

DOCUMENT RESUME

ED 389 668

SP 036 203

AUTHOR Wilson, Gwen E.
 TITLE Middle School Drug Awareness/Health Awareness Program: "Choose Not To Use for a Healthier You."
 PUB DATE 95
 NOTE 26p.
 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS *Acquired Immune Deficiency Syndrome; Drug Addiction; *Drug Education; *Health Education; *Health Promotion; *Integrated Curriculum; Intermediate Grades; Junior High Schools; Learning Activities; Lesson Plans; *Middle Schools; Narcotics; Parent Participation; School Community Relationship; Values
 IDENTIFIERS *Contests

ABSTRACT

According to the U.S. Departments of Health and Human Services and Education, the main elements of a drug-free education program should focus on valuing and maintaining sound personal health; respecting laws and rules prohibiting drugs; resisting pressures toward drug use; and promoting student activities that are drug-free and offer healthy avenues for student interest. This paper describes one such program which involves a planned month-long program of activities for students at the middle school level. Program elements are planned to complement daily school objectives and include curriculum related activities, drug/health related presentations and contests, and a health fair. Suggested activities are provided for each area of the school's curriculum, and a variety of lessons have been written for curriculum area including: English; history; mathematics; reading; science; art; band, choir, and music; computer technology; drama, speech, theater arts; foreign language; health; homemaking, life management skills; industrial technology; physical education; resource areas and special education; English as a Second Language (ESL); advisory; and clubs, groups, and sports teams. An outline for contests and for special programs in AIDS (Acquired Immune Deficiency Syndrome) awareness is also included. (ND)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

MIDDLE SCHOOL DRUG AWARENESS/HEALTH AWARENESS PROGRAM

"CHOOSE NOT TO USE FOR A HEALTHIER YOU"

By: Ms. Gwen E. Wilson

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. Wilson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The materials in this packet have been written and prepared by Ms. Gwen E. Wilson. Permission is given for Mark Twain Middle School to use this information for the October 1995 Drug Awareness/Health Awareness Program. No part of these materials may be copied for publication without the written consent of Ms. Wilson.

© Ms. Gwen E. Wilson, 1995

7/28/95

TABLE OF CONTENTS

Introduction

- Activities
- Contests

Curriculum

- English
- History
- Math
- Reading
- Science
- Art
- Band, Choir, Music
- Computer Technology
- Drama, Speech, Theater Arts
- Foreign Language
- Health
- Homemaking, Life Management Skills
- Industrial Technology
- Physical Education
- Resource Areas, Special Education
- ESL
- Advisory
- Clubs, Groups, Sports Teams

Special Programs

- AIDS Awareness
- Additional Information
- Red Ribbon Week
- Activities

Press Release

Resources

G. Wilson 7/95

MIDDLE SCHOOL DRUG AWARENESS/HEALTH AWARENESS PROGRAM

"CHOOSE NOT TO USE FOR A HEALTHIER YOU"

The main elements of a drug-free program include focusing on:

- values and maintaining sound personal health
- respecting laws and rules prohibiting drugs
- resisting pressures of drug use
- promoting student activities that are drug-free and offer healthy avenues for student interest.

According to the U.S. Department of Health and Human Services and the United States Department of Education, these elements should be the basis of an effective drug-free program.

All grade levels should be included in the implementation of a drug-free program.

Effective drug education is cumulative. Curriculum is not limited to being taught in Health class, but should be reinforced with appropriate activities throughout all school curriculums.

The main objective of this Drug Awareness/Health Awareness program-- theme "Choose Not To Use For A Healthier You" --will be to increase student awareness and knowledge about the effects of drugs on their health and to promote activities that reinforce positive, drug-free elements of their life. Participation in the planned month-long activities is encouraged, not only, from the faculty, staff and students; but also, from parents and other community members.

Activities

A variety of activities and events have been planned for the entire month. Everyone is encouraged to partake in as many of these as possible. Curriculum related activities, drug/health related presentations and contests are a few of the planned events. A Health Fair has been scheduled for the end of the month to culminate the drug awareness/health awareness program. Planned activities will not interfere with teaching and learning. Instead, they have been designed in conjunction with daily school objectives.

The objective of this program is to increase student awareness and knowledge about the effects of drugs on the health. Suggested activities have been provided for each area of the school's curriculum. Importance has been placed on improving student's academic skills, while enhancing their ability to make informed and responsible choices about drugs.

A variety of lessons have been written for each curriculum. Teachers are encouraged to use as many of the suggested activities as possible to instill the drug awareness/health awareness program message. An across the curriculum involvement will reinforce the importance of healthy, drug-free living; and, it will prove beneficial to the overall effectiveness of the program.

Contests

Contests in the drug awareness/health awareness program are used as a means of motivating student participation in program activities. Various prizes and awards will be given to acknowledge student work.

Key points for contests include:

- * Each core curriculum department should select a specific area for course related contests.
Class competitions may vary in each subject area, however, specific guidelines must be set.
- * At least 3 (three) winners should be recognized in each contest for each grade level.
- * Logs should be maintained listing each participant in every activity.
- * Participation in contests should be encouraged but not mandated.
- * Work should be displayed in classrooms, hallways, in the cafeteria, etc... This is not only to recognize students, but also, to encourage participation and further instill the program's message.
- * Deadlines for entries should be agreed upon, set, and firmly adhered to.
- * Class time should be allowed for students to work on their projects and request assistance if they need it. Also, as much as possible, materials should be provided. Note that posters, quilts and collages can be the size of construction paper.
- * Students are not limited in the number of contests in which they can compete.
- * Award winning projects should be displayed in highly visible school areas.

Key points continued...

- * Projects can be made by one student, a small group or an entire class. Judging is done by these means and also by grade level entries to determine overall school winners.
- * Importance must always be placed on the exact criteria for entries into any contest.
- ** There are no limits placed on the development of productive means to conduct any contest. Importance, however, is always placed on the need for consistency and clearly established rules to ensure fairness is evident to all involved.
- ** Prior to the start of a contest, each subject area teacher or spokesperson should present chosen contest(s) to the drug awareness/health awareness on-campus director for publication on the program's activity calendar.

Attached you will find possible activities that can be done by each school curriculum. Non-core curriculum teachers are encouraged to support and elaborate on activities provided for core curriculum areas. This is in addition to the activities which have been provided for students in your classes.

Curriculum

English

History

Math

Reading

Science

Art

Band, Choir, Music

Computer Technology

Drama, Speech, Theater Arts

Foreign Language

Health

Homemaking, Life Management Skills

Industrial Technology

Physical Education

Resource Areas, Special Education

ESL

Advisory

Clubs, Groups, Sports Teams

ENGLISH

Objective: Increase student awareness and knowledge about drugs and effects on health.

Procedure: Use English curriculum to involve students in drug/health awareness activities.

Activities:

Essays

- "Choose Not To Use For A Healthier You" -- Write a detailed explanation of the drug awareness/health awareness programs theme. This should be done throughout the month as prewriting; prepare a final draft to be judged in the overall school competition.

Cartoons, Ads

- Design cartoons and/or advertisements that deliver a healthy, drug-free message.

Reports

- Research and prepare reports dealing with drug and/or health related issues. Students can present their findings on these topics to the class as individual or group projects.

Invitations

- Write personal invitations to parents, relatives, etc.. encouraging their participation in at least one of the drug awareness/health awareness school events.

Interviews

- Interview members of the school and community about the effects of drug use on teenagers.

Quilts

- Design theme quilts reflecting drug/health related issues

Creative Writing

- Imagine and write a detailed description of a healthy, drug-free society.

Theme Journals

- Keep theme journals throughout the month; record program involvement and feelings about various drug awareness/health awareness activities.

Letter Writing

- Friendly or persuasive letter writing to express the importance of non-use and being healthy.

Comparison and Contrast Writing

- Write papers comparing and contrasting drug use/non-use behaviors and/or healthy/non-healthy decisions.

Contests/Evaluation:

- **ESSAY CONTEST (All grade levels and students)**
- Cartoons, Ads, Quilts Competition (Judge by student, small group, class or grade)
- Invitations Competition (Judge by student or class that has the most responses or guests)

HISTORY

Objective: Increase student awareness and knowledge about drugs and effects on health.

Procedure: Use History curriculum to involve students in drug/health awareness activities.

Activities:

Time Lines

- Prepare a time line that identifies the growth pattern of drug distribution throughout the world by city, state and/or country.

Laws and Rules

- Evaluate local, state and federal laws on controlled substances; why these laws exist and how they are enforced.
- Analyze legal and social consequences of drug use. Use class discussion and/or written reports to evaluate the relationship between drugs and other crimes.
- Draft a petition proposing enactment of a school rule or state law on drug use.
- Write a constitution that establishes student responsibilities in promoting a drug-free school.
- Decision making case scenarios--Resolve hypothetical school situations involving drug use. Using court-like proceedings and discussions, determine penalties and possible rehabilitation needs.

Maps and Charts

- List and make charts about common drugs used in various areas of the state or U.S.
- Research and make color coded maps to illustrate leading drug areas in the country or world.

Flags

- Design a flag that represents a healthy, drug-free society.

Current Events

- Analyze newspaper articles, news broadcast, magazine articles, etc.. used to document daily laws enforced against drug related activities.
- Predict outcomes of current drug related cases. Determine laws violated and possible consequences.

Collages

- Make poster board collages depicting illegal drug use and penalties applied. Can use materials brought in from current events.

Contests/Evaluation:

- Flag design competition (Judge by student, small group, class or grade)
- Collage message competition (Judge by student, small group, class or grade)
- Constitution Writing (Judge by small group, class or grade)

MATH

Objective: Increase student awareness and knowledge about drugs and effects on health.

Procedure: Use Math curriculum to involve students in drug/health awareness activities.

Activities:

Surveys

- Design a true/false survey about drug myths and facts; conduct the survey with classmates and analyze results.
- Design a survey of school campus recording information on experiences with and/or knowledge of drugs.

Lists, Charts and Graphs (Display mathematical analysis of findings)

- Record findings from surveys
- Collect information about accidents, crimes and other problems related to drugs. List and chart frequency of occurrences. Analyze how problems might have been prevented and how accidents affected people involved.
- Research expenditures to determine the societal costs of drug treatment programs and rehabilitation efforts by the city, state or others.
- Research % of deaths, diseases and other ailments caused by drug use.

Geometric Shape Collages or Posters

- Use shapes to prepare collages or posters with drug/health related messages on each design.

Cube, Triarama and Quadrama Mobiles

- Sides of each design reflects a drug or health related message. Can use statistical information or motivational scenarios around the design of each shape.

Frisbees and Airplanes (Both items have the "Just Say No" message on them)

- Use frisbees and airplanes to promote healthy activities while learning math concepts, i.e., measurement of distance, predict outcomes, determine ratios, etc..

Contests/Evaluation:

- Mobile design and message competition (Judge by student, small group, class or grade)
- Frisbee, Airplane toss competition (Judge by student, small group, class or grade)
- Geometric Collages or Posters competition (Judge by student, small group, class or grade)

READING

Objective: Increase student awareness and knowledge about drugs and effects on health.

Procedure: Use Reading curriculum to involve students in drug/health awareness activities.

Activities:

Chains

- From readings about drug/health related books, magazines or newspapers, students write facts about the topic and add them to each link of the chain.

Books and Reports

- Read and prepare reports highlighting findings on drug/health information.
- Keep report logs on the books read during the drug/health awareness time.
- Read and discuss stories about famous people who resisted pressures and stood up for their beliefs in the face of opposition. Comparing this to peer pressure, students explain how these people withstood pressure and how they can also when it comes to drugs.

Quilts

- Design quilts that reflect the main idea of their drug/health related reading; use illustrations and/or writing to elaborate on understanding of what was read.

Collages, Posters

- Design collages and/or posters that reflect the drug awareness/health awareness theme.

Reading/Writing Connections

- Listen to readings about drug related issues; write reports and relate information to the student's life experiences. (Possibly use NJWP books.)

Lists and Charts

- By class, prepare charts that list information about the drug/health related books or articles. Included on these charts is the title, author and key facts learned about drugs or staying healthy.

Bookmarks

- Design bookmarks that support the drug/health awareness theme.

Contests/Evaluation:

- Most books read competition (Judge by student, class or grade)
- Quilt design competition (Judge by student, class or grade)
- Collage and/or Poster design competition (Judge by student, small group, class or grade)
- Bookmark competition (Judge by student, class or grade)

SCIENCE

Objective: Increase student awareness and knowledge about drugs and effects on health.

Procedure: Use Science curriculum to involve students in drug/health awareness activities.

Activities:

Lists and Charts

- Compile lists of major organs in the body, the function of these organs and exercises to keep them healthy.
- Design a chart that lists specific drugs and their effects. Note the scientific and street names of drugs, what they look like and how they are used.

Reports

- Research and write reports detailing ways to maintain a healthy body.
- Research and write reports explaining the effects of drug use on the body.
- Write a prescription for a drug-free, healthy lifestyle.

Mobiles

- Design a theme mobile that explains ways of maintaining a healthy body. Using a picture of one of the body's major organs or systems, attach illustrations and/or written information on denoting ways to keep it healthy.
- Theme mobile depicting usage of various drugs and the effect they have on the body.
- Design a mobile that represents a healthy, drug-free person.

Posters

- Prepare drug-free or healthy living posters which express the theme message.

Cubes

- Illustrate and write about drug/health related information. Use each side of the cube to explain ways to have a drug-free and healthy body.

Ads

- Create advertisements that promote healthy choices.
- Analyze present day advertisements and determine the legitimacy of the messages given to consumers.

Contests/Evaluation:

- Mobile, cube and/or poster design competition (Judge by student, small group, class or grade)
- Report competition (Judge by student, class or grade)
- Ad design competition (Judge by student, small group, class or grade)

NON-CORE CURRICULUM/ELECTIVES

Objective: Increase student awareness and knowledge about drugs and effects on health.

Procedure: Involve students in activities relevant to specific elective curriculum area.

Support and elaborate on core curriculum drug/health awareness activities.

Activities by subject area:

ART

- Refer to core curriculum activities to support and elaborate on them in class.
- Draw silhouettes of each others head; divide these into puzzle-like pieces; write words describing themselves in each piece and cut them out; trade pieces with another student; the receiving student puts the puzzle back together (Can glue it on paper).
- Compare colors in art to human feelings.
- Using various designs and shapes (abstract art), students design pictures that express their feelings about drugs and health.
- Create a logo for a drug-free clothing or tennis shoe company.
- Make decorations for drug/health awareness events.
- Create a design to be enlarged and duplicated as a mural for an inside or outside school wall.
- Design banners for the promotion of the drug awareness/health awareness program.

BAND, CHOIR, MUSIC

- Refer to core curriculum activities to support and elaborate on them in class.
- Research and prepare reports on famous people in related subject.
- Write a song or rap that has a healthy and/or drug-free message.
- Write the words of songs; analyze these words to determine the actual message of the song.
- Compile a list of music artists that present a non-violent drug-free message; make a chart of these artists with examples of their songs.
- Discuss the effects of various styles of music on human behavior and emotions.

COMPUTER TECHNOLOGY

- Refer to core curriculum activities to support and elaborate on them in class.
- Use computers to prepare reports, essays, invitations, etc..
- Compare the parts and functions of a computer system to the parts and functions of the human body; analyze the similarities of major functioning parts of each.
- Create signs, bumper stickers or greeting cards with messages for a healthy and/or drug-free lifestyle.
- Make a list of the various computer games available to teens; analyze the list; make a chart which reflects healthy/non-healthy games or violent/non-violent games.

DRAMA, SPEECH, THEATER ARTS

- Refer to core curriculum activities to support and elaborate on them in class.
- Design skits depicting healthy, drug-free messages.
- Analyze television shows and movies; make presentations about the content and message given.
- Discuss advertisements and commercials. Relate differences between the implied and actual message.
- Create and perform ways to resist peer pressure into using drugs, joining gangs or committing a crime.

FOREIGN LANGUAGE (Spanish, etc...)

- Refer to core curriculum activities to support and elaborate on them in class.
- Compile list of English drug/health related terms and translate them into the foreign language.
- Research and write reports on non-Americans who have influenced the American society.
- Compare drug related crimes and penalties in America to those in other countries.
- Using the foreign language, design a sign, bookmark, pennant, etc... that reflects a healthy, drug-free message.
- Design posters, collages, mobiles, etc.. that reflect the drug/health awareness program message. This is done using words, pictures and/or articles in the foreign language.

HEALTH

- Refer to core curriculum activities to support and elaborate on them in class.
- Describe the effects of drug use on the body.
- Extend student vocabulary through daily introduction of terms related to medicine and drugs.
- Compile a list of positive alternatives to drug use.
- Describe the health risks related to the use of marijuana, depressants, hallucinogens, inhalants and stimulants--design reports and/or charts denoting ways.
- Discuss the job and responsibilities of the FDA.
- Write a prescription for a healthy, drug-free life.
- Decision Making Skills--students create scenarios depicting ways to resist peer pressure.
- Differentiate between drug misuse and drug abuse.
- Describe differences between prescription and non-prescription drugs.
- Create a Teen Health Bulletin Board--students make this board by displaying their reports, newspaper and magazine articles, etc.. to promote positive growth activities for teens.

HOMEMAKING. LIFE MANAGEMENT SKILLS

- Refer to core curriculum activities to support and elaborate on them in class.
- Study basic food groups and the body's daily needs. Prepare collages, posters, mobiles, etc..
- Use newspaper grocery store ads to plan a week of meals for their family. Attention is given to balanced meals and costs for feeding a family. Prepare meal plans, grocery lists, etc..
- Keep logs on food intake for the month. List foods eaten, calories, etc..
- Improve skills on reading and understanding product labels.
- Self Awareness--body, feelings, health, personality, making choices, setting goals
- Family--prepare a family tree, analyze roles and responsibilities of family members
- Friendships--describe characteristics of a good friend
- Analyze the effects of drug use on feelings.

INDUSTRIAL TECHNOLOGY

- Refer to core curriculum activities to support and elaborate on them in class.
- Use drafting skills to design a drug-free environment--community, neighborhood, school, etc.
- In small groups, brainstorm ideas and develop an action plan for building a drug-free school.
- Create lists of safety rules for various teen areas--home, school, mall, movie theater, carnival, skating rinks, parties, etc... Make charts to display these rules.
- Use a floor plan graph to design a safe and drug-free bedroom or home.
- Discuss the impact of drugs in the field of technology--construction, engineering, welding, architecture, etc..
- Create an invention for patenting that helps society to become drug-free.

PHYSICAL EDUCATION

- Refer to core curriculum activities to support and elaborate on them in class.
- Project Heart--promote activities for a healthy heart.
- Exercise for health--students design a weekly workout schedule for teens.
- Participate in team and individual competitive and leisure activities as physical fitness alternatives to drug use. Keep charts on contest winners, top performers, etc...
- Self Awareness--using figures shaped like the body, students pinpoint areas and label each with an exercise that will keep it physically fit.
- Write reports on professional and amateur athletes they like and explain why.
- Design a collage of sports events and/or athletes to promote health awareness.
- Keep logs documenting daily physical fitness activities for the month.

Contests/Evaluation:

- Various activities in each area can be designed as contests to recognize students who do an exceptional job in exhibiting their awareness and understanding of drug/health related issues.
- Evaluation of contests can be done by student, small group and/or class in each elective area.
- Multi-grade level classes can be judged together or separately depending on specified criteria.

RESOURCE AREAS. SPECIAL EDUCATION

Objective: Increase student awareness and knowledge about drugs and effects on health.

Procedure: Involve student in drug/health awareness activities relevant to curriculum area.

Activities:

- Collaborate with the individual subject areas to involve students in activities offered in each area. Consider collaboration with specific core curriculum areas, elective areas and any others that apply.

Contests/Evaluation:

- Collaborate with the individual subject areas to involve students in contests offered in each area. Consider participation in specific core curriculum areas, elective areas and any others that apply.

ESL

Objective: Increase student awareness and knowledge about drugs and effects on health.

Procedure: Involve student in drug/health awareness activities relevant to curriculum area.

Activities/Procedures:

- Collaborate with the individual subject areas to involve students in activities offered in each area. Consider collaboration with English, Reading, Foreign Language and any others that apply.

Contests/Evaluation:

- Collaborate with the individual subject areas to involve students in contests offered in each area. Consider participation in contests offered by English, Reading, Foreign Language and any other area that applies.

ADVISORY

Objective: Increase student awareness and knowledge about drugs and effects on health.

Procedure: Elaborate on activities from various curriculum areas.

Provide activities to improve student self awareness.

Activities:

- Encourage participation in drug awareness/ health awareness activities.
- Discuss alternatives to drug use.
- Provide opportunities for free discussion.
- Provide lessons to improve self-concept and social skills.
- Build skills in Conflict Resolution.

Contests/Evaluation:

- Prepare chart to display advisory students participation in drug awareness/ health awareness events.

CLUBS, GROUPS, SPORTS TEAMS

Involvement by school clubs, groups and teams is necessary. All members are encouraged to:

- Participate in program activities.
- Act as role models.
- Serve as helpers for program events.
- Display banners of support for a healthy, drug-free school.
- Distribute information to parents, relatives and neighbors about the school program.
- Encourage parents, relatives and neighbors to come to school program activities.

Drug Awareness/Health Awareness

Special Programs

AIDS Awareness

Red Ribbon Week

AIDS AWARENESS

Acquired Immune Deficiency Syndrome (AIDS) will be the main disease focused upon throughout the drug/health awareness program. Several activities will be held to enhance awareness and improve understanding about the severity of this disease. Primarily, activities are designed to enlist participation from students and adults.

Activities/Procedures:

Red Ribbon Tree

- Positioned in a highly visible area of the school, this tree will be decorated with red ribbons attached to cards. Students and adults are encouraged to write the names of people they know, alive or dead, who are infected with AIDS or forms thereof. And, even though the main focus is on AIDS, adaptations can be made to honor the memory of any loved one lost to an unfortunate circumstance. *Note: It is extremely important that everyone understands the difference between the AIDS red ribbon and the drug awareness red ribbon used during Red Ribbon Week.*

Speaker

- A speaker from the AIDS Foundation will present information to students.

Service Projects

- Money donations are collected throughout the program. Collections will be made during advisory, at various functions or whenever appropriate. All monies are given to the AIDS Foundation at the end of the program.
- Diaper Drive for AIDS Babies--Diapers are collected and given to the area care program for AIDS infected babies.
- Volunteer Work--Students volunteer at AIDS Foundation or Hospice; can go to help make ribbons, etc...

Classroom Activities

- AIDS presentations will be made on the Kick-Off Day, first day, of the program to signify AIDS as the target disease for awareness. However, reminders should be given to all that it is important to focus on AIDS during the drug/health awareness program. For the most part, activities will vary by class and grade.
- Posters--Students should prepare posters reflecting their understanding of AIDS. Posters should express a clear message about the effects of this disease.

Contests/Evaluation:

- AIDS Awareness Poster Contest (Judge by student, grade and overall winner)

Note: This should be one of the main school wide contest since AIDS is the disease focused on for the program. This poster contest should be held prior to Drug Awareness Red Ribbon Week.

RED RIBBON WEEK

The Red Ribbon is a symbol of awareness. It represents the fight for a drug-free society and nation. The Red Ribbon tells the story of slain Drug Enforcement Administration agent Enrique "Kiki" Camarena who was killed by drug traffickers in 1985. In his memory, the Red Ribbon Campaign began this year as an American battle cry to remember the past and fight for the future.

The Red Ribbon Campaign is sponsored by the Texans' War on Drugs (TWOD). It gives an opportunity for schools, groups, businesses, agencies, families, churches, communities and all other concerned citizens to address substance abuse. Red Ribbon Week is a catalyst to inspire people to become involved in the fight against drugs. Red Ribbons and/or similar symbols are worn throughout this entire week.

Red Ribbon Week 1995 marks the 10th year since Camarena's death. Since his untimely demise, it is still evident that a committed and unified effort must be made to fight drug abuse. Attention needs to be directed at saving youth, their families and communities from suffering the effects of drug use. Involvement in the Red Ribbon Week activities is that initial step toward encouraging a brighter tomorrow and drug-free society.

RED RIBBON WEEK

OCTOBER 23-28, 1995

** Some activities are suggested by TWOD. Revisions have been made to relate them to school. **

Monday, October 23, 1995 - Decoration Day

- give all persons on campus a Choose Not To Use sticker
- place ribbons and bows on buildings, trees, posts, etc..
- decorate school with banners and posters
- encourage media participation

Tuesday, October 24, 1995 - Reach Out Day

- Service project that includes distributing ribbons to others, such as nursing homes, day cares, family members (Note: These can be student made expressing the theme message)
- Students prepare letters, notes, etc.. to give to someone they would like to inform about the drug/health awareness message

Wednesday, October 25, 1995 - Wear Red/Rally Day

- Encourage everyone to wear something red
- Plan a rally or major event and encourage community and media participation; parade around the campus

Thursday, October 26, 1995 - Pledge Day

- circulate drug-free pledges at school for students to sign (Can be created on computer)

Friday, October 27, 1995 - Recognition Day

- Present awards:
 - "Choose Not To Use For A Healthier You" Poster Contest
 - "Choose Not To Use For A Healthier You" Essay Contest
 - Non-Alcoholic Drink Contest
 - Top contributors to program, ie.. students, faculty, staff, parents, etc..
- Acknowledge supporting agencies, companies, people, etc.. who have assisted in program
- Present certificates to all students who have participated in the program

Saturday, October 28, 1995

- Health Fair 10:00 am - 2:00 pm
- Blood Drive during the Health Fair

Press Release

(Put on school letterhead; insert date after *For immediate release*)

PRESS RELEASE

For immediate release

School Celebrates Month with Drug/Health Education, Activities

Mark Twain Middle School will join groups all over the country in observing drug education month during October. In their Drug Awareness/Health Awareness program, learning will be about the harmful effects of drugs and making choices for healthy lifestyles. The theme of the program is "Choose Not To Use For A Healthier You." Students, faculty and staff will be involved in an across the curriculum variety of drug/health related activities.

Kick-Off Day, October 2, will start the month-long schedule of creative activities, presentations and assemblies. The calendar of events will include visits by District 1 Councilman Roger Flores II, Alamo City Heat, officials from drug and health agencies and others.

AIDS Awareness will be the targeted health issue for the month. A Red Ribbon Tree to promote awareness will be displayed throughout the month in the school's hallway, along with posters, banners and announcements to further instill the message to make healthy choices to avoid this fatal disease.

Red Ribbon Week is October 23-28. Daily school drug-free activities are scheduled. Wednesday, October 25, is Red Ribbon Rally Day. The school's pep squad will lead a parade of the student body, faculty, staff and community around the campus in support of choosing a drug-free lifestyle.

Red Ribbon Week will end Saturday, October 28, with a Health Fair and Blood Drive from 10:00 am to 2:00 pm. Numerous agencies and groups will be available to provide health and drug-free information. Parents and other community members are encouraged to attend this event, as well as, school activities throughout the month.

Materials promoting a healthy, drug-free society are being donated for the school's program by local companies and businesses. Additional resources, donations and volunteers to help carry out events are welcomed. For more information about Drug Awareness/Health Awareness Month activities, or to help out, contact campus Program Director Sandra Sandell at 210-732-4641.

RESOURCES

Alternatives To Worksheets. Karen Bauer and Rosa Drew. Cypress, CA: CTP, 1992.

Teens In Action. Glencoe Publishing Company, 1990.

Turning Awareness Into Action. U.S. Dept. of Health and Human Services, 1991.

What You Can Do About Drug Use In America. U.S. Dept. of Health and Human Services, 1991.

What Works: Schools Without Drugs. U.S. Dept. of Education, 1987.