red Ribbon Week? "You may already know about the opioid crisis and the dangers of making unhealthy choices with substances, but you may not be aware of Red Ribbon Week and its history. Today you will hear from a former NFL player, the Drug Enforcement Administration (DEA), and the military about the dangers of substance use and tips to avoid having drugs and other substances derail your future."	
2. Play the video (20 minutes):	
3. Follow Up Questions (10-15 minutes): 1. "What is one big future goal you have or an activity you love doing (like a dream job, playing a sport, playing music)? How could a single bad choice with drugs derail that goal?" 2. "The data shows that a huge majority of high school students report no form of substance use. Why does media (TV, music, social media) often make it look like the opposite is true, and how does knowing the real statistic change your perspective?" 3. "In the context of the current opioid/fentanyl crisis, how have the consequences of experimental substance use shifted from risky to potentially immediate and life-threatening?" 4. "When you sign the Red Ribbon Week pledge, what is something or someone that gives you a reason to stay drug free and healthy?" 5. "Signing a drug-free pledge is a personal decision, but how does that individual decision impact your family, friends, and the broader community?" 6. "Who are some people you trust that you can go to when you need help?"	
4. Take the Pledge (10 minutes): Print pledges for students to sign and display them in the room or create a Pledge Wall. These can be a visual reminder for the students all year to make healthy choices and live drug free. Encourage the students to write their reason for staying drug free below their signature.	
SHAPE America National Health Education Standards: Standard 1: Use functional health information to support health and well-being of self and others. Grades 9-12 (Indicator 1.12.5): "Analyze the short- and long-term consequences of health-risk behaviors on self, others, and communities." Standard 2: Analyze influences that affect health and well-being of self and others. Grades 9-12 (Indicator 2.12.3): "Evaluate how social, cultural, and environmental norms affect health practices and behaviors of self and others." Standard 5: Use a decision-making process to support health and well-being of self and others. Grades 9-12 (Indicator 5.12.4): "Synthesize information and potential outcomes to make a health-promoting decision." Standard 6: Use a goal-setting process to support health and well-being of self and others. Grades 9-12 (Indicator 6.12.4): "Implement a plan that addresses supports and barriers to attaining a health-related goal."	