



# **Red Ribbon Week**

## **Activities**

**for**

## **Middle and High School**

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## **Red Ribbon Week Ideas for Middle and High School**



### **Ideas for campus-wide awareness and activities:**

#### **1. Decorate the school for Red Ribbon Week:**

Create a banner on a bulletin board in the hallway. Ask students, faculty and parents to sign it, pledging to be drug free. Have a campus or grade-level door decorating contest. Have a Red Ribbon Week poster contest and decorate the school with the posters. Students can get creative and share the message of saying no to drugs in a fun and clever way. For the exterior, tie red ribbons around trees of the school.

#### **2. Celebrate by having campus or classroom dress-up days.**

Plan fun celebration days during Red Ribbon Week, such as Wear Red Day, Put A Cap On Drugs (wear a hat day), Put A Sock On Drugs Day (wear crazy socks), Be On A Drug Free Team Day (wear your favorite team gear), Shade Out Drugs Day (wear sunglasses), or Don't Get Mixed Up In Drugs (wear mismatched clothes).

Students are encouraged to wear a red ribbon to show their opposition to drugs and to participate in drug prevention activities.

#### **3. Have the students sign a Ribbon Week pledge cards.**

Pledge cards are provided in this resource.

#### **4. Post a Red Ribbon Week or drug-free message on the school's social media sites.**

#### **5. Invite a speaker during the week.**

Have a drug prevention agency or School Resource Officer to speak to the school about general alcohol, tobacco, and other drugs education, healthy decision making, myths and facts, and current drugs trends.

#### **6. Have the students make a PSA.**

Ask some students to create a daily public service announcement to share school wide about alcohol, tobacco and other drug use preventing, activities to be drug free, and habits to promote a healthy lifestyle.

#### **7. Use the activities in this resource for individual and classroom activities during Red Ribbon Week.**

#### **8. Internet Resources:**

<https://samasha.org/>

<https://teens.drugabuse.gov/>

<https://www.drugfreeworld.org>

## Recognizing the Risks

**Activity:** Risk and Protective Factors Definitions

**Type:** Class discussion or group activity

**Goal:** Students will recognize protective and risk factors associated with substance use and abuse.

### Lesson Plan Introduction and Guide

Introduce the topic to the students. Explain that teens strive for independence and are more curious. During adolescence teens are more likely to take risks. It's important to evaluate the outcomes when making decisions. There are other factors that will help reduce the behavioral risks when it comes to alcohol, tobacco and other drug use and abuse.

Protective factors can reduce a young person's risk of substance use and abuse or addiction. Risk factors are situations that can increase a youth's chances to use and abuse drugs. The more risk a person is exposed to, the more likely the person will use and abuse substances. The more protective factors in someone's life can safeguard a healthy lifestyle.

Begin the activity by asking the following questions:

- What do you think protective factors are? (Give a few examples of protective factors.)
- What do you think risk factors are? (Give a few examples risk factors.)

Directions:

Create a chart on the board or flip chart with two titles: Risk Factors and Protective Factors. See the next page for ideas. Ask students to first identify risk factors in someone's life when it comes to substance use and abuse. Record their answers. Then ask students to give some examples of protective factors that could safeguard against the use of substances. After the lists are created, point out that the protective factors can reduce the risk factors with the appropriate support and help.

After the activity, ask the following questions:

- Name support people in your life.
- What are some protective factors in your life?
- What are some risk factors in your life? **Ask this question if you think the group of students would be comfortable answering.**

## **Risk and Protective Factors**

### Risk Factors

- Physical and mental illness
- Possible failure in school
- Family issues/problems
- Loss of friends
- Low self-esteem
- Parent/family history and tolerance of drug and alcohol use and addiction
- Peer substance use and abuse
- No, or unclear, rules at home
- Belief that there is little risk in using drugs

### Protective Factors

- Positive health outcomes
- Strong family bond and trust
- Healthy relationship with family and friends
- Higher self-esteem
- Associate with peers who are non-users
- Ability to cope with stress in healthy ways
- Risks taken that have more positive outcomes
- Belief that drugs are harmful and risky

## Consequences of Addiction

**Activity:** Impact of Addiction

**Type:** Class discussion or group activity

**Goal:** Students will learn how addiction impacts a person's life.

### Lesson Plan Introduction and Guide

Introduce the topic to the students. Explain that they will discuss how addiction impacts a person's health, family life, friendships, employment, and academic performance. Explain addiction is a compulsive need to use a substance despite the consequences. They will examine the different areas of a person's life that are affected by addiction. Also explain that addiction can be managed so that a person can live a successful life and have successful relationships.

Begin the activity by asking the following questions:

- How would you define addiction?
- What are some substances a person can become addicted to?
- What are the most addictive drugs?
- What are some warning signs of addiction?
- What are some consequences a person can experience as a result of addiction?
- Is the person with the addiction the only one affected by the disease?

Directions:

Have the students brainstorm the consequences and impact of addiction for each of the following areas: health, family life, friendships, employment, performance in school, and legal concerns. This activity can be done with the entire class or in small groups. If the ideas generated are done in groups, allow time for each group to report and share their lists. See a list of ideas on the following page.

After the activity, ask the following questions:

- What is the biggest area affected by addiction?
- What can you do support someone who is using and abusing drugs?
- What can you do support someone with addiction?

## Consequences of Addiction

### Family:

*Lack of trust*

*Arguments with family members*

*Isolation*

### Home environment:

*Verbal and physical violence*

*Emotional abuse*

*Parental substance abuse*

### Physical health:

*Poor health consequences*

*Long-term health issues*

*Addiction*

### Financial/Job:

*Losing job*

*Lack of money from the cost of drugs*

*Stealing goods or money to buy drugs*

### Activities/sports:

*Lack of participation*

*Lack of participate due to intoxication*

*Lack of fitness*

### Relationships (dating):

*Physical violence*

*Emotional abuse*

*Lack of trust*

### Friendships/other people:

*Lack of trust*

*Loss of relationships*

*Association with delinquent peers*

### Mental/emotional health:

*Depression*

*Mood and anxiety disorders*

*Addiction*

### School:

*Poor academic performance and failure*

*Truancy*

*Dropping out*

### Legal:

*Pay for fines associated with drug use*

*Incarceration*

*Crime record*

## **Test Your Knowledge Game Show**

**Activity:** Alcohol, Tobacco and Other Drugs Vocabulary

**Type:** Game and class discussion

**Goal:** Students will test their knowledge about alcohol, tobacco and other drugs.

### **Activity Introduction and Guide**

Introduce the activity to the students. Explain that they will be “testing” their knowledge about alcohol, tobacco and other drugs.

#### **The Game Rules**

Divide the class into two teams. Each member of the team is asked a True/False statement. If the student gets the answer right, he or she wins a point for the team. After everyone has had a turn, the team with the most points wins.

Game variation: The teacher reads a True/False statement and the first person to slap desk gets to answer. If correct, his or her team earns a point. If incorrect, the person from the other team has a chance to earn a point. The team with the most points wins.

## Test Your Knowledge Game Show

### Questions and Answer Key

- Taking a medication in a way other than prescribed is prescription misuse. True
- Inhalants, such as the fumes from various paints, glues, fuels, are not deadly. False
- Taking a prescription medication that was not prescribed to you is illegal. True
- Vaping nicotine isn't as addictive as smoking cigarettes. False
- Opioids can be dangerous if misused. True
- Huffing is inhaling dangerous fumes through the mouth. True
- Addiction can be managed with treatment. True
- Your heart, lungs, liver and kidneys can be permanently damaged by inhalants. True
- Driving after using marijuana isn't dangerous like driving after drinking alcohol. False
- The need for more of a substance to get the same effect or high is called tolerance. True
- Drugs that speed up breathing and heart rate, giving a false sense of energy and power are called depressants. False
- People who drink too much only hurt themselves. False
- Strong stimulant drugs that speed up the nervous system are referred to as speed. True  
They are extremely addictive and dangerous are called amphetamines.
- Drug addiction is a dependency on substances that are difficult and painful to stop. True
- Drugs that slow down the heart and breathing rates, at first creating a false sense of well-being and relaxation, are called depressants. True
- Smoking marijuana is safer than smoking cigarettes. False
- You can drink as much as you want if you eat a lot to absorb the alcohol. False
- Alcohol may cause mood swings and impair your judgment. It may make you less patient and more aggressive. True
- People are addicted when they keep using a drug even when it causes problems in their life. True
- Steroid use has also been linked to heart damage. True
- Children of parents with alcohol and drug problems are more likely than their peers to abuse drugs and alcohol as they grow older. True
- Nicotine is a toxic substance in both cigarettes and e-cigarettes, and highly addictive. True
- Marijuana is not addictive. False



## Drug Mine Field

**Activity:** Effects of Alcohol, Tobacco and Other Drugs

**Type:** Team building and class discussion

**Goal:** Students will test their knowledge about the effects and behaviors while under the influence of alcohol, tobacco and other drugs.

### Activity Introduction and Guide

Introduce the activity to the students. Explain that they will be testing their knowledge about the effects of alcohol, tobacco and other drugs.

Preparation:

Print the drug mines on cardstock and laminate for durability. See the list of drugs and effects on the next page.

The Drug Mine Field Game Rules:

Prior to the start of the activity, print the drug mine cards and place randomly on the floor. Scatter an assortment of materials (pens, pencils, spoons, etc.) to make the trip through the mine field more difficult but safe. Establish a start and finish line with the masking tape.

Split your group into partner pairs. Partners will work together to get through the mine field without running into the drug mines. One partner will need to be blindfolded or keep his or her eyes closed and will not be allowed to talk, but only listen to the verbal guidance of the partner. The other partner will guide and talk but is not allowed to touch the blindfolded person.

Explain that the goal is for each blindfolded person to get from one side of the space to the other without touching drug mines; however, when the blindfolded person passes the drug mine, the guide says which drug mine they have stopped at. The blindfolded person needs to pause and give at least two effects that drug has on the mind and body. Then the pair can proceed.

After a pair successfully reaches the other side, they swap roles and repeat the process. Now the guide is blindfolded and must listen to his or her partner to avoid the drug mines once again. When the blindfolded partner passes the drug mine, the guide says which drug mine they have stopped at. The blindfolded person needs to pause and name two ways people appear or behave while using that drug on the mine.

Variation: If the class or group of players is too large, divide the large group into smaller groups. Pass out the cards and have each group discuss the effects and how individuals appear or behave while using that drug.

After the game is played, ask the following questions:

- What was this experience like?
- What is something you learned about the effects and behaviors while under the influence of alcohol, tobacco and other drugs from your partners?
- Are there any new facts you learned about drugs while playing the game?
- Review any or all the facts, appearance and behavior. (See chart on the next page.)

**Tobacco**

**Cocaine**

**Inhalants**

**Marijuana**

**Heroin**

**Amphetamines**

**Alcohol**

**Prescription  
Pain  
Relievers**

## Drug List and Effects

Name	Effects	Appearance and behaviors while under the influence
<b>Tobacco</b>	<ul style="list-style-type: none"> <li>• Increased heart rate and blood pressure</li> <li>• Heart and lung disease</li> <li>• Cancer (of the lungs, mouth and esophagus)</li> <li>• Poor sense of smell and taste</li> </ul>	<ul style="list-style-type: none"> <li>• Bad breath</li> <li>• Yellow teeth</li> <li>• Tobacco smoke odor</li> </ul>
<b>Alcohol</b>	<ul style="list-style-type: none"> <li>• Impaired memory</li> <li>• Loss of consciousness</li> <li>• Increased risk of injuries</li> <li>• Depression</li> <li>• Liver and heart disease</li> <li>• Addiction and fatal overdose</li> </ul>	<ul style="list-style-type: none"> <li>• Slurred speech</li> <li>• Bloodshot eyes</li> <li>• Alcohol odor</li> <li>• Loss of coordination</li> <li>• Drowsiness</li> </ul>
<b>Cocaine / Crack Cocaine</b>	<ul style="list-style-type: none"> <li>• Anxiety and panic attacks</li> <li>• Rapid heartbeat and breathing</li> <li>• Nasal tissue damage</li> <li>• Heart damage</li> <li>• Stroke, seizure and coma</li> </ul>	<ul style="list-style-type: none"> <li>• Dilated pupils</li> <li>• Nose bleeding</li> <li>• Sniffing</li> <li>• Slurred speech</li> </ul>
<b>Heroin</b>	<ul style="list-style-type: none"> <li>• Liver and kidney damage</li> <li>• Dangerous slowdown of heart rate and breathing</li> <li>• Severe withdrawal symptoms</li> <li>• Coma and death</li> </ul>	<ul style="list-style-type: none"> <li>• Drowsiness</li> <li>• Small (pinpoint) pupils</li> <li>• Slowed speech and movements</li> <li>• Track marks</li> </ul>
<b>Marijuana</b>	<ul style="list-style-type: none"> <li>• Respiratory issues</li> <li>• Lung and heart disease</li> <li>• Cancer risk</li> <li>• Poor short-term memory</li> </ul>	<ul style="list-style-type: none"> <li>• Strong odor of marijuana</li> <li>• Red eyes</li> <li>• Slow mental reactions and disoriented</li> <li>• Changes in mood</li> </ul>
<b>Prescription Pain Relievers</b>	<ul style="list-style-type: none"> <li>• Seizures</li> <li>• Increased risks for heart attack and other cardiovascular complications</li> <li>• Respiratory issues</li> <li>• Overdose and possible death</li> </ul>	<ul style="list-style-type: none"> <li>• Drowsiness</li> <li>• Slurred speech</li> <li>• Mood swings</li> <li>• Euphoria</li> </ul>
<b>Inhalants</b>	<ul style="list-style-type: none"> <li>• Liver and kidney damage</li> <li>• Heart failure</li> <li>• Lack of muscle control</li> <li>• Sudden death</li> </ul>	<ul style="list-style-type: none"> <li>• Odor of the substance</li> <li>• Bloodshot and watery eyes</li> <li>• Disoriented</li> <li>• Drunkenness</li> <li>• Aggressive behavior</li> </ul>
<b>Amphetamines</b>	<ul style="list-style-type: none"> <li>• Increased heart rate and blood pressure</li> <li>• Heart palpitations</li> <li>• Increased respiratory rate</li> <li>• Paranoia and hallucinations</li> </ul>	<ul style="list-style-type: none"> <li>• Dilated pupils</li> <li>• Increased energy</li> <li>• Euphoria</li> <li>• Tremors</li> <li>• Teeth grinding</li> <li>• Aggression</li> </ul>

## Possible Outcomes Scenarios

**Activity:** Consequences of using and abusing alcohol, tobacco and other drugs.

**Type:** Class discussion or group activity

**Goal:** Encourage students to make smart choices when it comes to drug use and abuse.

### Lesson Plan Introduction and Guide

Introduce the topic to the students. Explain that all the decisions we make have consequences, both positive and negative. In some cases, the risks or consequences are greater than in others. There are consequences to using any kind of drug, no drug is safer than another. It's important to evaluate the consequences first for more favorable outcomes.

Begin the activity by asking the following questions:

- Do you consider the consequences of a choice when you are trying to make a decision? Why or why not?
- What are some consequences and negative outcomes of substance use and abuse?
- When a person decides to use and abuse substances, is that person using the only one affected? Why or why not?

Preparation:

Cut the cards and laminate for durability.

Directions:

Tell the students they will be given hypothetical situations involving alcohol, tobacco and other drugs. Divide the class into groups and distribute the cards. Have the students brainstorm the consequences and outcomes for each scenario. If time allows, have the groups share their responses to a couple of the scenarios with the entire class. This activity can be done with the entire class as well.

After the activity, ask the following questions:

- Do you think the scenarios in this activity could really happen?
- Was it easy to identify the consequence and outcome for each one?
- What can you do to support someone who uses and abuses substances?
- What was the common problem with these situations?
- How could the problem have been avoided?
- Were others involved in the scenarios harmed by the person's decision to use and abuse drugs?



You just got  
your driver's  
license. You  
get stopped  
for driving  
while under the  
influence.

You go to  
school while  
intoxicated  
and disrupt  
a class.

You're thinking  
about dropping  
out of school.  
You can't keep  
up with  
schoolwork  
because you're  
always high.

You're too hung  
over to go  
to work. You  
have one last  
warning about  
if you are late  
for work.

You get caught  
with marijuana  
in your locker  
at school.

You have no  
memory of  
breaking up with  
your girlfriend.  
You were too  
drunk when  
you ended the  
relationship.

You engage in  
behaviors that  
you later  
regret when  
you're not  
intoxicated. Your  
friends spread  
stories about it.

You stole \$100  
from your  
mom's purse  
to buy drugs.  
The money was  
saved for  
your sister's  
birthday present.

Your grandfather  
has chronic back  
pain. You have  
been stealing his  
pain medication.  
His doctor won't  
give him a refill  
until next month.

You are  
babysitting your  
little sister. You  
huff paint and  
hear her crying.  
You can't help  
her because  
you're too high.

You realize that  
you can't get  
through a day  
without smoking  
cigarettes.

You drank some  
beer that you  
took to your  
friend's house  
and left it there  
on purpose.

# Red Ribbon Pledge Cards

I love my healthy habits!

I pledge to be DRUG FREE.

X \_\_\_\_\_  
signature



I love my healthy habits!

I pledge to be DRUG FREE.

X \_\_\_\_\_  
signature



I love my healthy habits!

I pledge to be DRUG FREE.

X \_\_\_\_\_  
signature



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