

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

Middle School - Red Ribbon Week 2015: October 18th – 24th

"Drug-free = Happy Me"

	MONDAY October 19 th	TUESDAY October 20 st	WEDNESDAY October 21 nd	THURSDAY October 22 rd	FRIDAY October 23 th
Theme	Your Red Ribbon Bracelet is to remind you to make good choices	"Drugs and I Don't Mix"	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 mismatched clothes, socks, etc.	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 RRW Bracelet	**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.

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...

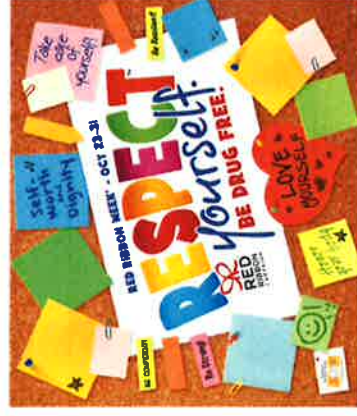
Ambergris, otherwise known as "Whale Vomit" is one of the hundreds of possible additives used in manufactured cigarettes.

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



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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

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.

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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.





40 Developmental Assets (Adolescents)

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

CATEGORY	ASSET NAME AND DEFINITION	
EXTERNAL ASSETS	Support	1. Family support —Family life provides high levels of love and support. 2. Positive family communication —Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). 3. Other adult relationships —Young person receives support from three or more nonparent adults. 4. Caring neighborhood —Young person 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 young person succeed in school.
	Empowerment	7. Community values youth —Young person perceives that adults in the community value youth. 8. Youth as resources —Young people are given useful roles in the community. 9. Service to others —Young person serves in the community one hour or more per week. 10. Safety —Young person feels safe at home, at school, and in the neighborhood.
	Boundaries & Expectations	11. Family boundaries —Family has clear rules and consequences and monitors the young person's whereabouts. 12. School boundaries —School provides clear rules and consequences. 13. Neighborhood boundaries —Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models —Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence —Young person's best friends model responsible behavior. 16. High expectations —Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	17. Creative activities —Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs —Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community —Young person spends one or more hours per week in activities in a religious institution. 20. Time at home —Young person is out with friends "with nothing special to do" two or fewer nights per week.
INTERNAL ASSETS	Commitment to Learning	21. Achievement motivation —Young person is motivated to do well in school. 22. School engagement —Young person is actively engaged in learning. 23. Homework —Young person reports doing at least one hour of homework every school day. 24. Bonding to school —Young person cares about her or his school. 25. Reading for pleasure —Young person reads for pleasure three or more hours per week.
	Positive Values	26. Caring —Young person places high value on helping other people. 27. Equality and social justice —Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity —Young person acts on convictions and stands up for her or his beliefs. 29. Honesty —Young person "tells the truth even when it is not easy." 30. Responsibility —Young person accepts and takes personal responsibility. 31. Restraint —Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	32. Planning and decision making —Young person knows how to plan ahead and make choices. 33. Interpersonal competence —Young person has empathy, sensitivity, and friendship skills. 34. Cultural competence —Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills —Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution —Young person seeks to resolve conflict nonviolently.
	Positive Identity	37. Personal power —Young person feels he or she has control over "things that happen to me." 38. Self-esteem —Young person reports having a high self-esteem. 39. Sense of purpose —Young person reports that "my life has a purpose." 40. Positive view of personal future —Young person is optimistic about her or his personal future.