



NATURAL HIGH'S

RED RIBBON WEEK

TOOLKIT

October 2024

A TOOLKIT FOR EDUCATORS

NATURALHIGH.ORG



Natural High is a youth drug prevention and life skills program that provides easy, effective, and fun resources for educators, mentors, and parents to use with kids.

Our flexible curriculum offers videos, discussion questions, and activities. It can be used to meet a variety of needs, from brief 10-15-minute discussions to project-based work that takes place across multiple days or class periods.

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ABOUT NATURAL HIGH

BACKGROUND ON NATURAL HIGH

Natural High is a nonprofit organization dedicated to empowering young people to make good choices and live life well.

Our name 'Natural High' refers to the feeling that comes from finding passions, interests, and talents and cultivating those activities in life that truly inspire us.

Research shows that if young people discover their passions and are directly engaged in a compelling way by people they look up to and trust, they are more likely to make positive life choices and much less likely to choose drugs and alcohol.

NATURAL HIGH HISTORY

Natural High was founded by entrepreneur Jon Sundt, who lost both of his brothers to drug addiction. After the loss, Jon became determined to turn this experience into positive change and made the decision to spend the rest of his life helping young people make better choices.



What started in tragedy has now grown into a movement bringing hope and positive results to thousands of families.



Watch Jon's story in the Natural High Storyteller Library at NaturalHigh.org/Storyteller

NATURAL HIGH MISSION

Our mission is to inspire and empower youth to find their Natural High and develop the skills and courage to live life well.

ABOUT NATURAL HIGH

NATURAL HIGH METHOD

At Natural High, we believe in the power of storytelling. Our online video-based prevention and life-skills teaching program has over 50 cultural influencers, educators, and peer groups giving hope, purpose, and encouragement to kids through their personal stories of pushing through hardship, developing resilience, overcoming obstacles, and making good decisions.

Each Storyteller video is paired with discussion questions and activities that educators and parents can use to engage kids in conversations about the harms of substance use so they can lead healthy and thriving lives.

We exist to help kids thrive. We engage influential storytellers to help young people discover those core activities in their lives that uplift, inspire, and motivate them — to find their ‘Natural High’ rather than use alcohol or drugs.



YOU DON'T HAVE TO BE A PREVENTION EXPERT TO TEACH THE CURRICULUM. IT HAS BEEN SUCCESSFULLY ADMINISTERED BY:

- SAP Advisors
- Science, Health and P.E. Teachers
- Classroom Teachers
- Counselors
- Nurses
- Community Liaisons
- School Resource Officers
- D.A.R.E. Officers
- Parents
- Student Leaders

THE NATURAL HIGH CURRICULUM

The Natural High curriculum is a highly adaptable collection of teacher resources and student materials that can be customized to meet the needs of students from grades 4-12.

OUR PROGRAM IS SIMPLE AND CAN BE SUMMARIZED IN 3 EASY STEPS:



WE OFFER:

- 50+ videos with accompanying discussion questions and student assignments
- A large library of engaging student activities, projects, and assessments focused on the principles of Natural High
- Lesson plans, we call them Playlists, which organize Natural High educational materials into daily units

The activities are built to let students do the heavy lifting, giving them practice with essential literacy and critical thinking skills while learning about living naturally high. Lessons focus on critical reading, writing, speaking, research, and data analysis standards, which are relevant across many subjects.

OUR CONTENT AND CURRICULUM

Natural High is an inspirational site with strong video content to support kids in finding their natural high and educating them about the dangers of drugs and alcohol.



The Curriculum promotes several of the assets and developmental skills that have been identified as necessary for positive youth development.

NATURAL HIGH'S CURRICULUM FOCUSES ON THESE THEMES:

- Identifying and engaging in a positive activity/passion (e.g. natural highs)
- Peer pressure and refusal strategies
- Goal setting and reaching your potential
- Identifying positive role models
- Making choices based on personal values
- Discernment of true and false messages about drugs and living drug-free

GOALS:

Enduring Understandings:

1. A natural high is something that engages me and brings me joy and satisfaction.
2. I am responsible for my own actions and can choose a drug-free life.
3. There are activities and resources that can support my decision making.

GOALS CONTINUED:

Essential Questions:

1. Why is finding a natural high important?
2. What is my natural high or what might be my natural high?
3. How can I make the decision to remain drug-free on a daily basis?

Performance Tasks:

The learning activities include a variety of formative assessments including:

- Discussions
- Question generation
- Mini teaching and sharing lessons
- Research for videos and posts
- Optional extension pieces to connect learning and life





THE RED RIBBON CAMPAIGN[®]

WHAT IS RED RIBBON WEEK?

Red Ribbon Week is a time for schools across the country to engage students in critical dialogues about the importance of making positive life choices and avoiding drug and alcohol use.

The Red Ribbon Campaign is the largest and oldest drug prevention campaign in the nation. Natural High puts together new lesson plans and content for grades 4-12 specifically for The Red Ribbon Campaign each year.

To learn more about the Red Ribbon Campaign, visit [RedRibbon.org](https://www.RedRibbon.org).

WHY WAS RED RIBBON WEEK STARTED?

The Red Ribbon Week Campaign was created to honor Enrique “Kiki” Camarena. He was a special agent who worked for the Drug Enforcement Administration (DEA). In 1985, he was kidnapped by drug traffickers in Guadalajara, Mexico. His murder and death brought anger to the community and was a catalyst for the Red Ribbon Campaign. In 1988, the National Family Partnership coordinated the first National Red Ribbon Week.

Together in Kiki’s honor, parents and youth in communities nationwide began wearing Red Ribbons as a symbol of their commitment to raise awareness around his killing and the destruction caused by drugs in America.

WHEN IS RED RIBBON WEEK?

Red Ribbon Week takes place each year from October 23-31. This doesn’t always fall on a Monday through Friday, so some schools and communities choose the M-F week before or after.

SOCIAL MEDIA

Media campaigns can be a powerful force for social change. In general terms, they have great potential to raise awareness of an issue, enhance knowledge and beliefs, and reinforce existing attitudes.

Natural High encourages educators and schools to help spread the word online. Show us what you're doing to celebrate Red Ribbon Week by using #LiveNaturallyHigh. See the examples below, copy the language you want to use on your school's site or social media, and start spreading the message!



We will be re-sharing your social media posts/photos and youth projects with the hashtag #LiveNaturallyHigh on Natural High's social media channels.

Reminder: It's a good idea to get parent consent if you share on your school's social media page.

SOCIAL MEDIA POSTS:

Join me in celebrating Red Ribbon Week. Our kids have the right to grow up drug free and thrive – and we have the responsibility to make that happen. Take the pledge:

NaturalHigh.org/pledge

I'm a teacher/parent/caregiver who believes in a thriving future for my students/kids. Join me in celebrating Red Ribbon Week® (October 23-31)

Join us as we celebrate Red Ribbon Week from October 23-31. Thousands of schools across the country use this valuable time to engage students in critical dialogues about the importance of making positive life choices and avoiding drug and alcohol use.

INSPIRE TEENS TO SAY ‘YES’ TO LIFE

A pledge is an easy, formal promise that has been proven to change behavior. Research shows that people who publicly pledge to do something are 80% more likely to follow through than those who don't. The reason public pledges work is simple — they create social pressure.

Have your students take the pledge to live naturally high at NaturalHigh.org/pledge

TAKE THE PLEDGE TO LIVE SUBSTANCE-FREE

Signing a pledge, and including friends, a teacher, a parent or guardian, can help keep students accountable for making good decisions.

NATURALHIGH.ORG/PLEDGE

IDEAS FOR USING THE PLEDGE:

- Have students submit their pledge online at NaturalHigh.org/pledge
- Post pledges around school to show participation in your campaign.
- Download and print the pledge to send home with students on the next page.
- Distribute the pledge to parents at school events, PTA meetings, or other community events.

**I PROMISE TO SAY “YES” TO LIFE
AND “NO” TO AN ARTIFICIAL HIGH**

MY NATURAL HIGH IS

I PLEDGE TO LIVE NATURALLY HIGH BECAUSE

Your Signature

Your Name

Date

TAKE THE PLEDGE

Learn More at NaturalHigh.org
#LIVENATURALLYHIGH



NH

DRAW YOURSELF DOING YOUR NATURAL HIGH

IS MY NATURAL HIGH

RED RIBBON WEEK ACTIVITY IDEAS

1. Set up a Natural High selfie booth. Print out the "[My Natural High is...](#)" page and have students write down their natural high to display in the photo.
2. Use the 'Live Naturally High' theme to create a Poster Contest.
3. Plant the Promise: Celebrate by planting red flower bulbs which bloom in the Spring and serve as a reminder of the importance of a drug free life.
4. Get your PTA involved.
5. Have "wear red" day at school and other spirit days during the week.
6. Incorporate prevention curriculum into classes each day using our lesson plans.
7. Schedule a speaker to speak to the students about the risks associated with drug use.
8. Participate in the Red Ribbon theme contest redribbon.org/theme/contest/
9. Create a classroom wall of student contributed 'natural highs'.
10. Use red material or plastic red cups to spell out the Red Ribbon theme in the school chain link fence.
11. Make small red bows for all students and staff members; wear the red bow everyday during Red Ribbon Week®. Students who wear it every day win a prize.
12. Deliver a drug prevention message every day during the morning announcements. If you have video broadcast announcements, show a Natural High Storyteller video each day during the morning announcements.
13. Create a "Wall of Pledges" on a giant piece of poster paper in the main hallway. Anyone who takes the "Pledge" signs his/her name on the poster.
14. Purchase a Pledge banner from the Natural High store for students to sign.
15. March around the school grounds chanting the Red Ribbon Theme or organize a walk-a-thon.
16. Schedule a student screening of a Natural High Storyteller video or the fentanyl PSA at an assembly.
17. Participate in National Prescription Take Back Day in October. Find your local collection site at DEATakeBack.com

4 WAYS TO GET PARENTS INVOLVED

- 1 Copy and paste Red Ribbon Week info into a parent letter to send home with homework.
- 2 Send the Live Naturally High pledge home with students so parents/caregivers can take the pledge too, demonstrating their commitment to maintaining an open dialogue about the dangers of substance use and the benefits of a healthy, drug-free lifestyle.
- 3 Assign students to watch a Natural High Storyteller video at home with their parent/caregiver and use the discussion questions to have a conversation about drugs and alcohol.
- 4 Get your PTA involved. Have them sponsor an event during Red Ribbon Week.

PRINT THE NEXT PAGE OR COPY AND PASTE THIS PARENT LETTER.

Changes and edits to this document are welcomed and can be edited directly in Google Docs at the [link](#) below. You will be prompted to make a copy first and may then make your own edits.

NaturalHigh.org/parent-letter



October, 2024

Dear Parent/Caregiver,

Did you know that 13 is the average age when kids try alcohol and drugs for the first time? Armed with the right information and concrete strategies, we can support our kids in making good choices.

Each year, National Red Ribbon Week is celebrated from October 23 - 31. Schools and youth support organizations across the country use this time to engage students in dialogues about the importance of making positive life choices and avoiding the temptation to use drugs and alcohol.

This year, your classroom teacher is using the Natural High Red Ribbon Week curriculum. Natural High is a nonprofit organization dedicated to empowering young people to make good choices and live life well.

Natural High's free, award-winning curriculum is the perfect tool for adult mentors to engage middle school and high school students in:

- Practicing strategies that support making good decisions
- Identifying their passion – aka their 'natural high'
- Developing life skills to help them thrive

Research shows that if young people discover their passions and are directly engaged in a compelling way by people they look up to and trust, they are more likely to make positive life choices and much less likely to choose drugs and alcohol. Natural High supports youth in leading strong and healthy lives by sharing stories of courage, resilience, and the importance of solid relationships with peers and mentors.

We encourage you to talk with your children about what they are learning and discussing. Here are a few prompts to help you get the conversations rolling and engage with your child at home:

- What is one thing you learned with Natural High that surprised you?
- What is one thing you learned that you think I should know?
- What do you think concerns me most when it comes to you and drugs and alcohol?

Thank you for supporting your child as they work through the curriculum. We are excited for your child's involvement and welcome any questions and feedback. For more information or to find a variety of videos and resources to use for starting family conversations, please visit the Natural High website at www.NaturalHigh.org.

Sincerely,

MORNING ANNOUNCEMENTS

Each day read one of the following scripts to celebrate Red Ribbon Week and spread facts on drugs. If you have video announcements, you can use the Natural High script below and show a Storyteller video, or visit [this page from RedRibbon.org](https://www.RedRibbon.org) for audio-only announcements.

DAY 1

Today is the first day of Red Ribbon Week. This year's theme is Be Kind to Your Mind. Live Drug Free. It's a call to action to support healthy choices and serves as a reminder that drugs hinder brain development. The next 5 days we're going to focus on making positive and healthy choices and living naturally high. A natural high can come from any activity that makes you feel good — and doesn't involve drugs. Doing things you enjoy, like riding your skateboard or dabbling in photography, releases natural feel-good chemicals in your brain like dopamine, which regulates movement, emotion, motivation, and happiness.

In today's Natural High's video, we want to share a heartfelt story that highlights the importance of making the right choices, especially when it comes to avoiding drugs. This story comes from Jon Sundt, the founder of Natural High, about his personal experience and how he turned the loss of his two brothers into purpose.

(Show Jon Sundt's video)

What's YOUR natural high?

DAY 2

Welcome to day 2 of Red Ribbon Week. Today, we have an important video to share about how our brains experience fun and reward. It explains how activities like playing video games, listening to music, or laughing with friends release a chemical called dopamine, giving us a natural high.

Let's watch and learn how we can enjoy life while making good decisions. Here it is!

(Show the first video in Natural High's brain series)

What's YOUR natural high?

MORNING ANNOUNCEMENTS

DAY 3

We're halfway through Red Ribbon Week, and 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. Today we're watching a fresh and uplifting Natural High story that may give you a new perspective on overcoming obstacles and living a full life without using substances.

(Show Jawann Blanchey or Chad Caruso's video)

What's YOUR natural high?

DAY 4

Good morning! Today we have an important PSA to share about the dangers of fentanyl. Fentanyl is a powerful and dangerous drug that has been causing many tragic deaths. Last year 100K+ people died from drug overdoses driven by fentanyl, and the fastest growing group is under age 19. Let's pay close attention to this important message and learn how we can make safe and positive choices in our lives. Here's the Natural High Fentanyl PSA.

(Show Natural High's Fentanyl PSA video)

*We suggest classrooms plan to allocate time for discussion after this important and heavy topic.

DAY 5

It's the last day of Red Ribbon Week and we want to thank you for your participation in supporting healthy, drug free lifestyles. We hope you've really thought about the meaning of "living naturally high" and how making healthy choices will help you achieve your goals in life. Staying drug free means investing in your current and future health. You don't have to use drugs to fit in. There are other ways to belong.

In fact, did you know....(Choose one of the stats below for your school's age group)

- 71% of 8th graders disapprove of people who smoke marijuana occasionally.
- 63% of high school seniors disapprove of the regular use of marijuana.

(Show a Natural High video that will resonate with your students – choose from our library of [50+ Storytellers](#))

What's YOUR natural high?

RED RIBBON WEEK

LESSON PLANS AND VIDEO PLAYLIST FOR GRADES 6-12

Follow along with our suggested 5-day sequence, or choose your own adventure.

HOW IT WORKS



DAY 1 LESSON PLAN



JON SUNDT

NATURAL HIGH FOUNDER

Jon Sundt shares how the loss of his two brothers sparked the Natural High movement. He recognized that his brothers never found their life's passions, so they turned to drugs. After completing the Jon Sundt worksheet, encourage students to share their natural highs by having them hashtag #LiveNaturallyHigh on their social media accounts.



WAYS TO WATCH

GO TO NATURALHIGH.ORG/STORYTELLER/JON-SUNDT-NATURAL-HIGH-FOUNDER/



RED RIBBON WEEK

STEP 2 DISCUSS

15-30 MIN



DAY 1 LESSON PLAN: DISCUSSION QUESTIONS

JON SUNDT

Natural High Founder



SUGGESTED QUESTIONS TO ASK AFTER WATCHING THE VIDEO:

Question #1:

Why did Jon start Natural High?

Question #2:

Jon says, “The high drugs give you is a rip-off. Older kids make it seem so cool and sometimes the media makes it seem so cool. But what I think is way cooler is a natural high.” Give some examples of the media making drugs and alcohol look cool. Do you think drugs and alcohol look cool?

Question #3:

How do Jon’s memories impact his decisions?

Question #4:

How do your memories impact your decisions? What is a specific example of a memory, something that happened in your life, that influences your actions now?

Question #5:

Steven’s daughter talks about her anger toward her father for using drugs. What are you angry about? How do you deal with it?

Question #6:

Why do you think Jon chose to use videos to help convey his message?

RED RIBBON WEEK

STEP 3

GO DEEPER

40-120 MIN



DOCUMENT YOUR NATURAL HIGH

Natural High Principle 1:
Pursue Your Natural High

Materials

Device to view Natural High Videos

Note-taking supplies

Design supplies (tablets, computers, poster board, markers, etc.)

Activity Description

Documenting your experience teaches a lesson in reflection and synthesis. A creative outlet allows for you to share your natural high in a way that is personalized and authentic. You will develop materials (video, poster, demonstration, podcast, essay, slide presentation, etc.) that document your own natural high.

Suggested Steps

1. Watch some Natural High videos and take note of how they are constructed. What types of information are helpful? What makes them interesting?
2. Talk about what makes a natural high a natural high, instead of just another activity or exploration.
3. Decide on how you would like to document your natural high and whom you will share it with.

4. Design your natural high documentation.
5. Use this information to share alternative activities with your peers and possibly a broader audience. Help spread the importance of finding a natural high.

RED RIBBON WEEK

DAY 2 LESSON PLAN



BRAIN SCIENCE MADE SIMPLE

THE SCIENCE OF HIGHS

Curious about how the brain reacts to different highs? Our whiteboard videos make this science super straightforward and engaging. We suggest you start with video 1 below, or you can watch all 3 (9 min total) – they're short and will keep the conversation flowing.

STEP 1

WATCH

2 MIN 48 SEC



WAYS TO WATCH

GO TO NATURALHIGH.ORG/PLAYLISTS/THE-BRAINS-RESPONSE-TO-ARTIFICIAL-AND-NATURAL-HIGHS/



RED RIBBON WEEK

STEP 2 DISCUSS

15-30 MIN



DAY 2 LESSON PLAN: DISCUSSION QUESTIONS

THE SCIENCE OF JOY – EXPLORING DOPAMINE AND NATURAL HIGHS

Video #1 (3-Part Brain Series)



SUGGESTED QUESTIONS TO ASK AFTER WATCHING THE VIDEO:

Question #1:

What are some fun activities or experiences that can trigger the release of dopamine in our brain? Can you share an example of an activity in your life where this reinforcement might have led to positive or negative habits?

Question #2:

The video discusses the balance between the brain's reward center and the prefrontal cortex when making decisions. How might understanding this balance help you in making choices about fun activities? How might understanding this balance help you in making choices about responsibilities like homework?

Question #3:

The video mentioned that what you find most rewarding is what makes you uniquely you. Share something you enjoy doing, and explain how it makes you unique by reflecting on your personality or interests.

RED RIBBON WEEK

STEP 3

GO DEEPER

40-60 MIN



RESEARCH YOUR NATURAL HIGH

Natural High Principle 1:
Pursue Your Natural High

Materials

Device to view Natural High Videos
Note-taking supplies
Action plan prompts (below)

Activity Description

A natural high is any activity you love to do that makes you feel good and does not involve drugs or alcohol. You don't have to be an Olympic champion or a professional musician to engage in an activity meaningfully. Finding your natural high can be as simple as thinking about what you enjoy and making an effort to spend some time doing it. This activity is designed to get you thinking about what you already enjoy or would like to try. Even if it doesn't become your true passion, the exploration will allow you the opportunity to learn more about yourself, hopefully while having a good time.

Suggested Steps

1. Watch one or more Natural High videos.
2. In the video(s) you watched, what makes a natural high a natural high?
3. What do you consider your natural high? If you don't have one, what might be one you'd like to try?

4. If you already have a natural high (and if you don't, skip to the next question), respond to the following:

- How often are you engaging in your natural high?
- What is a way you can get more involved?
- What is a way you can take it to the next level (with regard to achievement, commitment, and/or sharing it)?
- What will you do (action) to get more involved and when (date and time)?

5. If you don't yet have a natural high, respond to the following:

- List three activities you enjoy.
- List three activities you would like to try for the first time.
- Of the activities you listed in 5a and 5b, what is one that you can commit more time and energy toward?
- Decide on a day and time to take your first step toward commitment. What is that day and time, and what is your action item to get more involved?

RED RIBBON WEEK

STEP 3

GO DEEPER

40-60 MIN



USE MODELS TO UNDERSTAND CONSEQUENCES

Natural High Principle 2:
Embrace Positive Peer Influence

Materials

Note-taking supplies
Access to digital research materials

Activity Description

In the Natural High videos we see strong role models who encourage us to make good choices, to live healthy lives, and to enjoy success on our own terms. In order to fully understand choices, it's important to see what happens when people make poor choices. And know that making a bad choice does not make you a bad person. But, bad choices have consequences that can hurt you and others. Celebrities are major influencers and thus become models, whether we like it or not, and we can learn from their examples.

Suggested Steps

1. Share an example.

Share a few stories of celebrities who have made poor choices with regard to drugs and/or alcohol. Talk about the pressure of being a celebrity and the desire to live up to expectations.

2. Select a celebrity.

Select a current or historical figure that has made the choice to use drugs and/or alcohol and who has suffered a consequence. It's often easier to look in from the outside, but if you are interested and willing to share a personal story of someone close to you, that can often elicit more authentic feelings.

3. Present your findings.

Write up a summary, create a small video, and/or present on your celebrity of choice in your own way. Include and comment on:

- Who is the celebrity?
- What are/were they famous for?
- What circumstances led to drug and/or alcohol use?
- What were the consequences they suffered?
- Did they get help? Did it work?
- What choices did they have?
- What makes a good role model, and are they a good role model? Why or why not?

4. Find the common denominators.

After presentations, talk about the pressure celebrities face and the desire to live up to expectations.

RED RIBBON WEEK

DAY 3 LESSON PLAN – OUR NEWEST VOICES

YOU PICK



JAWANN BLANCHEY

PRO DRUMMER

Jawann Blanchey always knew that drumming was his true calling. While experiencing homelessness, it was his dream and belief in himself that kept him focused. This powerful story serves as an inspiring testament to the importance of not giving up, no matter the circumstances.



CHAD CARUSO

SKATEBOARDER AND YOUTUBER

Chad Caruso's journey is a testament to the transformative power of skateboarding. Growing up, Chad faced numerous challenges, including injury and addiction. Skateboarding became his refuge and a path to sobriety. Follow Chad as he skates through life's highs and lows, sharing his journey and the lessons learned along the way.

STEP 1 WATCH

4-6 MIN



WAYS TO WATCH

GO TO NATURALHIGH.ORG/STORYTELLER/JAWANN-BLANCHEY/
NATURALHIGH.ORG/STORYTELLER/CHAD-CARUSO/



RED RIBBON WEEK

STEP 2
DISCUSS
15-30 MIN



DAY 3 LESSON PLAN: DISCUSSION QUESTIONS

JAWANN BLANCHEY

Pro Drummer



SUGGESTED QUESTIONS TO ASK AFTER WATCHING THE VIDEO:

Question #1:

Jawann talks about his struggles, including being homeless and having to suppress his passion for drumming. How do you think Jawann's love for music helped him overcome these challenges? Can you share a time when you had to find strength in a hobby or passion during a difficult period?

Question #2:

Jawann emphasizes the importance of choices, especially when facing tough times. Discuss the significance of choosing to keep going versus turning back in tough situations. What does this tell you about resilience and determination?

Question #3:

Jawann mentions that music kept him off the streets and away from drugs. Why do you think having a 'natural high' like music is important for young people? How can a natural high be a protective factor against negative influences like drugs?

RED RIBBON WEEK

STEP 3

GO DEEPER

60 MIN



SPREADING RESILIENCE

Natural High Principle 6:
Develop Resilience

Materials

Note-taking supplies
List of questions (below)
Device to access video

Activity Description

Resilience is the trait or character strength that allows us to overcome frustrations and setbacks, finish whatever we begin, and generally push on toward our goals. Sometimes it can be hard to rally in tough situations, and sometimes it's hard to know when you are in a situation that requires resilience. You will work with a group to create an educational message for your community that supports resilience.

Suggested Steps

1. Watch a short clip on the [Freedom to Fail Forward](https://www.youtube.com/watch?v=6Ult4t-1NoQ) at <https://www.youtube.com/watch?v=6Ult4t-1NoQ>
 - Think about the title and what it means to fail forward.
2. Find a group to work with and decide what kind of public message you want to create (a series of digital posts, a poster, daily announcements for your school, or something else). Your message is to help people understand that failure can help propel us forward and make us stronger. Handling failure is hard—how can we do it?

3. Create the message: Make sure that you are clear and to the point. Your message will be more helpful if it is easy to understand. Help others understand the importance of resilience. Your message could include:

- A definition of resilience
- Specific examples
- Facts
- Suggestions

4. Share your message: Support your community by helping to share inspiration. Talk with an administrator or site director about appropriately sharing your message.

RED RIBBON WEEK

STEP 2
DISCUSS
15-30 MIN



DAY 3 LESSON PLAN: DISCUSSION QUESTIONS

CHAD CARUSO

Skateboarder and YouTuber



SUGGESTED QUESTIONS TO ASK AFTER WATCHING THE VIDEO:

Question #1:

How did setting ambitious goals, like performing 50 tricks in 50 states, help Chad Caruso stay focused and motivated during his recovery?

Question #2:

How can engaging in positive activities, like skateboarding, help individuals avoid or overcome addiction and other negative influences?

Question #3:

In what ways did Chad Caruso's support system (friends, family, community) contribute to his success in overcoming addiction and achieving his goals?

Question #4:

How did Chad's perspective on life change as he committed to skateboarding and setting his goals?

Question #5:

How did Chad's relationships with friends and family influence his journey to sobriety?

RED RIBBON WEEK

STEP 3

GO DEEPER

40-60 MIN



ADVICE BLOG

Natural High Principle 3:
Cultivate Mentor Relationships

Materials

Note-taking supplies

Materials to create the column (depends on the type(s))

Activity Description

Decision-making can be tricky when we feel peer pressure or are in an awkward situation. It helps to practice thinking through what you might do in different situations and thinking through alternative responses. To help practice, you will create an advice column (for a newspaper, magazine, blog, podcast, or video). Have fun and be creative—and consider how this can help you when you find yourself facing your next decision.

Suggested Steps

1. Read the following example question and response.

Dear Helpful Hannah,

My best friend started smoking. It's awful. He stinks and is irritable when he doesn't have a cigarette. He thinks it's cool even though I tell him that it's not. In fact, he keeps trying to get me to start. No matter how many times I say no, he keeps asking. It's only a matter of time before I just can't say no. Please help!

Sincerely,
Peer Pressure

Dear Peer Pressure,

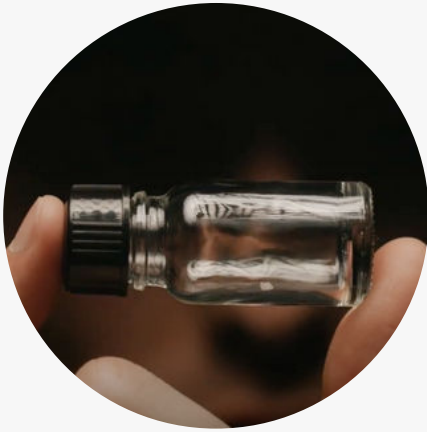
It's good you've resisted this long. You are on the right track. I know it's hard, but you should definitely continue to say "no." Have you encouraged your friend to drop his new harmful habit for a healthy one? Tell him to try an activity that leads to a natural high instead. If he finds one, he will thank you for the suggestion. If your friend ignores your advice and continues to bother you about smoking, then maybe he is not a great friend for you to have. As difficult as it is, maybe taking some time away from him—and his pressure—will help you both to make the right choice.

Signed,
Ever Helpful Hannah

2. Come up with two or three scenarios with a question that you or your peers may need help with. The question can be real or made up. Write a letter with this situation. Use pretend names and sign it anonymously.
3. Share letters with your group and randomly select one to respond to.
4. Respond to the example question from Step 1 (with some practical advice you would give the writer). You can respond in writing or with a video or podcast.
5. Share the letter you selected and your response with the group.
6. What advice did you learn from the group that was helpful for you?

RED RIBBON WEEK

DAY 4 LESSON PLAN



THE DANGERS OF FENTANYL

FENTANYL PSA

This crucial PSA sheds light on the grave dangers of fentanyl poisoning, especially for young people. Fentanyl, a potent synthetic opioid, is often hidden in various street drugs, making them deadly.

The video reveals startling facts, like the DEA's seizure of millions of fake prescription pills containing lethal doses of fentanyl. It emphasizes the need for smart choices, the false allure of drug use portrayed in media, and the heartbreaking outcomes for many youth.

*Recommended for ages 11+

STEP 1

WATCH

6 MIN 14 SEC



WAYS TO WATCH

GO TO NATURALHIGH.ORG/STORYTELLER/FENTANYL-PSA/



RED RIBBON WEEK

STEP 2
DISCUSS
15-30 MIN



DAY 4 LESSON PLAN: DISCUSSION QUESTIONS

THE DANGERS OF FENTANYL

Fentanyl PSA



SUGGESTED QUESTIONS TO ASK AFTER WATCHING THE VIDEO:

Question #1:

What did you learn about fentanyl?

Question #2:

What would you say to a friend of yours who is planning on trying a substance that might be laced with fentanyl?

Question #3:

What would you say to a friend of yours who offers you a substance they swear is safe?

Question #4:

What could you do to share the film and this message with your circle of friends?

FENTAPILL LESSON PLAN

TIME NEEDED

30-40 minutes

MATERIALS NEEDED

Digital Projector

Access to YouTube (if you choose)

Kahoot! (if you choose)

DESCRIPTION

Kids need to learn the facts about fake prescription pills. The DEA seized 79+ million fake prescription pills in 2023, and they found that [7 in 10 pills](#) were laced with lethal amounts of fentanyl (aka "fentapills"). In this lesson, which can be done all at once or in different segments, students will review a short educational video and/or information sheet on the risks of fentanyl and take a quiz on the life-saving facts.

SUGGESTED STEPS

Step 1: Watch the video about Fentapills from the organization Song for Charlie.

Link to video: bit.ly/fentapill-SFC

Step 2: Read this to the class (or have a volunteer read it):

Fentanyl is a potent prescription synthetic opioid drug approved by the FDA for pain relief and anesthetic. Prescription opioids are powerful drugs with a high risk for dependency. Fentanyl is 80-100 times stronger than morphine. A potentially lethal dose of fentanyl is as small as 2 grains of salt.

While you should be concerned about all substance use, fentanyl is different because it's so deadly. According to data from the Center for Disease Control, in 2020 there was a 560% increase in overdose deaths fueled by fentanyl. In the illicit drug market, fentanyl is being mixed with other drugs, such as cocaine, oxycodone, and Adderall. Criminal drug networks are flooding the market with fake pills and other drugs laced with fentanyl. Kids aren't intentionally looking for fentanyl, and they're unaware it's been added to the substances they're seeking. As a result, the surge in fentanyl is claiming many young lives through poisoning at a staggering rate.

Next, show the Fentanyl Fact Sheet (English and Spanish), found at bit.ly/NHFentapillFacts, and ask for volunteers to read the different fact points to the entire class.

Discuss: Break students into pairs or small groups of 3-4, and show these questions on the screen, or write them down:

- ***What's surprising or shocking to you about what you just learned?***
- ***What do you think is the most effective way to inform students about the dangers of Fentanyl and Fentapills? What doesn't work?***
- ***Why do you think some kids would still take the risk of taking pills – even if they don't know what's in them?***

Step 3: Quiz Time

Give students 5-10 minutes to read the [Fentapill Fact Sheet](#) and learn the content. Then take the quiz. You can either do this online quiz using Kahoot!, bit.ly/fentapills-quiz, or we've created a quiz you can simply print out on the following page.

A few notes about Kahoot

- Before hosting a Kahoot! session, test for possible connectivity issues at your venue at least a few days beforehand. This will give you time to work with your IT team to fix any issues discovered.
- The number of players in your Kahoot! session will be the number on the plan you have. Free educator Kahoot! accounts allow for up to 40 players per game. Create a free educator account at [Kahoot.com](https://kahoot.com).
- You can host and play any of the Natural High Kahoot! games, but you are unable to duplicate and/or edit our games.

DIG DEEPER WITH NATURAL HIGH'S FENTANYL PSA

Natural High produced a Public Service Announcement (PSA) to address awareness for kids, educators, parents, and caregivers on the dangers of fentanyl. Some content in this film may not be appropriate for kids under 11, so please watch ahead of time to see if it will be appropriate for your class.

[Watch the fentanyl PSA here.](#)

The PSA is a 6-minute short film that can be shown to a classroom or in a full assembly. We encourage you to watch the film as a group and have a discussion using our [Film Screening Guide](#) and toolkit.

HAVE STUDENTS CONTINUE THE CONVERSATION AT HOME

Resources for parents and caregivers on fentanyl:

- A guide for parents: How To Talk To Kids About Fentanyl can be found here in English and Spanish at bit.ly/NHFentanylConvoGuide
- A parent send-home letter can be found in a Google doc at bit.ly/fentanyl-letter. Feel free to make a copy and edit for your own purposes.

FENTAPILL QUIZ KEY

Printable quiz on following page

1. How many people died from drug poisoning in 2023?
d. More than 100,000 people
2. Fake pills are easy to identify.
False
3. There are 2 types of fentanyl: Pharmaceutical fentanyl and ____?
b. Illicitly manufactured fentanyl (IMF)
4. What is Nalaxone?
b. A life-saving medication that can reverse an overdose from opioids
5. Illicitly-made fentanyl is mixed with which drugs?
d. Fentanyl has been found in all of these and more
6. Why is fentanyl found in other drugs?
d. All of the above
7. How many fake pills out of 10 are found to contain a lethal dose of fentanyl?
d. 7
8. What are some worrying signs of potential overdose?
e. All of the above
9. What does fentanyl smell like?
d. Nothing
10. Kids have died from taking a pill they were promised to not have fentanyl.
True
11. If you have a friend who might have ingested fentanyl, you should:
b. Call 911 immediately
12. If someone takes a potentially lethal dose of fentanyl, they have no chance for survival.
False

FENTAPILL QUIZ

1. How many people died from drug poisoning in 2023?
 - a. None
 - b. More than 1 million people
 - c. Only a few thousand
 - d. More than 100,000 people
2. Fake pills are easy to identify.
True or False
3. There are 2 types of fentanyl: Pharmaceutical fentanyl and ____?
 - a. Synthetic fentanyl
 - b. Illicitly manufactured fentanyl (IMF)
 - c. Placebo fentanyl
 - d. Cartel fentanyl
4. What is Nalaxone?
 - a. A new cryptocurrency
 - b. A life-saving medication that can reverse an overdose from opioids
 - c. An illegal drug
 - d. A fake word
5. Illicitly-made fentanyl is mixed with which drugs?
 - a. Adderall
 - b. Xanax
 - c. Oxycodone
 - d. Fentanyl has been found in all of these and more
6. Why is fentanyl found in other drugs?
 - a. It's cheaper to make
 - b. It's more addictive
 - c. It's more powerful
 - d. All of the above

7. How many fake pills out of 10 are found to contain a lethal dose of fentanyl?
- a. 4
 - b. 1
 - c. 8
 - d. 7
8. What are some worrying signs of potential overdose?
- a. Falling asleep or losing consciousness
 - b. Choking or gurgling sounds
 - c. Limp body
 - d. Discolored skin (especially in lips and nails)
 - e. All of the above
9. What does fentanyl smell like?
- a. Bleach
 - b. Roses
 - c. Chocolate
 - d. Nothing
10. Kids have died from taking a pill they were promised to not have fentanyl.
True or False
11. If you have a friend who might have ingested fentanyl, you should:
- a. Wait it out
 - b. Call 911 immediately
 - c. Hope for the best
12. If someone takes a potentially lethal dose of fentanyl, they have no chance for survival.
True or False

RED RIBBON WEEK

STEP 3

GO DEEPER

40-60 MIN



DRUG AND ALCOHOL IQ AND PLEDGE

Natural High Principle 1:
Pursue Your Natural High

Materials

Note-taking supplies

List of questions (below)

Access the Internet National Drug & Alcohol IQ Challenge Kahoot! quiz at: bit.ly/NIDA-quiz

Activity Description

There is a lot of information accessible to us and it's helpful to separate fact from fiction. You will take the National Drug & Alcohol IQ Challenge and generate a list of resources for yourself and others. Signing the pledge and including your parent or guardian can help you keep yourself accountable to making good decisions.

Suggested Steps

1. Consider each question and jot down your own personal reflections to share with others:

- Has anyone offered you drugs or alcohol?
- Are you curious about using drugs and/or alcohol?
- Who can you talk to about using drugs and/or alcohol?
- What is drug addiction?
- Is it safe to experiment with drugs?
- How do you "just say no"?

2. Take the National Drug & Alcohol IQ Challenge Kahoot! quiz online at bit.ly/NIDA-quiz
3. Explore the Mind Matters Series on National Institutes of Health's National Institute of Drug Abuse website at <https://nida.nih.gov/publications/mind-matters-series>.
4. Reflect on what you learned from the above resources. List a few consequences of drug and alcohol abuse. Brainstorm some personal reasons for you to avoid drugs and alcohol.
5. Sign the drug-free pledge at www.naturalhigh.org/pledge and ask your parent or guardian to join you.

**I PROMISE TO SAY “YES” TO LIFE
AND “NO” TO AN ARTIFICIAL HIGH**

MY NATURAL HIGH IS

I PLEDGE TO LIVE NATURALLY HIGH BECAUSE

Your Signature

Your Name

Date

TAKE THE PLEDGE

Learn More at NaturalHigh.org
#LIVENATURALLYHIGH

RED RIBBON WEEK

DAY 5 LESSON PLAN – YOU CHOOSE!

Pick from our 50+ library of Storytellers. You know your students best, so choose the story that will speak to them the most. There's no wrong choice here!



NATURALHIGH.ORG/STORYTELLER

GRADES 4-5 RED RIBBON WEEK

DAY 1 LESSON PLAN



BRYCE WETTSTEIN

PRO SKATEBOARDER

Bryce skated in the 2021 Summer Olympics where she placed 6th in Park. She's an optimist who has a unique way of seeing the world and finds the extraordinary in the ordinary. Bryce challenges the common definition of perfection and believes mistakes are an opportunity to learn and grow.

STEP 1
WATCH
2 MIN 55 SEC



WAYS TO WATCH

GO TO NATURALHIGH.ORG/STORYTELLER/BRYCE-WETTSTEIN



RED RIBBON WEEK

STEP 2
DISCUSS
15-30 MIN



DAY 4 LESSON PLAN: DISCUSSION QUESTIONS

BRYCE WETTSTEIN
Pro Skateboarder



SUGGESTED QUESTIONS TO ASK AFTER WATCHING THE VIDEO:

Question #1:

What sticks out to you about Bryce and the way she talks about her life?

Question #2:

Bryce talks about being unique — what are the top two or three unique qualities people seem to notice about you?

Question #3:

What's something unique about you that you don't often reveal to others?

Question #4:

Bryce also shares her perspective on mistakes. Often, people don't have such a positive outlook on mistakes, though. What goes through your mind after you make a mistake?

Question #5:

Who has shaped your perspective on making mistakes the most?

Question #6:

What would you do more of (or less of) if you shared her perspective on mistakes as learning opportunities to grow from rather than something to avoid?

RED RIBBON WEEK

STEP 3

GO DEEPER

45-60 MIN



RE-BRANDING MISTAKES AND FAILURE

Natural High Principle 6:
Develop Resilience

Materials

Note-taking supplies

Activity Description

Too often, people try to avoid making mistakes and failing. But, that typically increases anxiety and stress since making mistakes and failing are a normal part of life, and they provide tremendous opportunities to learn and grow. In this activity, you will reflect on a mistake or failure you've experienced and the life lessons you learned from it. Then share it with a partner, small group, or your class.

Suggested Steps

1. Consider each question and jot down your own personal reflections to share with others.

- What messages have you heard about mistakes and failure from your family?
- What are 2-3 mistakes you've made in the past that you still think about? What happened? How did other people react? What went through your mind?
- What have you learned from those mistakes?
- Who comes to mind when you think of someone who's made a mistake or failed at something and yet learned and grew from it?
- If you were to think of a positive outlook towards mistakes you might make in the future, what would you say to yourself? Try completing this sentence: "When I make a mistake, I will remember that...and remind myself...". This is your 'mistake philosophy'.

2. In pairs or groups of three, take turns sharing one of the mistakes you thought about during your personal reflection time. When it's your turn to listen, ask curious questions to help you really understand the circumstances and events of others.

After each of you have shared the story and the lessons you learned, share your mistake philosophy. After you hear each other's, take a look at your own again, and consider adding to or altering what you wrote.

3. As a class, ask for volunteers to share examples of the mistakes they made, lessons learned, and mistake philosophy. As you listen, consider your own mistake philosophy and how you might change or alter it to resonate even more with yourself.

RED RIBBON WEEK

DAY 2 LESSON PLAN



RON ARTIS II

MUSICIAN

Ron Artis II, is a singer-songwriter that developed his love of music with his family. Ron talks about leaning on others for support and knowing your authentic self. He shares about the challenge and importance of making healthy decisions.

STEP 1
WATCH
3 MIN 8 SEC



WAYS TO WATCH

GO TO NATURALHIGH.ORG/STORYTELLER/RON-ARTIS



RED RIBBON WEEK

STEP 2
DISCUSS
15-30 MIN



DAY 4 LESSON PLAN: DISCUSSION QUESTIONS

RON ARTIS II

Musician



SUGGESTED QUESTIONS TO ASK AFTER WATCHING THE VIDEO:

Question #1:

Ron is excited to share about his family, who he depends on. Who can you depend on?

Question #2:

Music makes Ron happy, and even though some days he feels exhausted by it, it brings him joy and satisfaction. What exhausts you and also brings you joy? Why?

Question #3:

It's easy to believe what other people think about you, but Ron tells us to trust in who we are. Who are you? When has someone made you doubt that? How can you believe in your authentic self?

Question #4:

Ron talks about choices - and sometimes you might have to make a hard one. When have you made a choice you're proud of? What makes it a choice you are proud of?

RED RIBBON WEEK

STEP 3

GO DEEPER

40-60 MIN



DEVELOP MY SUPPORT TEAM

Natural High Principle 3:
Cultivate Mentor Relationships

Materials

Device to view Natural High Videos
Note-taking supplies
Action plan prompts (below)

Activity Description

Everyone needs someone in their lives who they can count on and who can help them make healthy, happy, and rewarding decisions. This activity is designed to help you think through who makes up the team of people that can support you.

Peer pressure is as much about peer selection as it is about negative influences. Who we seek out for advice and support makes a big difference. In this activity, simply identify who you turn to for help and support and share why. You do not have to include names if you do not want to—you can use “friend,” “classmate,” or “relative” instead.

Identify the person/people you would ask for help with fun or challenging situations and briefly share why you identified them. This activity is to help you begin to think through people in your life you can truly count on and create a group you can learn to count on.

By contacting members of the support team, you are committing to making a connection and letting the support team know they have a responsibility to you and that you appreciate it.

Suggested Steps

1. Think through your support team.

On your own, think through the following prompts and questions. You can respond independently on paper or computer, or if the setting and time allows, consider having a conversation with another person or a small group.

Questions and Prompts:

- Who do you turn to when you have questions, need support, or simply want to talk through an issue or concern?
- Who do you turn to for help with math homework? Why?
- Who do you turn to for help with friends? Why?
- Who can you always call for help? Why?
- Who can you ask for a ride home from school? From a party? Why?
- Who can you turn to for help with household chores? Why?
- Who can you talk to about anything? Why?

2. Consider how you can lean on your support team. How does your support team help you? If people at school or outside of school were pressuring you to try something that made you uncomfortable, who would you turn to for help dealing with the situation? (Again, you don't have to include names.) What do you think they would say or how do you think they would support you in making the healthy, positive decision?

3. Contact your support team. Generate a plan to contact your support team. Contact could include reaching out by phone or text, letting them know they are a member of your support team and explaining what that involves, and thanking them for being someone in your life you can count on. The plan should include:

- When you will reach out
- How you will reach out
- Who you will reach out to
- What you will say to this person/people (consider thanking them)
- What questions you would want to ask.

4. Share your plan of contact.

- Making a commitment to do this will help to ensure they do it. Either write it down, or talk with your pair or group members to share your plan.
- What is your plan?
- When will you reach out?
- How will you make contact?
- What will you share and/or ask of your team?

RED RIBBON WEEK

DAY 3 LESSON PLAN



TONY HAWK

PRO SKATEBOARDER

Tony Hawk paved the way for professional skateboarding and created a foundation dedicated to supporting underserved youth with skateboarding programs. He talks about the feeling of creating new tricks and shares his reasons for choosing to live drug-free.

STEP 1
WATCH
3 MIN 9 SEC



WAYS TO WATCH

GO TO NATURALHIGH.ORG/STORYTELLER/TONY-HAWK



RED RIBBON WEEK

STEP 2
DISCUSS
15-30 MIN



DAY 4 LESSON PLAN: DISCUSSION QUESTIONS

TONY HAWK

Pro Skateboarder



SUGGESTED QUESTIONS TO ASK AFTER WATCHING THE VIDEO:

Question #1:

Tony was exposed to drugs at a young age and saw that they could affect performance. He didn't want to compromise his own skating performance. Is there something you feel you wouldn't want to compromise?

Question #2:

Tony suggests that it's hard to say "no" to drugs and alcohol. How do you say, "no"?

Question #3:

Tony describes the feeling of creating his own tricks as a buzz. In what ways are you creative? When do you feel your own "buzz?"

Question #4:

Tony says that a natural high to him is being present and enjoying what you do on a physical and mental level. When have you experienced that feeling of being present and enjoying something on a physical and mental level?

RED RIBBON WEEK

STEP 3

GO DEEPER

40-60 MIN



LANDING YOUR TRICK

Natural High Principle 5:
Goal-Setting

Materials

Note-taking supplies
List of questions (below)

Activity Description

In the Natural High videos, we see celebrities enjoying their natural highs. Sometimes it's hard to imagine the hard work that goes into the success the celebrities have achieved. This activity is designed to help you think through a long-term goal and how to achieve it. We can sometimes get overwhelmed, and if we learn to break down a goal into steps, it makes the achievement more manageable.

The point of this activity is to help you think through processes and develop patience and determination, as opposed to finishing and achieving. Sometimes we are successful in our goals, and sometimes we are not. We need to understand that both outcomes are possible. In fact, if you move through the process and decide you do not want to continue, you have learned in that experience what is worth your time and what commitment truly looks like.

Suggested Steps

1. Talk or think about what it means to you to land a trick?

Think about a time when you've landed a trick. It doesn't have to be a literal trick or even a new trick that no one has done. It's more about the beauty of owning, doing, or building something in some way.

2. Consider your tricks.

- What have you created that you're proud of?
- What was involved in creating it?
- Why are you proud of it?
- Is there anything you would do/or have done differently if you were to create the same thing/experience again?

3. What's the trick?

- If you had no limits of money, time, or expertise, what trick would you like to land?
- What do you want to create? Is it landing a skateboarding trick, making your mark on a sports team with a three-pointer, performing a new song on the piano, recording a song, making a movie, writing an essay, or even a book?
- What steps (big and small) would it take to land that trick? List (or narrate) the steps required to "land your trick". Be realistic even if you don't think you could do each step just now.

4. Plan the land.

- There are limitations of money, time, and expertise.
- What is one thing you can do, starting now, that will help you get to landing your trick? Is it taking a class, performing academically, or trying a new activity? Is it asking questions of someone or reading up on information?
- What is a realistic goal you can set to help you move one step closer to your trick?

RED RIBBON WEEK

DAY 4 LESSON PLAN



TIM HOWARD

PRO SOCCER PLAYER

U.S. Men's National Team and Everton goalkeeper Tim Howard grew up loving sports so much that he never even thought of doing drugs. To him, it just was not worth it. After completing the Tim Howard worksheet, encourage students to share their natural highs by having them hashtag #LiveNaturallyHigh on their social media accounts.

STEP 1
WATCH
4 MIN 24 SEC



WAYS TO WATCH

GO TO NATURALHIGH.ORG/STORYTELLER/TIM-HOWARD-U-S-MENS-NATIONAL-TEAM/



RED RIBBON WEEK

STEP 2 DISCUSS

15-30 MIN



DAY 4 LESSON PLAN: DISCUSSION QUESTIONS

TIM HOWARD

Pro Soccer Player



SUGGESTED QUESTIONS TO ASK AFTER WATCHING THE VIDEO:

Question #1:

How does hard work relate to success in your life? Can you give an example of something that you have worked hard for and that has yielded success?

Question #2:

Soccer and playing with his brother and friends brought Tim joy as a child. What brings you joy?

Question #3:

Tim had friends who used drugs and that reinforced an image of drug use that helped him stay off drugs. Can you identify with this? If so, how?

Question #4:

Tim talks about picking yourself up after a loss. Have you ever had to do that? Talk about your experience. Was it hard to do? What did you learn?

Question #5:

Tim talks about wanting to win and how that drives him. What drives you? What is a milestone you are looking forward to?

RED RIBBON WEEK

STEP 3

GO DEEPER

60 MIN



GROWTH AND FIXED MINDSETS

Natural High Principle 4:
Believe In Yourself

Materials

Signs to mark areas of the room
Sticky notes

Activity Description

When you THINK YOU CAN'T, you limit your potential. When you THINK YOU CAN, you open up your possibilities and can find success through practice, dedication, and persistence. A fixed mindset assumes a limitation, while a growth mindset assumes you can learn and achieve with enough hard work and time. Understanding your mindset will help to frame your thought process, and embracing a growth mindset can have a positive impact on your decision making.

Suggested Steps

1. Mark three areas of the room:
 - One corner/wall with “Fixed Mindset”
 - One corner/wall with “Growth Mindset”
 - The center with “Goals and Natural Highs”
2. Look over the diagram of the following examples of Growth and Fixed Mindsets:

Growth Mindset	Fixed Mindset
I will...	I will try....
I am going to....	I want to....
I know I will....	I wish I could....
I can learn...	I'm not a _____ or I am only

3. Think about yourself and how you would describe yourself.

- What are you good at?
- What goals do you have (big, small, short and long-term)?
- How would you describe yourself?

4. Write out statements about yourself. Decide if they belong on the Fixed Mindset or Growth Mindset part of the room. See below for examples:

Growth Mindset	Fixed Mindset
I will be a scientist	I will try to be a scientist.
I am going to travel the world.	I want to travel the world.
I know I will be successful.	I wish I could be successful.
I can learn math.	I'm not a math person.

5. Read the sticky notes in the fixed mindset part of the room. See if you can change them to be written with a growth mindset.

6. When someone criticizes you, you can respond with a growth mindset or a fixed mindset. For example, if someone says you can't do something you could say, "Not yet, but I can if I try hard" or you could say, "You're right."

7. Identify one area where you tend to have a fixed mindset. Make one goal toward changing to a growth mindset with that area. For example:

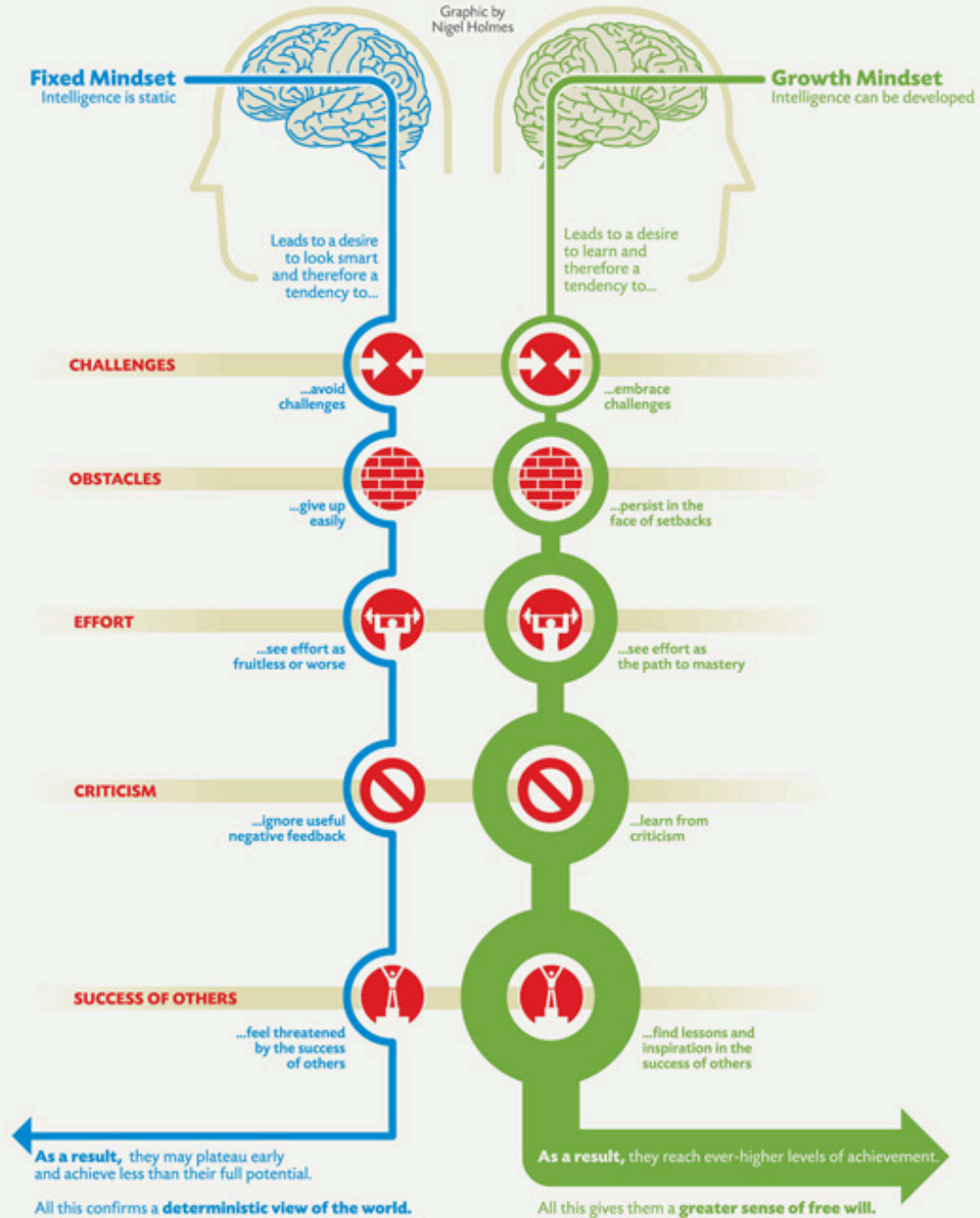
- I often have a fixed mindset when it comes to studying. I assume I will not do well if I haven't done well in the past in that class.

--> Now I will try to identify ways to improve and assume I will do well if I work hard. And if I don't do well, I will talk to the teacher about ways I can.

TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by
Nigel Holmes



RED RIBBON WEEK

DAY 5 LESSON PLAN



DANYELLE WOLF

WORLD CHAMPION BOXER

Three-time USA Boxing National Champion Danyelle Wolf knows that staying clean, working hard, and setting goals early on in life has helped her become the best.

STEP 1

WATCH

3 MIN 41 SEC



WAYS TO WATCH

GO TO NATURALHIGH.ORG/STORYTELLER/DANYELLE-WOLF-WORLD-CHAMPION-BOXER/



RED RIBBON WEEK

STEP 2
DISCUSS
15-30 MIN



DAY 5 LESSON PLAN: DISCUSSION QUESTIONS

DANYELLE WOLF

World Champion Boxer



SUGGESTED QUESTIONS TO ASK AFTER WATCHING THE VIDEO:

Question #1:

How do you answer the question, “What do you want to be when you grow up?” Why?

Question #2:

Describe a time you have had a sense of accomplishment.

Question #3:

What does it mean to you to be a fighter?

Question #4:

What do you fight for? How does it make you feel?

Question #5:

Danyelle says that the decision to stay off drugs molded her life. How might it mold your life?

Question #6:

Hanging around with the wrong crowd, according to Danyelle, can affect your choices. Do you agree? Why or why not? Have you experienced this? If so, please describe.

RED RIBBON WEEK

STEP 3

GO DEEPER

40-60 MIN



ADVICE BLOG

Natural High Principle 3:
Cultivate Mentor Relationships

Materials

Note-taking supplies

Materials to create the column (depends on the type(s))

Activity Description

Decision-making can be tricky when we feel peer pressure or are in an awkward situation. It helps to practice thinking through what you might do in different situations and thinking through alternative responses. To help practice, you will create an advice column (for a newspaper, magazine, blog, podcast, or video). Have fun and be creative—and consider how this can help you when you find yourself facing your next decision.

Suggested Steps

1. Read the following example question and response.

Dear Helpful Hannah,

My best friend started smoking. It's awful. He stinks and is irritable when he doesn't have a cigarette. He thinks it's cool even though I tell him that it's not. In fact, he keeps trying to get me to start. No matter how many times I say no, he keeps asking. It's only a matter of time before I just can't say no. Please help!

Sincerely,
Peer Pressure

Dear Peer Pressure,

It's good you've resisted this long. You are on the right track. I know it's hard, but you should definitely continue to say "no." Have you encouraged your friend to drop his new harmful habit for a healthy one? Tell him to try an activity that leads to a natural high instead. If he finds one, he will thank you for the suggestion. If your friend ignores your advice and continues to bother you about smoking, then maybe he is not a great friend for you to have. As difficult as it is, maybe taking some time away from him—and his pressure—will help you both to make the right choice.

Signed,
Ever Helpful Hannah

2. Come up with two or three scenarios with a question that you or your peers may need help with. The question can be real or made up. Write a letter with this situation. Use pretend names and sign it anonymously.
3. Share letters with your group and randomly select one to respond to.
4. Respond to those. Respond to the example question from Step 1 (with some practical advice you would give the writer). You can respond in writing or with a video or podcast.
5. Share the letter you selected and your response with the group.
6. What advice did you learn from the group that was helpful for you?



NATURALHIGH.ORG/STORE



SHOP RED RIBBON MERCH

Your purchase will further the mission to help students make more thoughtful decisions about the choices they make for their future, and all proceeds from our store go directly to our efforts to reach more students and more schools.

FENTANYL

RESOURCE LIST

NATURALHIGH.ORG/FENTANYL-RESOURCES

FENTANYL FACT SHEET

A printable infographic (paper size: 8.5" x 14") with everything you need to know about Fentanyl. Available in English and Spanish.



FENTAPILL FACT SHEET

A printable infographic (paper size: 8.5" x 14") with everything you need to know about fake pills, AKA "fentapills". Available in English and Spanish.



GUIDE: HOW TO TALK TO YOUR KID ABOUT FENTANYL

A 1-page PDF downloadable guide with fentanyl information and conversation starters for parents and caregivers. Available in English and Spanish.



FILM SCREENING GUIDE

Our guide provides everything you need to share this critical short film with your kids, students, and community – including ideas for showing the film. Available only in English.

