

# PREVENTION WORKS!

## A Guide for Red Ribbon Throughout the Year

**Ohio**

Department of Alcohol &  
Drug Addiction Services

**DFAA**

Drug Free Action Alliance

**John R. Kasich**, Governor  
**Mary Taylor**, Lieutenant Governor  
**Orman Hall**, Director

October 2012

Dear Ohio Educator,

October is National Substance Abuse Prevention Month -- a prime opportunity for educators and school administrators to discuss the risks of underage drinking, illicit drug use and prescription drug abuse, and to emphasize the importance of making healthy decisions with their students.

To help you deliver prevention-focused messages to your students, the Ohio Department of Alcohol and Drug Addiction Services has partnered with the Ohio Department of Education and Drug Free Action Alliance to develop the attached toolkit and activity guide to help you share drug free messages in your classroom. The theme for Red Ribbon Week 2012 is "We are the Majority," which drives home the fact with students that a majority of their peers are alcohol and drug free.

In fact, according to the 2011 Ohio Youth Risk Behavior Survey:

- 76.4% of high school students did NOT use marijuana in the past 30 days
- 78.9% of high school students did NOT smoke cigarettes in the past 30 days
- 62% of high school students did NOT drink alcohol in the past 30 days
- 79% of high school students did NOT ride with a driver who had been drinking in the past 30 days

Everyone has a role to play in prevention. You can and do make a difference when you share evidence-based information with students and parents. Research from The Partnership at Drugfree.org suggests that teens who hear a lot about the dangers and consequences are 50 percent less likely to experiment with alcohol and other drugs.

We hope you find the attached materials informative and useful as you help to spread the prevention message with your students. As you know, one of the most important factors in achieving student success in the classroom, and later in life, is a student's ability to stay drug and alcohol free. Thank you for your efforts in helping Ohio youth reach for success by maintaining a healthy, alcohol and drug-free lifestyle.

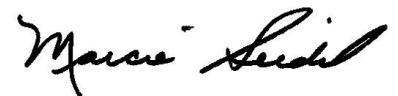
Sincerely,



Orman Hall, Director  
Ohio Department of Alcohol  
and Drug Addiction Services



Michael L. Sawyers, Acting Superintendent  
Ohio Department of Education



Marcie Seidel, Executive Director  
Drug Free Action Alliance

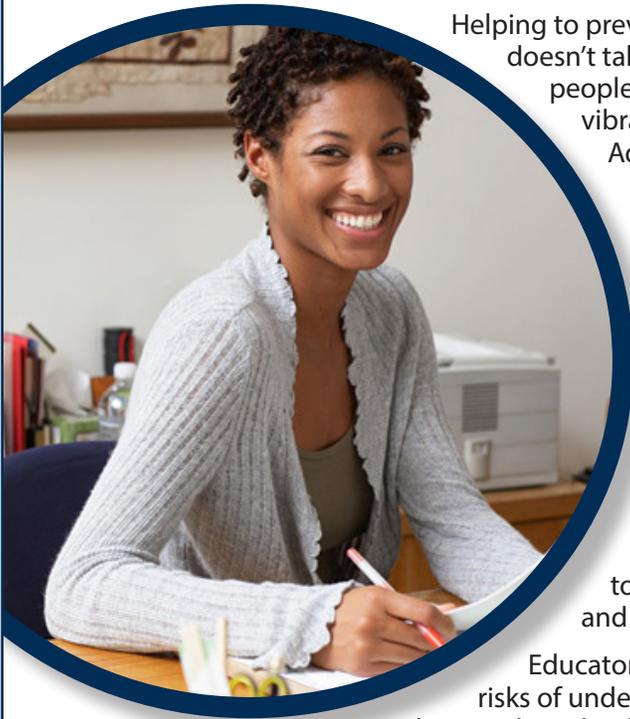
# Prevention Works!

October 2012



John R. Kasich, Governor  
Orman Hall, Director, ODADAS

## A Guide for Educators and School Administrators



Helping to prevent substance abuse and promote emotional well-being doesn't take extraordinary efforts, just everyday actions by ordinary people. Those simple actions promote healthier people and more vibrant communities (Substance Abuse and Mental Health Services Administration).

The National Prevention Strategy emphasizes that prevention should be woven into all aspects of our lives, and most importantly that everyone has a role in creating a healthier nation. School districts implementing a substance abuse prevention program (a proven factor in reducing underage drinking) and providing programs to promote the good mental health of students is a key aspect.

It is important to increase awareness among school-aged children and teens about substance abuse prevention and emotional well-being.

Educators and school administrators can influence young people to change their attitudes about underage drinking, illicit drug use and prescription drug abuse.

Educators and school administrators have an opportunity to discuss the risks of underage drinking, illicit drug use and prescription drug abuse with their students by doing the following.

- ✓ Encouraging student involvement in school activities
- ✓ Creating an environment that helps students explore their talents and follow their passions
- ✓ Being a caring adult and a mentor
- ✓ Relaying information to parents about school policies and the dangers of underage drinking, illicit drug use and prescription drug abuse
- ✓ Enforcing strict policies against alcohol use on school property and at school events
- ✓ Equipping students with knowledge, skills and motivation to resist the pressures to use
- ✓ Improving the learning environment by addressing students' aggressive behaviors and poor concentration, which are risks associated with the eventual onset of drug abuse and related issues
- ✓ Putting policies and mechanisms in place for referring students to the appropriate health care providers or other personnel if they need services or treatment

## Effective Prevention Programming for Educators and School Administrators

Providing information alone does not equal prevention. It is important to remember that information dissemination tries to change what people KNOW, while prevention works to change what people DO.

Substance abuse prevention focuses on delaying the onset of behavioral health problems. Prevention services are a planned sequence of science-driven strategies intended to facilitate attitude and behavior change for individuals and communities.

### Goals of Substance Abuse Prevention

- Delay and/or prevent the onset of alcohol and tobacco use
- Increase abstinence from alcohol, tobacco and illicit drugs
- Eliminate high-risk use of alcohol and other legal drugs
- Address environmental factors to decrease alcohol, tobacco and other drug use

### What we know ...

- Accuracy is always more important than impact
- Substance abuse prevention goals cannot be achieved with recovery content or strategies
- Information must be developmentally appropriate
- Just providing information alone will not result in behavior change
- A comprehensive approach among youth, educators, parents and communities is needed

### Scare Tactics/Fear-Based Approaches

- Have a strong natural appeal
- Used by some parents
- The “go-to” approach by some youth leaders
- Research regarding adolescent brain development shows that scare tactics and fear-based approaches are not effective in changing behavior
- Programs, assemblies and other events that rely on scare tactics to prevent problems are not only ineffective, but may have damaging effects
  - Scare tactics tend to be based on the belief that people can be scared into stopping a health- or life-threatening behavior
  - Youth may not believe other prevention messages since the source seems unreliable because catastrophic consequences rarely happen
  - Ads using scare tactics may enhance attractiveness of the drug for thrill seekers and reinforce negative social norms
  - Youth often laugh at these messages rather than feel fear

Finding the balance between awareness of adverse consequences and accuracy is needed. Messages that promote fear (without arousing too much) can be effective in promoting change only if the message can accomplish the following.

- ✓ Stand the test of time
- ✓ Includes concrete steps to avoid the problem

Effective substance abuse prevention efforts are evidence-based or incorporate evidence-based principles. These efforts focus on risk reduction, enhancement of protective factors and building assets in the individual, as well as address environmental risk.

### What is the role of educators and school administrators in organizing efforts in Ohio using a research-based prevention framework?

- ✓ Implementing evidence-based prevention programming or health promotion practices that incorporate evidence-based principles in grades K-12
- ✓ Collaborating with parent, teacher associations/organizations (PTA/PTO)
- ✓ Implement consistent, on-going prevention efforts
- ✓ Collaborating with local prevention providers and drug-free community coalitions

## Examples of Evidence-Based Programs

### Youth-Led Substance Abuse Prevention

The Ohio Youth-Led Prevention Network (OYLPN) consists of youth-led substance abuse prevention providers and youth throughout the state who are committed to the cornerstones of youth-led prevention, peer prevention, positive youth development and community service. The OYLPN fosters partnerships and collaborations among these youth-led prevention programs throughout Ohio.

The project was initiated by the Ohio Department of Alcohol and Drug Addiction Services (ODADAS), Drug-Free Action Alliance and the largest youth-serving organizations of Ohio: Ohio Teen Institute Youth to Youth International and PRIDE Youth Programs.



Ohio Youth-Led Prevention Network

Youth-led represents a sound prevention investment through meaningful youth involvement in community prevention efforts. Ohio has a proud history as the birthplace of two of the country's longest-standing and most-widespread youth-led prevention programs, Teen Institute and Youth to Youth. In addition, Ohio has hosted many PRIDE World Drug Prevention Conferences and has many PRIDE Teams as a result. The OYLPN now adds the newest chapter to the story of Ohio's commitment to youth-led prevention.

The OYLPN was formed to build upon and expand partnerships between youth-led substance abuse prevention programs to develop and strengthen Ohio's youth-led substance abuse prevention efforts at both the state and local levels.

For questions or suggestions about the OYLPN, please contact Kim Workman at [kim.oylpn@gmail.com](mailto:kim.oylpn@gmail.com).

To keep up-to-date with key issues impacting youth-led prevention, "like" [OYLPN's Facebook page](#).

### Drug Free 24/7

Drug Free 24/7 is the framework for social marketing of prevention messages in communities, schools and organizations through year-round marketing, education and programming.

Constant, yet creative messages promote drug free lifestyles and facilitate the expectation of living drug-free every hour of the day and every day of the year.

#### What is Social Marketing?

Social marketing is the use of marketing tactics and approaches to change existing beliefs or create new norms. One part getting attention, one part creating awareness and one part providing education, social marketing has the power to affect behavior within communities, schools, organizations and other systems.



Because of its potential to change behavior within a substantial number of people, social marketing is a powerful strategy alcohol, tobacco and other drug abuse prevention. By itself, social marketing can influence individual choices, but it can also serve as the backdrop or environmental reinforcement for other prevention strategies from peer prevention programs and educational curricula to advocacy initiatives and coalition efforts.

#### Why Drug Free 24/7?

The alcohol industry has engaged in large-scale social-marketing efforts to create a belief that alcohol is an integral part of nearly every holiday, special event and celebration: St. Patrick's Day, green beer, the Super Bowl, commercials with Clydesdales and a party with a lot of alcohol, spring break, extreme drunkenness among high school and college students.

Drug Free 24/7 takes the same social marketing strategies to create a different reality: prevention should be an integral part of every holiday, special event and celebration. Alcohol, tobacco, and other drug abuse is so connected to other health issues and social problems, prevention also should be an integral part of campaigns, initiatives and commemorations focused on specific cultural, social and health issues.

With Drug Free 24/7 as the overarching message and underlying thread to every prevention campaign and initiative, your community is receiving a consistent, clear message about alcohol, tobacco and other drugs.

<https://www.drugfreeactionalliance.org/drugfree247>

### **Parents Who Host Lose the Most**

A public-awareness program educating communities and parents about the health and safety risks of serving alcohol at teen parties.

Parents Who Host, Lose The Most: Don't be a party to teenage drinking takes place at state and local levels, concentrating on celebratory times for youth, such as homecoming, holidays, prom, graduation and other times when underage drinking parties are prevalent. This program encourages parents and the entire community to send a unified message that teen alcohol consumption is unhealthy, unsafe and unacceptable.



*Don't be A Party to  
Teenage Drinking.  
It's against the law.*

<https://www.drugfreeactionalliance.org/parents-who-host>

### **Pax Game**

The Pax Game, also known as the Good Behavior Game, is a proven universal preventative intervention that is implemented by elementary school teachers. It is directed at socializing children to the role of student and reducing aggressive, disruptive classroom behavior, which is a recognized early risk factor of a broad set of adolescent problems including substance use and abuse (Kellam, et. al., 2008; Petras, et. al., 2008).

A series of randomized trials were administered in the Baltimore City School System during the early 1980s. From this data, several studies have been published (Drug and Alcohol Dependence 95S, 2008). The strategy has been shown to have a direct impact on the reduction of future needed drug and alcohol services (Poduska, et al., 2008).

The intervention simply makes a game of behaving well in the classroom. Classes are divided into teams, and classroom disruptions are identified as "spleems." Using a timer, teams attempt to participate in class work with a minimal amount of "spleems." If the teams meet their goal of "spleems," they receive a non-monetary reward such as wriggling on the ground like an earthworm for 20 seconds or talking to their neighbor for 30 seconds.

### **Pax-It Notes**

Pax-It Notes are based upon the concepts found in the universal school-based PeaceBuilders model (Embry, et. al., 1996; Flannery, et. al., 2003) and the concepts of tootling (Skinner, et. al., 2000).

When a youth demonstrates a positive action, it is reinforced by a positive note being sent to the youth, his/her parent(s) and/or school. It is a modification of "catching someone doing good." The Pax-It Note is an NCR three-copy, half-paged note that is filled out when a teacher, school official, law enforcement officer, business person, parent or other adult witnesses a youth "doing good." A copy of the note is given to the youth, a second copy is given to an external recognition source (such as a parent or teacher, etc.) and a third copy is kept for data tracking purposes.

This positive reinforcement of good behavior has been shown to shift norms, reduce violence, and reduce other risk factors associated with alcohol, tobacco and other substance use (Gable, A., 2002; Jurbergs, et. al., 2007; McCain & Kelley, 1994).

### **Simple Gifts Initiative™**

#### **Low-Cost Population-Level Prevention to Save Our Children**

Every month, scientific journals publish studies about low-cost or no-cost prevention strategies. These strategies are scientifically known as behavioral kernels. They can dramatically reduce or prevent the burden of many afflictions harming our children, youth and adults. They can improve everyone's well-being. The Simple Gifts

Initiative™ is about spreading kernels throughout the world.

Employing these low-cost or no-cost strategies for all groups, neighborhoods or communities is the best approach to prevention both politically and morally.

With prevention for everyone:

- health-care costs can be contained
- community safety can be improved
- more children will do well in school
- America can compete better in the global economy
- the future will be healthier for all generations

What are Kernels? Kernels are smallest unit of scientifically proven methods to influence behavior. There are more than 50 no-cost or low-cost evidence-based kernels already documented. The list is growing as scientists understand this break-through in thinking. Kernels should be known and used as soon as possible in every American community.

The following are a few examples of kernels with preventive or treatment effects:

- Structured, cooperative recess or playground activities — with or without adult reinforcement, reduced aggression, violence, bullying, Attention Deficit Hyperactivity Disorder (ADHD) symptoms and injuries, as well as improved social competence, peer acceptance, academic achievement and BMI (Body Mass Index).
- A simple 15-minute “secret” writing exercise, about deeply held values by African-American seventh graders improves their academic success for 18 months or more.
- A recipe of several kernels, used in first grade only, dramatically reduces lifetime problematic behavior, ADHD symptoms, oppositional defiance, conduct disorders, cocaine use, serious drug use, alcohol abuse and increases high school graduation in multiple, randomized control group studies with long-term follow-up.
- A simple kernel recipe for peer-to-peer tutoring in classrooms reduces special education placement, increases social competence, reduces historic disparities and improves academic success into adolescence.
- An inexpensive contingency-management protocol dramatically improves substance abuse treatment outcomes for alcohol, cocaine, methamphetamine and poly-drug use.

[www.paxis.org](http://www.paxis.org)

### **Search Institutes 40 Developmental Assets: Transforming Classrooms One Relationship at a Time**

Every teacher wants to help students succeed. Search Institute conducts research to help you build the relationships and experiences your students need. Their framework of [40 Developmental Assets](#) identifies the many ways you can make a difference.

### **Bring Asset Building to Your School**

Search Institute offers many trainings for educators. Whether you want a simple introduction to the assets or instruction on how to implement the highly successful [Building Assets Reducing Risks Program](#), we have a training that fits your needs.

### **Trainings for educators**

If you're interested in finding out about how many assets your students have, or how your asset-building efforts are going, Search Institute Survey Services can help you out.

### **Integrating Developmental Assets into the Classroom**

Ideas for Educators is a series of newsletters that educators and administrators can use to bring Developmental Assets into the school setting. Each newsletter gives a brief overview of one asset and provides ideas for infusing that asset into educators' work with students.

Search Institute strives to provide educators with useful, relevant research that can be applied in the field. They conducted studies with more than two million youth throughout the world, and continue this process daily.

#### 40 Developmental Asset research:

<http://www.search-institute.org/research/education>

<http://www.search-institute.org/research-and-publications>

<http://www.search-institute.org/>

#### Sources

Substance Abuse and Mental Health Services Administration, *National Prevention Week Participant Toolkit*. HHS Publication No. (SMA) 12-4687. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2012.

*Leading Change: A Plan for SAMHSA's Roles and Actions 2011-2014*, <http://store.samhsa.gov/product/SMA11-4629>

*The NSDUH Report: Seasonality of Youth's First-Time Use of Marijuana, Cigarettes or Alcohol*. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, June 4, 2004. website: [www.samhsa.gov/data/2k4/season/season.htm](http://www.samhsa.gov/data/2k4/season/season.htm)

Drug-Free Action Alliance: <https://www.drugfreeactionalliance.org/>

National Prevention Week 2012 Toolkit, <http://www.samhsa.gov/preventionweek/toolkit.aspx>

PAXIS Institute: [info@paxis.org](mailto:info@paxis.org); [www.paxis.org](http://www.paxis.org)

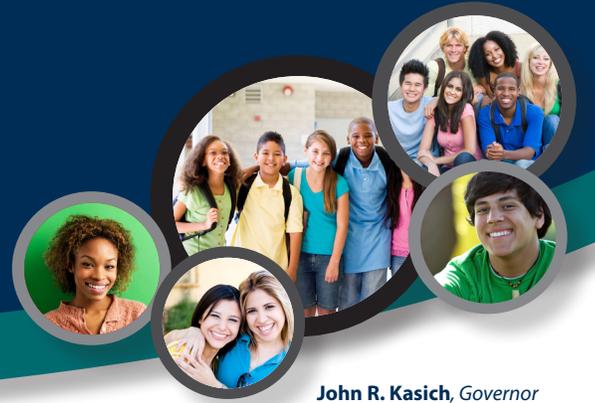


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# A Guide for Educators

## Prescription Drug Abuse



**John R. Kasich**, Governor  
**Orman Hall**, Director, ODADAS



### The Facts

- Every day, more than 2,000 kids in the U.S. abuse a prescription drug to get high for the first time.
- Prescription medications are now the most commonly abused drugs among 12-13 year olds.
- Unintentional drug poisoning is the leading cause of accidental death in U.S., with 70 deaths each day.

### Your Influence

Educators have a unique perspective of the teens in their charge. Given that students spend seven hours a day, five days a week in school, teachers and school administrators, coaches and/or school nurses may notice problems before parents do. Educators also often become adult mentors to students.

These circumstances provide excellent opportunities to educate young people about the dangers of prescription drug abuse, and, as a result, problems may be addressed because of educator involvement. Educators are also afforded the opportunity to educate teens about the realities of prescription drug abuse. The physical and psychological realities of drug abuse and addiction are devastating and can ruin a student's future aspirations. In spite of the reductions in illicit drug

abuse, teens are turning to abusing prescription medications. After marijuana, the most common drugs teens are abusing are prescription medications.

### What You Can Do

- ✓ You are part of the solution. Speak to your students about prescription drug abuse. Do not presume that illegal drugs are the only threat.
- ✓ Be observant about discussions students may have in the hallways about prescription drug abuse. If you hear misconceptions, join in to correct them and show your support.
- ✓ Alert parents if you are concerned about their child. Let parents know what they can do. A brochure for parents, "Talking to Your Kids about Prescription Drug Abuse," is available at [www.talkaboutrx.org](http://www.talkaboutrx.org).

### Resources

- The Partnership at Drugfree.org, <http://www.drugfree.org/>
- Rx Abuse Prevention Toolkit: From Awareness to Action, [www.PreventRxAbuse.org](http://www.PreventRxAbuse.org)
- The Medicine Abuse Project, <http://medicineabuseproject.org/>

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# A Guide for Parents/Caregivers

## Prescription Drug Abuse



**John R. Kasich**, Governor  
**Orman Hall**, Director, ODADAS



### Facts

- Every day, more than 2,000 kids in the U.S. abuse a prescription drug to get high for the first time.
- Prescription medications are now the most commonly abused drugs among 12-13 year olds.
- Unintentional drug poisoning is the leading cause of accidental death in U.S., with 70 deaths each day.
- As many as one in five teens says he or she has taken a prescription medication without a prescription. This behavior has no geographical, racial, ethnic or socio-economic boundaries.
- Teens often believe that prescription drugs are a safe way to get high.
- Only 4.7 percent say they obtain these medications from a stranger, a drug dealer or the Internet. This means that the majority obtain these drugs from the medicine cabinets of family, friends and acquaintances.

### What can I do?

- ✓ Lock up your medications - 4,407 children and young adults begin experimenting with prescription drugs each day.
- ✓ It is important to secure your medications where your child cannot access them, and keep track of the number of pills you have.
- ✓ Properly dispose of prescription drugs if no longer needed through events such as drug take-back days.
- ✓ Educate yourself and your children about the risk of abusing prescription drugs. Children who learn about the risks of drugs are up to 50 percent less likely to use them.
- ✓ Parents must communicate the risk of prescription drugs as often as they do for illegal drugs.
- ✓ Understand the prevalence of prescription drugs among today's youth population. Don't underestimate the risk of abusing prescription drugs like many teens do.
- ✓ Be mindful not to take prescription drugs without a prescription, just as you would advise your child.
- ✓ Set clear rules/boundaries and monitor your child's behavior.
- ✓ Express your disapproval of using prescription drugs without a prescription.
- ✓ Monitor your child's behavior to ensure that rules are being followed.
- ✓ Share your knowledge, experience and support with the parents of your child's friends.

### Teens also have an important role to play in the prevention of prescription drug abuse

- Their actions influence the behavior of their peers.
- Give teens the information they need using language and approaches that they respect. Empower them to share this information with their peers.
- Teens can help inform their peers about the dangers of prescription drug abuse by participating in Youth-Led Prevention Programming efforts such as the Ohio Youth Led Prevention Network and the national Above the Influence.

### Resources

- U.S. Drug Enforcement Administration, <http://www.getsmartaboutdrugs.com/>
- Centers for Disease Control and Prevention, <http://www.cdc.gov/>
- The Partnership at Drugfree.org, <http://www.drugfree.org/>
- Substance Abuse and Mental Health Services Administration, <http://www.samhsa.gov/prevention/>
- The Medicine Abuse Project, <http://medicineabuseproject.org/>
- Parents. The Anti-Drug, <http://www.theantidrug.com/>
- Generation Rx, <http://www.pharmacy.ohio-state.edu/outreach/generation-rx/>

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# A Guide for Teens

## Prescription Drug Abuse



**John R. Kasich**, Governor  
**Orman Hall**, Director, ODADAS



Teens play an important role in the prevention of prescription drug abuse because your actions will influence the behavior of your peers. The key is for you to have the information you need using the language and approaches that you and your peers respect.

The truth is that prescription drug abuse is just as dangerous as illegal drug abuse. Using prescription medications without a valid prescription is also illegal.

Some effects of prescription drug abuse include nausea and vomiting, dizziness, inability to concentrate, insomnia, staggering or stumbling, impaired memory or judgment, uncontrollable diarrhea, unconsciousness, withdrawal symptoms, panic attacks, delusions, dependence and addiction. Overdosing on these drugs can put you in a coma, or even kill you.

The same refusal skills that you use when you say "no" to alcohol and other drugs also are applicable when it comes to refusing prescription drugs. Regardless, most teens say that when you say "no," it is better not to judge the other person's behavior. Ways to say refuse include the following. "No thanks, I'm not into it." "Not today. I'm not interested."

### Reasons most teens don't use drugs

- ✓ Not interested
- ✓ They can be addictive
- ✓ They are bad for your health
- ✓ I don't want to feel out of control
- ✓ I am an athlete. I don't want to risk my performance
- ✓ They are illegal
- ✓ I have dreams for my future and using drugs could ruin them

Many teens agree that they should know the signs and symptoms of abuse and talk to trusted adults if they know someone who needs help.

### Resources

- NIDA for Teens, [http://teens.drugabuse.gov/facts/facts\\_rx1.php](http://teens.drugabuse.gov/facts/facts_rx1.php)
- Above the Influence, <http://www.abovetheinfluence.com/>
- Ohio Youth Led Prevention Network, <http://www.facebook.com/pages/Ohio-Youth-Led-Prevention-Network/161299063930274>

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# HISTORY OF RED RIBBON

The Red Ribbon Celebration was established as a national drug awareness campaign in 1988 after the death of Drug Enforcement Administration Agent Enrique “Kiki” Camarena. The Celebration was created to take a collective stand against underage use of alcohol, tobacco, and illegal drugs. The Red Ribbon Celebration is promoted to reach all audiences, but is particularly targeted toward elementary and middle school students to encourage them to make a commitment to a drug-free lifestyle.

The Red Ribbon Celebration supports other prevention programs and curricula that:

- Teach the consequences of drug use
- Strengthen and develop decision-making skills for youth
- Provide positive role modeling
- Support individual responsibility

People of all ages are encouraged to wear red ribbons during October 23<sup>rd</sup> through the 31<sup>st</sup> to show their support for year-round drug prevention efforts.



**Did you know...? The majority of Ohio students do not use alcohol, tobacco, and other drugs. The goal of Red Ribbon Week's We are the Drug-Free Majority message is to empower drug-free students in your school to speak up and let their voices be heard.**

## TIPS FOR SCHOOLS

**The following strategies have been proven *effective* by researchers across the country investigating what works in substance abuse prevention:**

- ✓ Activities and programs appropriate to the age level and cultural characteristics of youth
- ✓ Efforts that are repeated and reinforced throughout the school year
- ✓ Schools' alcohol and other drug use policies that are reviewed periodically for revisions and updates
- ✓ Many different strategies to prevent substance abuse in school such as healthy activities, problem identification and referral, information dissemination, environmental approaches, and education
- ✓ Collaboration with prevention providers in the community to ensure services reach youth and families in various ways and across the life span

**The following strategies are largely *ineffective*:**

- Ø “One shot-deals” such as hiring a motivational speaker or holding a drug free dance
- Ø Scare tactics that rely on fear to stop or interrupt drug use
- Ø Moral appeals that teach students about the “evils” of use
- Ø Inviting in recovery speakers or prisoners to speak to a prevention audience

**Teacher Tip:** It's important to keep in mind that some of your students may have already engaged in underage drinking or drug use. If a student shares (or you observe) concerns refer him or her to your school counselor. The school counselor may be able to help the student successfully overcome a crisis and develop more effective coping skills, often preventing further problems.



Clipart from Mt. Woodson Elementary PTA



**According to the National Institute of Health Science Panel, programs that rely on scare tactics to prevent problems are not only ineffective, but may have damaging effects. (2011).**

## **DECORATING GROCERY BAGS**

Partner with a local grocery store in your area and decorate brown grocery bags with drug-free messages such as *The Best Me is Drug-Free*. Include facts like most students do not use drugs, and pictures of what healthy activities students like. Display decorated grocery bags in the store and at the end of the week, have cashiers fill the bags with customers' groceries in order to raise community awareness of students' refusal to use drugs.

## **THAT'S ME!**

Have youth sit on the floor or in chairs. The teacher will call out various hobbies and interests, such as fishing, sewing, cooking, sports, art, etc., in a format such as "Who likes...?" Each time a question is asked, if the activity is of interest to a student, that student jumps up and says, "That's me!" Continue until the entire group is standing. Once everyone is standing have them look around the room and acknowledge that everyone can stand up and be counted as having an interest in a drug-free activity. **IMPORTANT NOTE:** You may modify this activity for students who use wheelchairs or students with other disabilities by having students raise their hands instead of jumping from their seats.

## **THINKING AHEAD**

The key to this activity is to help students understand the importance of deciding early not to use drugs. Pair students into teams of two and have each student face each other. Instruct students to place their hands behind their backs and on the count of three have students bring their hands in front of them. The first student in each pair who correctly adds up the numbers of fingers between the two partners wins the round. Have them go through this activity a couple of times with new partners. The trick for students to figure out is how many fingers they have extended on their own hands so that when their partner's hands are revealed all they have to do is add their finger total to their partner's. After the activity ends, explain to students that when you already know what you are going to do it is easier to respond when someone asks you to participate in a risky behavior. Talk about ways they can prepare for dangerous situations and roleplay saying no to drugs.

Adapted from: Jackson, T. (1993). *Activities That Teach*. Cedar City: Red Rock Publishing.

## ROLE MODELS

Invite drug-free high schoolers to talk with your students about why they chose to be drug-free. You may order pizza for the students to make the event more exciting and to extend the amount of time students have to talk with each other about drug-free choices. After lunch have students sign a pledge to live a life without dependence on drugs and alcohol. Display the pledges in the hallway or on a bulletin board to share students' pledges with anyone who passes by.

## TEST WHAT YOU KNOW!

Every morning, during regular school announcements, ask trivia questions to students. If a student knows the answer, he/she must write the answer down on a piece of paper and place it inside a basket outside of the front office. The principal may choose 10 winners at random with the correct answer and announce their names the next morning. Examples of trivia questions are listed below.



-  True or false: Most kids use drugs.  
*Answer: False. The majority of youth do not use drugs!*
-  Name 3 health effects caused by smoking cigarettes.  
*Answer: heart attack, stroke, cancer, infertility, increased level of stress, dependency, etc.*
-  Name 3 ways to say no to drugs.  
*Answer: Say no thanks, walk away, tell an adult*
-  Name 3 reasons to say no to drugs and alcohol  
*Answer: Negative health effects, may interfere with your schoolwork, underage drinking and drugs such as marijuana are illegal*

## WHAT'S IN YOUR BAG?

Separate students into small groups and distribute magazines that can be torn apart. Give each student a brown lunch bag and ask each student to put his or her name on the bag. Have participants sit on the floor and browse through a variety of magazines, asking them to tear out pictures, items and scenarios that seem to reflect their personality and/or things they like to do. Have them place the collected pictures into their bag. Ask each student to then choose three of the pictures to share with their small group. Afterward, have each student select one of the magazine tear sheets that relates to his or her drug-free interest and show it to the entire class. Students can recognize and talk about their shared drug-free interests and similarities, as well as the reasons why they are drug-free.

## CELEBRATE WITH SPIRIT DAYS

Below are examples of spirit days you can implement to raise awareness of the drug free majority and to celebrate drug-free choices.

-  Monday – *WE ARE THE DRUG FREE MAJORITY!* Wear red to celebrate the start of Red Ribbon Week. Pass out red ribbons for each child to wear throughout the week.
-  Tuesday – *SOCK IT TO DRUGS!* Wear your most outrageous or colorful socks.
-  Wednesday – *FOLLOW YOUR DREAMS!* Wear pajamas to school to remind students of the dreams they have of the future. Discuss how drugs interfere with future plans.
-  Thursday – *TEAM UP AGAINST DRUGS!* Students and staff can wear something showing support for their favorite sports team while “teaming up” against drugs.
-  Friday – *CATCH THE WAVE TO A DRUG FREE LIFE* – Dress in island attire such as sunglasses, leis, sandals, floral shirts, khaki shorts or a grass skirt, etc.

# MIDDLE SCHOOL ACTIVITIES

## QUOTATION REFLECTION

*There comes a time when you have to plant your feet, stand firm, and make a point about who you are. —Pat Riley*

Begin the session by asking students how the quotation might apply to situations involving drug use. After some discussion, summarize by saying that standing firm against drug use means protecting yourself from the problems that drugs can cause (discuss the health and psychological risks drugs can cause). It means being free to be your best self and not having to lie, cover-up, or deal with the problems that often result from giving in to the pressures to use drugs (discuss the social and legal risks drugs can cause).

Source: Lions Club International (2011). <http://www.lions-quest.org>

## M&M DISPOSAL

Materials needed: M&M's or jelly beans; Two sets of slips of paper labeled with Set A's statement or Set B's statement. Label Set A: "Do not take or eat a piece of candy. Do not let anyone pressure you into taking a piece of candy." Label Set B: "Eat a piece of candy and try to make everyone else eat a piece of candy."

Give each student a slip of paper from either Set A or Set B. Ask group members not to share their directions with anyone. Place M&M's or jelly beans in the middle of the group. Tell the students that after everyone has read the directions, they are to follow their own set of directions. Let the activity go on for 5-10 minutes. When the activity is over, ask questions such as: What is peer pressure? How does it feel to be pressured? How does it feel to resist pressure from another person? A close friend? Did anyone give in to the pressure? How did you feel after you gave in to the peer pressure? Has anyone ever felt pressure from their friends to do something you didn't want to do or knew you shouldn't do? How did you feel?

## TALK BACK TO AN AD

Did your students know that in 2005, \$2 billion was spent on alcohol advertising in measured media?\* For this activity collect magazines that target youth or watch commercials via Youtube and in groups of two ask students to analyze the advertisement. Have students identify the technique of persuasion used such as humor, sex appeal, glamor, and so on. Help them identify the story the ad is trying to tell and the intended and unintended effects.

\*Source: Nielsen Global Advise Global Advertising

- Alcohol ads are made to be funny
- Teenagers or even younger children are the targets of these ads
- Beer ads usually show a lot of beer
- People in beer ads act crazy and do obsessive things to get beer
- Acting violent when drinking is common in many beer ads
- Women are usually shown as very attractive, but are then often ignored or abused

Allow students to explore what marketing strategy was used and where the ad was placed. Ask students to identify ways the ad could be more truthful about the effects of alcohol or other drugs. Finally, ask students to create their own ads that promote drug free choices. This activity can also be used in conjunction with "Expectations vs. Real Effects" activity.

## EXPECTATIONS V.S. REAL EFFECTS

Have students fold a piece of paper in half. On one side of the paper have students list their expectations about alcohol. The teacher may ask "How do you think people feel after a few drinks?" When students finish, have them research the real effects of alcohol and make another list on the second half of the paper that describes physical things alcohol *actually* does to a person's body. This activity can also be used in conjunction with "Talk Back to an Ad" activity.

Source: Alcohol's Effects on the Body. (n.d.). NIAA. Retrieved September 1, 2012, from [www.niaaa.nih.gov/alcohol-health/alcohols-effects-body](http://www.niaaa.nih.gov/alcohol-health/alcohols-effects-body)

## SCATEGORIES

Divide students in groups of three or four. Instruct the group to select a recorder. The recorder should divide a sheet of paper in half length ways and title one side **“Why Young People Choose to Use Drugs.”** Instruct groups to brainstorm and record ideas for 5 minutes. Select one group to read the reasons of use and all other groups to cross-off all the same or similar responses on their own lists. Give each group a chance to read the remaining reasons on their list. Students may debate what is acceptable and unacceptable responses to elicit further discussion. Repeat the process for **“Reasons why Young People Choose NOT to Use Drugs.”** If time allows include **“Short-term risks and consequences of Drug Use”** and **“Long-term risks and consequences of Drug Use”**

## FACT WALL

Create a classroom “graffiti wall” by hanging newsprint on one side of the classroom. Have students use paint and other art materials to write facts about drug use, drug-free slogans, reasons not use, and healthy activities.



**One reason some teens decide to start smoking marijuana, drinking alcohol or using other drugs is because they think “everyone is doing it.” And, since they think that the majority of their peers are using drugs, they draw the conclusion that it must be OK. If most of the people that you are hanging out with are drinking alcohol or using drugs, it’s easy to think that “everyone is doing it.” But statistics do not back up that claim. Youth need to know the drug-free ARE the majority!**

## JOURNAL ENTRY

Ask students to describe in their journals a situation in which they have felt peer pressure. Tell them to describe the pressure they felt, what they told themselves, what they did to handle the situation in an effective and positive way, and what they learned from the situation. Tell the students their entry won’t be seen by anyone – not even the teacher. Without disclosure of specific events, discuss as a class lessons they learned from overcoming peer pressure.

## REFUSAL SKILLS

Start by having the participants form a circle with their chairs. Select one person to be “it” (the person the other class members try to make laugh). Once they laugh, the person who made them laugh is “it”. Continue this for 5 minutes, then discuss the following questions: What were some of the

strategies used to keep from laughing? Was it difficult to ignore everyone? It is not usually appropriate to ignore people, but when might it be a good time to ignore someone? Often if someone really wants to get your attention, ignoring them does not work. Has someone ever asked you to do something you did not want to do? It’s happened to all of us, so learning to refuse and say No is an important skill. Next, break students into small groups. Ask them to list different ways they could say no to a friend or peer if they were asked to use drugs. Encourage discussion. After 10 minutes, have groups share the ideas with the entire class.

Source: Association of American Indian Physicians

# HIGH SCHOOL ACTIVITIES



## TAKE A STAND

On a designated day of the week, encourage as many students and faculty as possible to wear red shirts. You may also distribute red balloons or red ribbons for students without red shirts. Before the event, have staff or volunteers mark out a huge ribbon formation with chalk or a collection of safety cones. Anyone in red is then brought out at once to create the formation. Take a picture of the formation at a high vantage point. You may also coordinate music and a routine to your formation to make the event a flashmob. Optional: Invite the media to your event!

## WHO ARE THE DRUG FREE MAJORITY?

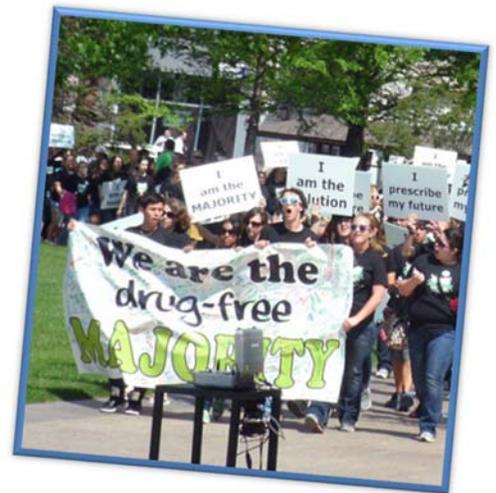
Divide the class in teams of two. Have each team try to successfully answer the question. For each question answered correctly the team will score 1 point. The team with the most points at the end wins! OPTIONAL: After each answer is given, have students visually demonstrate that question's percentage by having students stand or walk to one side of the room.

1. What percentage of 10th graders *did not* use marijuana in 2011? **88%**
2. In 2011, what percentage of 10th graders *disapproved* of the use of marijuana? **78.8%**
3. What percentage of 12th graders *did not* use marijuana in 2011? **64%**
4. What percentage of 12th graders *disapproved* of the use of marijuana? **77.5%**
5. What percentage of 10th graders *did not* use vicodin in 2011? **94%**
6. What percentage of 12th graders *did not* use vicodin in 2011? **92%**
7. What percentage of 12th graders *did not* use amphetamines in 2011? **91.8%**
8. In 2011, what percentage of 12th graders *disapproved* of the use of amphetamines? **73.5%**
9. In 2011, what percentage of 10th graders *did not* use cigarettes in the past 30 days? **79%**
10. In 2011, what percentage of 12th graders *did not* use cigarettes in the past 30 days? **72%**
11. In 2011, what percentage of 10th graders *disapproved* of the use of cigarettes? **78%**
12. In 2011, what percentage of 12th graders *disapproved* of the use of cigarettes? **69%**

After the activity, discuss the findings. Ask students what surprised them? What didn't they know before? What was expected? Why do they think these statistics aren't shared more often?

## #DRUGFREEMAJORITY

Have students break into groups and create a list of Facebook posts or Tweets related to drug-free choices. Share each group's list with the class to merge the lists into one. Then, make a copy of the merged list to distribute to the class. Encourage students to post status updates or Tweets on their own social media pages throughout Red Ribbon Week. Then, submit your list to Drug Free Action Alliance at [Contact@DrugFreeActionAlliance.org](mailto:Contact@DrugFreeActionAlliance.org) for a chance to have your Tweets and Posts featured on the organization's website and social media pages!



## 7 WAYS TO SAY NO TO DRUGS

In groups, have students role play different ways to say no to drugs. They may use the 9 listed below or develop their own list. Afterward, discuss with the class when it's easy to say no and when it's challenging. Ask students to discuss why it's important to decide in advance to say no to drugs.

1. **No thanks** – the easiest way but some forget!
2. **Give a reason, fact, or excuse** – “Dude, no way! My parents would ground me for life if I were caught doing that.”
3. **Walk away** – If someone brings alcohol or drugs to the party walk away and leave the situation.
4. **Change the subject** – “No thanks, man. But hey – did you hear about the upcoming Batman movie?”
5. **Use humor** – “No thanks, I need all the brain cells I can get!”
6. **Strength in numbers** – One of your most important choices you can make is the choice of your friends. Choose to hang out with non-users.
7. **Avoid the situation** – If a situation becomes dangerous, leave immediately!

Don't forget to talk to your students about saying NO even if they've said yes in the past. Students may say to their peers, "I know I've agreed to use drugs in the past, but it only made me feel uncomfortable. That's why it's important for me to now say no.

## DECLARATIONS

Discuss facts about the negative consequences of drugs to show that there is a reason for youth to pursue their drug free interests as well as statistics related to the drug free majority. Have participants list their personal reasons for not using drugs. Create a classroom declaration with the input of students and have the class trace their handprint as a way to pledge. Frame the Drug-Free Declaration and hang it in a common area.

## OUR DATA

Gather in small groups. In one column, have students list community problems related to substance use (e.g. underage drinking). In the second column, have students make lists of possible solutions to make a change in the community problems listed (e.g. less alcohol advertising aimed at youth). Have students share with the class what problems and solutions their group listed. As a large group, have students discuss how the media, easy access to alcohol and drugs, and high school pressures and norms influence the choices people make.

## WHERE DO YOU STAND?

Before the activity draw 3 long lines on the board. At one end of the line write the words “Strongly agree” and on the other end write “Strongly disagree.” There should be many points between the two lines. Each student should indicate their belief on the continuum by standing next to a point on the line. Then, call out the following statements or create your own. Ask the students to do the activity in silence but to note with each statement where the greatest and least numbers of students were clustered. Only after the activity is complete reflect on the statements read and students to discuss each.

- Underage drinking is a problem at my school.
- It is easy for students to get access to drugs or alcohol.
- Using drugs is inevitable – a rite of passage.
- Youth who drink alcohol as a teen are more likely to have alcohol problems later in life.
- One reason teens use drugs or drink alcohol is that there are not enough activities for youth.
- There is a lot of peer pressure in my school to drink or use drugs.

# Additional Activities

## ELEMENTARY SCHOOL

- Distribute Red Ribbon week materials such as stickers, pencils, and pledge cards to students and staff.
- Decorate the school building with *We are the Majority* artwork and red ribbons.
- Have a balloon release to kick-off the drug-free celebration.
- Have students write songs, poems, essays, or stories about being part of the drug-free majority.
- Discuss safe and unsafe medicine.
- Discuss the role exercise plays in developing healthy minds and bodies. Then take students outdoors for an activity or game related to being drug-free.
- Have students decorate the sidewalks around the school with drug free messages.
- Have a school assembly (everyone can wear red) and invite a special guest from speak about the benefits of being drug-free.

## MIDDLE SCHOOL

- Create a bulletin board display with facts that most students do not use drugs or consume alcohol. Post it in a high traffic area of your school.
- Have a door decorating contest amongst the classrooms where all doors have an original drug-free message. Award the winning classroom with a prize (depending on availability of resources, the prize can range from a pizza party to extra recess time).
- Have students' develop a skit on how to avoid situations where it might be difficult to resist alcohol, tobacco, and other drug use.
- Write and deliver daily prevention announcements in school using alcohol and other drug information and statistics such as 73% of Ohio teens are drug free.
- Research biographies of drug-free leaders or celebrities that have made a positive impact on their communities.
- Organize a *We are the Majority* rally or parade with performances by local talent or school groups such as the marching band, cheerleading squad, or ensembles.

## HIGH SCHOOL

- Display drug-free messages throughout the school, including the entrance, gym, and cafeteria. Remind students that the majority of teens in Ohio do not use drugs.
- Write press releases about your school's drug-free activities.
- Organize debates around the legal drinking age.
- Develop brochures or flyers of community resources in your area for drug prevention and intervention.
- Start a Drug-Free Majority club that meets regularly to promote drug prevention throughout the year.
- Break students into groups to research state laws and local policies related to alcohol, tobacco, and other drug use. Design posters and present the information to the class
- Discuss news articles about how the government is handling the drug problem.



# Red Ribbon Week Sample Proclamation

WHEREAS, 43 percent of 12<sup>th</sup> graders report having used marijuana and 1 in 5 teens abuse prescription drugs not prescribed to them and;

WHEREAS, Underage drinking cost the citizens of Ohio \$2.9 billion (including medical care, work loss, and pain associated with problems resulting from alcohol use by youth), and 21.1 percent of the alcohol consumed is by underage drinkers. (Source: [www.udetc.org/factsheets/OH.pdf](http://www.udetc.org/factsheets/OH.pdf))

WHEREAS, Public awareness is the key to effectively preventing drug abuse and to educating Ohio's youth about the dangers of alcohol, tobacco and drug abuse; and

WHEREAS, Preventing substance abuse within communities requires cooperation from workplaces, families, schools and faith communities; and

WHEREAS, This year's Red Ribbon Celebration theme "*We are the Drug-Free Majority*" highlights the year round message of being alcohol, tobacco and other drug-free; and

WHEREAS, Drug free Action Alliance urges all Ohioans to wear a Red Ribbon, participate in activities sponsored by your schools and communities, and make a commitment to a healthy lifestyle; and

WHEREAS, Business, media, social services, governments, schools, service organizations, religious institutions, safety forces and individuals will demonstrate their commitment to drug-free lifestyle by wearing and displaying Red Ribbons during this week long celebration; therefore

The City of \_\_\_\_\_ in the County of \_\_\_\_\_ does hereby declare October 23 through October 31 as Red Ribbon Celebration Week. We hereby encourage all citizens to participate in alcohol, tobacco and other drug education and all related prevention activities, thus making a visible statement that we are strongly committed to a drug free lifestyle; and

BE IT FURTHER RESOLVED, That the City of \_\_\_\_\_ in the County of \_\_\_\_\_ encourages all individuals to support safe and drug free communities for all Ohioans.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 2012

For more information, contact  
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