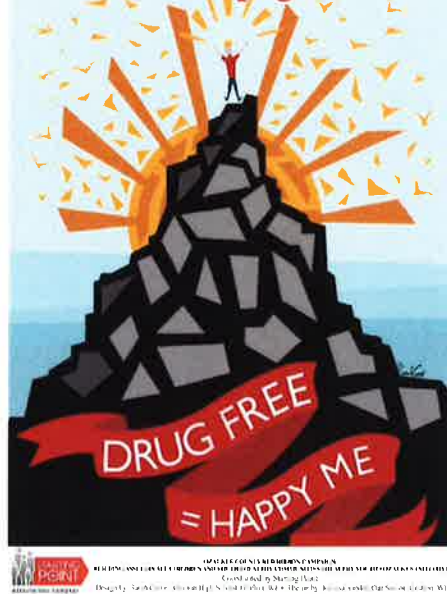


Red Ribbon Campaign 2015-2016



Red Ribbon Week Campaign Announcement:

Hello students: As you already know this week is Red Ribbon Week and the local theme for this year is **“Drug Free = Happy Me!** This theme idea was submitted by Karissa Sander of Our Savior Lutheran School Grafton, and the poster design by Sarah Corner of Grafton High School.

Besides participating in activities at school, we are asking all students to take the Red Ribbon message home and share it with their families and friends.

Do you want to win an iPad and \$1,000 dollars for your school? Enter the Red Ribbon Photo Contest. It’s easy, it’s fun and it’s FREE. Go to www.redribbon.org (you will need to use the national Red Ribbon theme which is “Respect Yourself: Be Drug Free”).



www.startingpointoz.org or contact us at start@startingpointoz.org

Did you know/Announcements

Monday Tobacco Facts:

Did you know...

When smoking tobacco, the user inhales tar, nicotine, carbon monoxide, and 200 known poisons into the lungs?

The risk of developing lung cancer is 10 times greater for smokers than for non-smokers?

Tuesday Alcohol Facts:

Did you know...

The younger you are when you start drinking, the greater your chance of becoming addicted to alcohol at some point in your life.

More than 4 in 10 people who begin drinking before age 15 eventually become alcoholics.

Wednesday Other Drug Facts:

Did you know...

Young people who use marijuana weekly have double the risk of depression later in life.

GHB can cause people to lose consciousness.

Thursday Prescription Drug Facts:

Abusing prescription drugs for the first time before age 16 leads to a greater risk of dependence later in life.

Between 1995 and 2005, treatment admissions for dependence on prescription painkillers grew more than 300 percent.

Friday Tobacco Facts:

Did you know...

Ambergris, otherwise known as "Whale Vomit" is one of the hundreds of possible additives used in manufactured cigarettes.

Radioactive lead and polonium are both present in low levels in cigarette smoke.



Enter The Red Ribbon Photo Contest

Win An iPad & 1,000 For Your School

Copyright © 2015 National Family Partnership



1. DECORATE Work together as a FAMILY to decorate your HOME door, mailbox or fence with a Red Ribbon and this year's theme: "Respect Yourself. Be Drug Free."



2. SNAP A PHOTO & UPLOAD Take a picture of your family in front of your Red Ribbon decoration and upload to www.redribbon.org. You must be 18 years old to enter, so parents must submit the photos.



3. GET VOTES! Ask your friends, family, colleagues and school contacts to vote for your photo on our website.



Get Started Today!

For more details and a list of terms and conditions, visit www.redribbon.org

Drug-free = Happy Me"

Monday, October 19th: Red Ribbon Day

Wear your Red Ribbon bracelets every day!

Celebrate and get ahead, be Drug Free and wear your RED. Wear as much RED as possible!

*Family Talking Topics: Kids who develop into responsible, caring adults tend to share some important traits: **Personal Power (feels he or she has control over things that happen to them) **Self-Esteem **Sense of Purpose **Positive View of His or Her Personal Future.

Tuesday, October 20st: Say "BOO!" to Drugs

Wear School Colors!

*Family Talking Topics: What kinds of boundaries and expectations tend to produce the best results? **Clear rules and consequences at home and school. **Neighborhoods take responsibility for monitoring young people's behavior. **Adults model positive, responsible behavior. **Young person's best friends model responsible behavior. **Parents and teachers encourage the young person to do their best.

Wednesday, October 21nd: Do the Happy Dance

Wear crazy socks today!

*Family Talking Topics: Young people who grow into successful adults tend to show a commitment to learning, which is shown by:

**Achievement Motivation **School Engagement **Homework **Bonding to School **Reading for Pleasure

Thursday, October 22rd: Follow Your Dreams....Don't Do Drugs

Wear pajamas to school today!

*Family Talking Topics: What positive values do young people display when they are "on the right track"?

**Caring (high value is placed on helping others) **Equality and Social Justice (high value is placed on promoting equality and reducing hunger and poverty) **Integrity (young person acts on convictions and stands up for his or her beliefs) **Honesty **Responsibility **Restraint

Friday, October 22th: Team Up Against Drugs

Wear your favorite team jersey, cheerleading uniform, dancewear... anything from your favorite sports activity!

*Family Talking Topics: Young people who tend to stay out of trouble make good use of their free time in creative/artistic activities, sports, clubs, or other school or community organizations. They also spend most evenings at home with their families.

*For more information on the 40 Developmental Assets, go to: www.search-institute.org/assets/

School or Classroom Activity Ideas for Red Ribbon Week

(Elementary)

Clothing Theme days:

Monday – “Wear Red today”

Tuesday – “Wear something that really makes you happy”

Wednesday – “Red Head Day” everyone wears something red on their heads.

Thursday – “Sock it to Drugs” everyone wears the craziest socks they can find.

Friday – “Living Free is NO SWEAT” everyone wears sweatpants or sweatshirts.

Walk the Walk Day! Part of being Happy and Drug free is getting healthy exercise. As a classroom or the whole school do 29 laps to mark the 29th year of Red Ribbon Week in our schools.

What Makes me Drug Free and Happy? Students write poems or statements that can be read each morning at announcement time. Or students can draw pictures of themselves doing something that makes them happy and they can be hung on a bulletin board or shared in the classroom.

Friendship Day Part of being happy and drug free is having good friends that help us make good choices. Read Stinky the Skunk and discuss what made the characters friends.

Talk about how students can help other students stay away from drugs.

Challenge your students to be the best friend they can be today.


Starting Point has several copies of the book, *The Red Ribbon, A Story of Hope*. Please contact us at 262-375-1110 or start@startingpoinoz.org if you would like to borrow a copy of the book to read during Red Ribbon Week.

Red Ribbon Week is designed to be positive and fun – two things that are necessary to maintain good mental health. So come up with your own ideas if you which and have fun!

Red Ribbon Week 2015: October 18th -24th

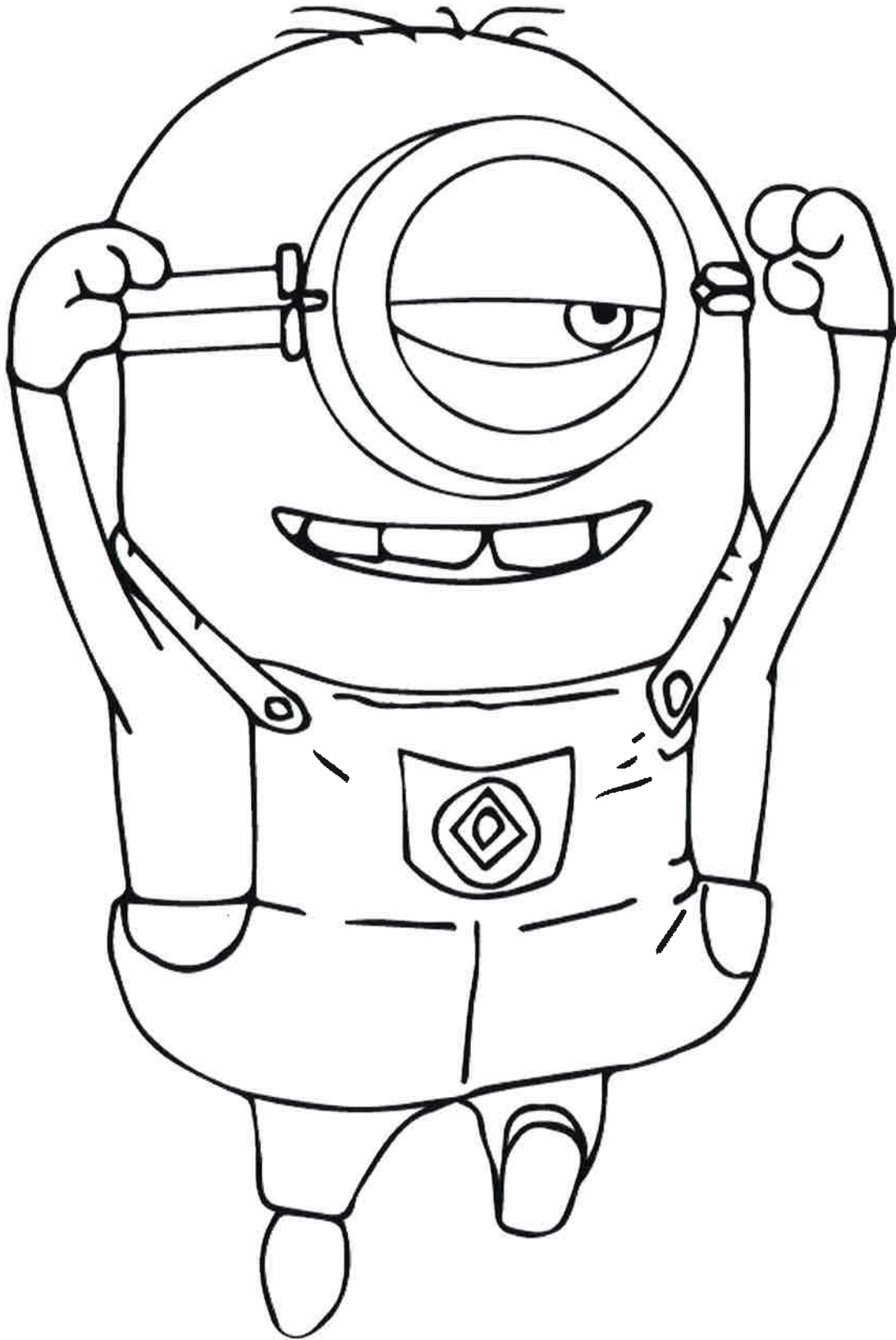
"Drug-free = Happy Me"

Elementary

Grafton Positive Parent Involvement 	MONDAY October 19 th	TUESDAY October 20 th	WEDNESDAY October 21 th	THURSDAY October 22 th	FRIDAY October 23 th
Theme	Your Red Ribbon Bracelet is to remind you to make good choices	"Free to be Me"	Do the Happy Dance	Follow Your Dreams...Don't Do Drugs	Team Up Against Drugs
Wear to School	Wear as much red as possible	Wear School Colors	Wear crazy socks	Wear pajamas	Wear team sports apparel
Family Talking Topics (see reverse side for details)	Positive Identity, Self Esteem, Sense of Purpose	Boundaries and Expectations	Commitment to Learning	Positive Values	Constructive Use of Time
Event	Wear Red Ribbon Week Bracelet everyday this week	**Turn in ideas for next year's theme	Sign banner	**Turn in ideas for next year's theme	

**Students are encouraged to complete projects in honor of Red Ribbon Week throughout the week. All students should wear their Red Ribbon bracelet every day during the week. See the attached list of discounted or free activities and promotions offered by local businesses to students wearing their Red Ribbon bracelets from Sunday 10/18 through Sunday 10/25.

Minions are DRUG FREE and HAPPY!



RED RIBBON WEEK



1. Decorate and cut out your hand.
2. Write your name and homeroom on the back.
3. Turn it in to your homeroom teacher.

"Drug-free = Happy Me"



40 Developmental Assets for Elementary-Age Children

Search Institute has identified a framework of 40 developmental assets for children ages 6 to 11 that blends Search Institute's research on developmental assets for 12- to 18-year-olds with the extensive literature in child development. For more information, see *Starting Out Right: Developmental Assets for Children* (published by Search Institute in 1997).

	CATEGORY	ASSET NAME AND DEFINITION
EXTERNAL ASSETS	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Parent(s) and child communicate positively. Child is willing to seek parent(s) advice and counsel. 3. Other adult relationships—Child receives support from nonparent adults. 4. Caring neighborhood—Child experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping child succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values children—Children feel that the community values and appreciates children. 8. Children given useful roles—Child is included in family decisions and is given useful roles at home and in the community. 9. Service to others—Child and parent(s) serve others and the community. 10. Safety—Child is safe at home, at school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the child's whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer interactions—Child plays with children who model responsible behavior. 16. Expectations for growth—Adults have realistic expectations of development at this age. Parent(s), caregivers, and other adults encourage child to achieve and develop his or her unique talents.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Child participates in music, arts, or drama three or more hours each week through home and out-of-home activities. 18. Child programs—Child spends one hour or more per week in extracurricular school or structured community programs. 19. Religious community—Family attends religious programs or services for at least one hour once a week. 20. Positive, supervised time at home—Child spends most evenings and weekends at home with parent(s) in predictable and enjoyable routines.
INTERNAL ASSETS	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement motivation—Child is motivated to do well in school. 22. School engagement—Child is responsive, attentive, and actively engaged in learning. 23. Homework—Child does homework when it is assigned. 24. Bonding to school—Child cares about her or his school. 25. Reading for pleasure—Child and a caring adult read together for at least 30 minutes a day. Child also enjoys reading without an adult's involvement.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Child is encouraged to help other people and to share her or his possessions. 27. Equality and social justice—Child begins to show interest in making the community a better place. 28. Integrity—Child begins to act on convictions and stand up for her or his beliefs. 29. Honesty—Child begins to value honesty and act accordingly. 30. Responsibility—Child begins to accept and take personal responsibility for age-appropriate tasks. 31. Healthy lifestyle and sexual attitudes—Child begins to value good health habits. Child learns healthy sexual attitudes and beliefs and to respect others.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Child learns beginning skills of how to plan ahead and makes decisions at an appropriate developmental level. 33. Interpersonal competence—Child interacts with adults and children and can make friends. Child expresses and articulates feelings in appropriate ways and empathizes with others. 34. Cultural competence—Child has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Child begins to develop the ability to resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Child attempts to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Child begins to feel he or she has control over "things that happen to me." Child begins to manage life's frustrations and challenges in ways that have positive results for the child and others. 38. Self-esteem—Child reports having a high self-esteem. 39. Sense of purpose—Child reports that "my life has a purpose." 40. Positive view of personal future—Child is optimistic about her or his personal future.

This chart (adapted with permission from *Starting Out Right: Developmental Assets for Children*, copyright © 1997) may be reproduced for educational, noncommercial uses only. From *Healthy Communities • Healthy Youth Tool Kit*, copyright © 1998 by Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415; phone 800-888-7828; Web site: www.search-institute.org.

Did You Know?

**70% of Children Who Abuse Prescription Drugs
Get Them From Family Or Friends.**

Review the following guidelines for prescription drug abuse prevention and discuss them with family & friends.

Copyright © 2015 National Family Partnership



LOCK YOUR MEDS

Every day, 3,300 more children begin experimenting with prescription drugs.² Seventy percent of those who have abused pain medication say they get the medication from friends and family.³ Prevent your children from abusing your own medication by securing your meds in places your child cannot access.

TAKE INVENTORY

Download your Home Medicine Inventory Card at www.lockyourmeds.org, write down the name and amount of medications you currently have and regularly check to see that nothing is missing.

EDUCATE YOURSELF & YOUR CHILD

Learn about the most commonly abused types of prescription medications (pain relievers, sedatives, stimulants and tranquilizers). Then, communicate the dangers to your child regularly; once is not enough.

SET CLEAR RULES & MONITOR BEHAVIOR

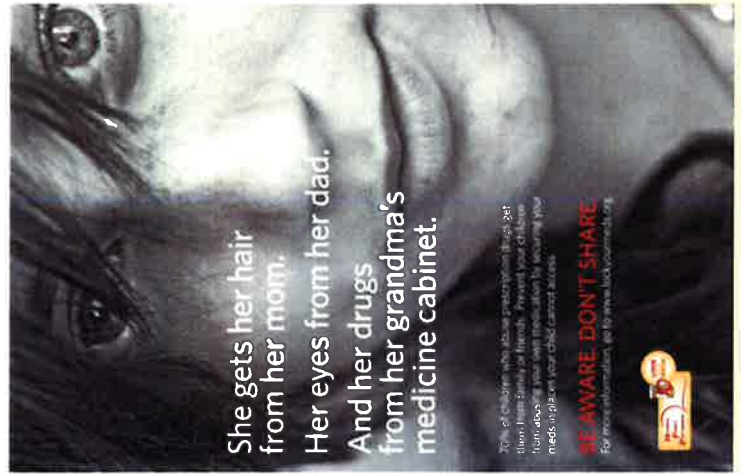
Express your disapproval of using prescription drugs without a prescription. Monitor your child's behavior to ensure that the rules are being followed.

PASS IT ON

Share your knowledge, experience and support with the parents of your child's friends. Together, you can create a tipping point for change and raise safe, healthy and drug-free children.

PROPERLY DISPOSE OF OLD AND UNUSED MEDICATIONS

For guidelines on safe and proper disposal of medications, visit www.lockyourmeds.org.



She gets her hair
from her mom.
Her eyes from her dad.
And her drugs
from her grandma's
medicine cabinet.

70% of children who abuse prescription drugs get them from family or friends. Prevent your child from abusing your own medication by securing your meds in places your child cannot access.

BE AWARE. DON'T SHARE.
For more information, go to www.lockyourmeds.org.

