



Red Ribbon Week Lesson Plan



Teacher:	Subject/Grade:
Learning Objectives, Students Will Be Able To (SWBAT): Objective 1. (Future Plans) SWBAT recognize & communicate how risk behaviors like substance use can hinder future plans. Standard 6: PreK-2 (Indicator 6.2.4), Grades 3-5 (Indicator 6.5.4) 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: PreK-2 (Indicator 2.2.2), Grades 3-5 (Indicator 2.5.3) Objective 3. (Consequences) SWBAT evaluate & communicate numerous serious and potentially life-threatening consequences of substance use. Standard 7: Grades PreK-2 (Indicator 7.2.1), Grades 3-5 (Indicator 7.5.1) Objective 4. (The Pledge Decision) SWBAT analyze information to make a decision to the pledge to live a drug-free life. Standard 5: PreK-2 (Indicator 5.2.4): Grades 3-5 (Indicator 5.5.4)	
Key Vocabulary: Healthy choices, Illegal Drugs, 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 dangers of making unhealthy choices, but 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 (10 minutes):	
3. Follow Up Questions (10-15 minutes): Grades K-2nd: 1. "What are some healthy choices we can make for our bodies?" 2. "How do good habits (like eating healthy food, getting exercise, or only taking medicine from a trusted adult) help us grow up happy and strong?" 3. "When we see our friends playing safely at recess, how does that make us want to play safely too?" 4. "How does taking the pledge during Red Ribbon Week help us remember to keep our bodies strong?" 5. "If someone offers you something to eat or drink, but you don't know what it is, what decision should you make?" "Who are some adults you trust that can help you if you don't know what to do?" Grades 3-5th: 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 does staying drug-free help protect that goal?" 2. "During Red Ribbon Week, we see lots of people pledging to be drug-free. Why is it helpful to know that almost all kids your age choose not to use drugs?" 3. "Besides physical health, how can using substances like alcohol or drugs hurt a person's feelings, friendships, or schoolwork?" 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. "Who are some adults 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 2: Analyze influences that affect health and well-being of self and others. Grades PreK-2 (Indicator 2.2.2): "Determine the ways that various influences affect personal health and well-being." Grades 3-5 (Indicator 2.5.3): "Explain how school, community, and social norms affect health practices and behaviors." Standard 5: Use a decision-making process to support health and well-being of self and others. Grades PreK-2 (Indicator 5.2.4): "Choose an option that supports health and well being." Grades 3-5 (Indicator 5.5.4): "Choose a health-promoting option when making a decision." Standard 6: Use a goal-setting process to support health and well-being of self and others. Grades PreK-2 (Indicator 6.2.4): "Describe actions that support reaching a health-related goal." Grades 3-5 (Indicator 6.5.4): "Identify supports and barriers that affect progress toward attaining a health-related goal." Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others. Grades PreK-2 (Indicator 7.2.1): "Identify practices and behaviors that support health and well-being of self and others." Grades 3-5 (Indicator 7.5.1): "Examine practices and behaviors that support health and well-being of self and others."	