***STRIKE***

***Red Ribbon Week Lesson Plan***

***October 26, 2017***

**Overview:** This lesson will help students understand the idea of a natural high. They will discuss peer pressure and role models for Red Ribbon Week

**Objectives:** At the end of this lesson, students will be able to:

1. Identify role models in their community

2. Give examples of positive qualities for their role models.

**ASCA Mindsets and Behaviors:**

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M 6. Positive attitude toward work and learning

B-LS 7. Identify long- and short-term academic, career and social/ emotional goals

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

B-LS 10. Participate in enrichment and extracurricular activities

**Procedure:**

1. Discuss with students the purpose of Red Ribbon Week. Red Ribbon Week is a national event. It is an ideal way for people and communities to unite and take a visible stand against drugs. Show your personal commitment to a drug-free lifestyle through the symbol of the Red Ribbon, October 23 - 31st.
2. Play the video: [**https://www.youtube.com/watch?v=qa8FyWFhMrk**](https://www.youtube.com/watch?v=qa8FyWFhMrk)
3. Have the students answer the questions on the Switchfoot Worksheet. You can make copies of the worksheet or post the questions on your Promethean Board.
4. As a class or in their table groups, share the discussion questions.

* What is a natural high? What is your natural high?
* Chad Butler said that his natural high is “Waking up in the morning knowing that this day could be the best day of my life.” He also said, “I want to make the most of every day.” How would do you try to make the most of each day?
* Switchfoot said they did not want to risk something for drugs. What was it?
* How does Switchfoot handle the situation when they are offered drugs backstage during a performance?

1. Additionally, there are two other exercises available with this video.
   1. Have the students complete the worksheet to identify positive role models
   2. Have the students journal about a time they experienced positive peer pressure.
   3. Have the students in their groups share their role models/positive experiences.