## CHALLENGE OF TARRANT COUNTY

# RED RIBBON 2026

# EDUCATOR COMPANION GUIDEBOOK

### 10–15 MINUTE ACTIVITIES FOR EVERY DAY OF THE CAMPAIGN

**ELEMENTARY • MIDDLE SCHOOL • HIGH SCHOOL**

**MAKE A DIFFERENCE. BE A HERO. STAY DRUG FREE.™**

## EVERY SECTOR. EVERY HERO.

**14 SECTORS. ONE COMMUNITY.**



# 1. Purpose & How to Use This Guide

**Purpose.** This companion guidebook translates the Challenge of Tarrant County Red Ribbon 2026 social-media plan into brief classroom activities. Every day from October 5–31 includes a 10–15 minute activity for elementary, middle and high school educators.

- Use during homeroom, advisory, morning meeting, health class, counseling groups, clubs or another short instructional window.
- Pair the activity with the corresponding social-media post when possible so students receive a consistent campaign message.
- Keep examples age-appropriate and do not require students to disclose personal substance-use experiences.
- If a student raises a serious safety or substance-use concern, follow your school's established referral and response procedures.
- Activities emphasize protective factors—connection, belonging, healthy coping, supportive relationships, leadership and healthy choices.

# 2. Daily 10–15 Minute Rhythm

| 0–2 MINUTES | 2–10 MINUTES | 10–15 MINUTES |
|---|---|---|
| **HOOK** | **ACTIVITY** | **DEBRIEF / ACTION** |
| Ask one question or introduce the hero message. | Use the steps provided; keep students talking, writing, creating or practicing. | Close with one reflection question and one practical next step. |

**DAY 1** | **OCTOBER 5, 2026**

**CAMPAIGN KICKOFF**

# What Does a Prevention Hero Look Like?

**Daily connection:** This day reinforces community heroes and everyday healthy actions.

## ELEMENTARY

### What Does a Prevention Hero Look Like?: See It in Action • 10–15 MINUTES

**Objective:**
Help students recognize that prevention heroes are everyday people who make healthy, safe, and positive choices and help others do the same.

**Materials:**
Chart paper, crayons, or sticky notes

**Steps:**

1. **Introduce the idea of a prevention hero.** Explain that a prevention hero is not someone with superpowers. It can be anyone who helps make their school, family, or community healthier, safer, and more connected. Give examples such as a teacher who checks on a student, a friend who includes someone who feels left out, a parent who talks with their child about making healthy choices, or a student who speaks up when something isn't right.
2. **Ask students to think of a prevention hero they know.** Have students name or draw someone they have seen making a positive difference at school, at home, or in the community.
3. **Connect the idea to their own actions.** Ask: *"What is one small thing you could do today to be a prevention hero?"* Examples might include including someone who feels left out, helping a classmate, making a healthy choice, asking someone if they're okay, or telling a trusted adult when someone needs help.
4. **Share.** Invite a few students to share their prevention hero and/or the action they chose.

**Quick Debrief:**
**"What did you notice about the people you identified as heroes? How can one small action make a big difference for someone else?"**

**Hero Message:**
**"Prevention heroes are everyday people who choose to make a difference. You don't need superpowers to be a hero—you just need to care and take action."**

## MIDDLE SCHOOL

### What Does a Prevention Hero Look Like?: Choose Your Hero Move • 10–15 MINUTES

**Objective:**
Practice identifying safe, healthy, and supportive ways to make a positive difference in everyday situations.

**Materials:**
Scenario cards or teacher-read scenarios

**Steps:**

1. **Present a scenario.** Give pairs a short scenario involving an everyday situation at school, at home, or in the community where someone has an opportunity to make a positive difference.

2. **Ask, "What would a prevention hero do?"** Have students discuss the different choices they could make and identify the response that is **healthiest, safest, and most supportive**.
3. **Explain their choice.** Each pair shares what they would do and explains how their response could help the person, situation, or community.
4. **Make it personal.** Ask students to write down **one small action they can take this week** to be a prevention hero in their everyday life.

**Quick Debrief:**
**"What makes an action helpful, realistic, and safe?"**

**Hero Message:**
**"Being a prevention hero is about making positive choices and taking actions that help yourself and others. Small actions can make a big difference."**

## HIGH SCHOOL

### What Does a Prevention Hero Look Like?: From Idea to Action • 10–15 MINUTES

**Objective:**
Help students move from understanding what a prevention hero looks like to developing a practical, healthy, and safe way to make a positive difference in their school or community.

**Materials:**
Paper or chart paper

**Steps:**

1. **Identify a challenge.** In small groups, have students identify a real or fictional challenge that young people may encounter at school, at home, or in the community.
2. **Think about who is affected.** Ask groups to identify who might be affected by the challenge and what resources, trusted adults, or other support may already be available.
3. **Create a prevention hero response.** Have groups discuss: **"What could we do to help?"** Students should identify one or two actions that would be healthy, safe, realistic, and supportive.
4. **Share the plan.** Give each group 30 seconds to share their challenge, the action they would take, and how that action could make a positive difference.

**Quick Debrief:**
**"When you face a challenge, what people, resources, or support could help you take action safely?"**

**Hero Message:**
**"You don't have to solve every problem yourself. Being a prevention hero means knowing when to take action, when to ask for help, and how to connect others with the support they need."**

**DAY 2** | **OCTOBER 6, 2026**

**YOUTH & YOUNG ADULTS**

# Lead by Example

**Daily connection:** This day reinforces positive peer influence and supporting friends.

## ELEMENTARY

### Lead by Example: See It in Action • 10–15 MINUTES

**Objective:**
Help students understand that leading by example means making positive choices and taking actions that others can see, follow, and learn from.

**Materials:**
Chart paper, crayons, or sticky notes

**Steps:**

1. **Introduce the idea.** Explain that leading by example means showing others what positive behavior looks like through your own choices and actions. Give a familiar example, such as a student including someone who is left out, helping a classmate, following school rules, or making a healthy choice even when others are not.
2. **Identify a role model.** Ask students to name or draw someone they have seen leading by example at school, at home, or in the community. Ask: **"What did that person do that made a positive difference?"**
3. **Put it into action.** Ask students to choose **one positive action they can take today** that others could see and follow.
4. **Share.** Invite a few students to share their action and explain how it could positively influence someone else.

**Quick Debrief:**
**"How can your choices and actions influence the people around you?"**

**Hero Message:**
**"You don't have to be in charge to be a leader. When you make positive choices and show others what is possible, you are leading by example."**

## MIDDLE SCHOOL

### Lead by Example: Choose Your Hero Move • 10–15 MINUTES

**Objective:**
Help students practice leading by example by identifying positive, healthy, and safe choices they can make in realistic middle-school situations.

**Materials:**
Scenario cards or teacher-read scenarios

**Steps:**

1. **Present a scenario.** Give pairs a short scenario involving a situation middle-school students might realistically face, such as peer pressure, including others, handling conflict, making healthy choices, or speaking up when something isn't right.
2. **Discuss the choices.** Ask students: **"What could someone do to lead by example in this situation?"** Have them identify the healthiest, safest, and most supportive response.

3. **Explain their thinking.** Each pair shares their response and explains how their choice could positively influence the people around them.
4. **Make it personal.** Have students write down **one action they can take this week to lead by example** at school, at home, or in their community.

**Quick Debrief:**
**"How can one person's choices influence the choices of others?"**

**Hero Message:**
**"Leading by example means making positive choices—even when no one asks you to—and showing others that they can make healthy choices too."**

## HIGH SCHOOL

## Lead by Example: From Idea to Action • 10–15 MINUTES

**Objective:**
Help students apply the idea of leading by example to realistic situations and develop a practical action they can take at school, at home, or in their community.

**Materials:**
Paper or chart paper

**Steps:**

1. **Choose a challenge.** In small groups, have students identify a real or fictional situation where their choices could influence others. Examples might include peer pressure, conflict, including someone who feels left out, making healthy choices, or speaking up when something isn't right.
2. **Consider the choices.** Ask groups: **"What could someone do to lead by example in this situation?"** Have them discuss different responses and choose the one that is healthiest, safest, and most positive.
3. **Create an action plan.** Groups write down **one specific action they would take**, who it could help, and how their example might positively influence others.
4. **Share the plan.** Give each group 30 seconds to share their situation and the action they would take to lead by example.

**Quick Debrief:**
**"What does it really mean to lead by example? How can our everyday choices influence the people around us?"**

**Hero Message:**
**"Leading by example starts with our own choices. When we make healthy, safe, and positive decisions, we can inspire others to do the same."**

**DAY 3** | **OCTOBER 7, 2026**

**HEROES SUPPORT HEROES**

# Build Your Support Team

**Daily connection:** This day reinforces trusted people, belonging and help-seeking.

## ELEMENTARY

### Build Your Support Team: See It in Action • 10–15 MINUTES

**Objective:**
Help students understand what a support team is and identify ways friends, trusted adults, and community members can help one another feel safe, supported, and connected.

**Materials:**
Chart paper, crayons, or sticky notes

**Steps:**

1. **Introduce the idea of a support team.** Explain that everyone needs people they can turn to for help, encouragement, or advice. A support team might include friends, family members, teachers, coaches, counselors, or other trusted adults.
2. **Identify the helpers.** Ask students to name or draw people who help others feel supported, safe, and connected at school, at home, or in the community.
3. **Talk about being a good friend.** Ask students: **"What does a good friend do when someone needs support?"** Examples might include listening, including others, checking on a friend, encouraging healthy choices, or getting a trusted adult when someone needs more help than a friend can provide.
4. **Choose one action.** Have students choose **one small way they can support a friend or classmate today** and write or draw their idea.
5. **Share.** Invite a few students to share their ideas.

**Quick Debrief:**
**"What does it mean to be a good friend, and how can we help the people around us feel supported?"**

**Hero Message:**
**"Being a hero doesn't mean doing everything on your own. Good friends support one another—and they know when to ask a trusted adult for help."**

## MIDDLE SCHOOL

### Build Your Support Team: Choose Your Hero Move • 10–15 MINUTES

**Objective:**
Help students practice identifying trusted people and supportive responses they can use in realistic middle-school situations.

**Materials:**
Scenario cards or teacher-read scenarios

**Steps:**

1. **Present a scenario.** Give pairs a short scenario involving a middle-school student who is dealing with a challenge such as stress, peer pressure, conflict, feeling left out, or needing help with a problem.

2. **Identify the support.** Ask students: **"Who could this person turn to for help?"** Have them identify one or more trusted people who could provide support, such as a friend, parent, teacher, coach, counselor, or other trusted adult.
3. **Choose a response.** Students discuss what the healthiest, safest, and most supportive response would be. They should consider when a friend can help and when it is important to involve a trusted adult.
4. **Explain their thinking.** Pairs share who they would turn to and explain why that person would be a good source of support.
5. **Create a hero action.** Have students write **one action they can take this week to strengthen their own support team or be a supportive person for someone else.**

**Quick Debrief:**
**"What qualities make someone a good role model, mentor, or trusted person to have on your support team?"**

**Hero Message:**
**"A strong support team is made up of people you can trust, learn from, and turn to when you need help. And you can be part of someone else's support team, too."**

## HIGH SCHOOL

## Build Your Support Team: From Idea to Action • 10–15 MINUTES

**Objective:**
Help students apply what they have learned about building a support team by developing a healthy and safe response to a realistic situation.

**Materials:**
Paper or chart paper

**Steps:**

1. **Identify a challenge.** In small groups, give students a real or fictional situation where someone may need support, such as dealing with stress, peer pressure, conflict, feeling isolated, or facing a difficult decision.
2. **Identify the support.** Ask groups to discuss who the person could turn to for help and why those people would be good sources of support.
3. **Create a support plan.** Groups develop one healthy and safe response that includes **who they would reach out to, what they would do, and how that support could help.**
4. **Share the plan.** Give each group 30 seconds to share their situation and their support plan with the class.

**Quick Debrief:**
**"Why is it important to have people you can trust and rely on when you face challenges in everyday life?"**

**Hero Message:**
**"You don't have to face every challenge alone. Knowing who you can turn to—and being willing to reach out—is an important part of staying healthy, safe, and connected."**

**DAY 4** | **OCTOBER 8, 2026**

**COALITION WORK**

# Connecting People

**Daily connection:** This day reinforces partnerships and matching needs to helpers.

## ELEMENTARY

### Connecting People: See It in Action • 10–15 MINUTES

**Objective:**
Help students recognize that different people have different roles and that knowing who to ask for help is an important part of staying safe, healthy, and connected.

**Materials:**
Chart paper, crayons, or sticky notes

**Steps:**

1. **Introduce the idea of connecting people with help.** Explain that when we have a question or need help, we can connect with someone who has the knowledge or ability to help us. Give familiar examples: a teacher can help with schoolwork, a nurse can help when someone is sick, and a parent or trusted adult can help when something is worrying us.
2. **Identify the helpers.** Ask students to name people they could go to when they have different questions or problems at school, at home, or in the community.
3. **Match the need to the helper.** Give examples and ask students, **"Who could help?"** For example: "If you are feeling sick at school, who could you talk to?" or "If something is worrying you, who could you tell?"
4. **Create a connection.** Have students draw or write one person they can go to when they need help and one reason that person is someone they can trust.

**Quick Debrief:**
**"How can knowing who to ask for help make it easier to solve a problem or feel supported?"**

**Hero Message:**
**"Sometimes being a hero means knowing who can help and connecting with the right person."**

## MIDDLE SCHOOL

### Connect Two People: Choose Your Hero Move • 10–15 MINUTES

**Objective:**
Practice identifying the right person, resource, or trusted adult to connect with when someone needs help in a realistic middle-school situation.

**Materials:**
Scenario cards or teacher-read scenarios

**Steps:**

1. **Present a scenario.** Give pairs a short scenario involving a student who needs help with a realistic challenge, such as stress, conflict, peer pressure, bullying, feeling isolated, or making an unhealthy choice.

2. **Identify the need.** Ask students: **"What does this person need right now?"** Then have them identify who could best provide that support.
3. **Plan the connection.** Students discuss how they could help the person connect with that individual or resource. Emphasize that sometimes the best way to help is to involve a trusted adult rather than trying to handle the situation alone.
4. **Explain the connection.** Pairs share who they would connect the person with and explain why that would be a safe and helpful choice.
5. **Choose a hero action.** Students write one action they can take this week to help someone feel supported or connected.

**Quick Debrief:**
**"What makes someone a trustworthy person to turn to for help, and how can you show others that you are someone they can rely on?"**

**Hero Message:**
**"You don't have to have all the answers. Sometimes the most helpful thing you can do is connect someone with the right person or resource."**

## HIGH SCHOOL

## Connect Two People: From Idea to Action • 10–15 MINUTES

**Objective:**
Help students develop a practical plan for connecting someone with the people, resources, or support they may need to address a challenge safely and effectively.

**Materials:**
Paper or chart paper

**Steps:**

1. **Identify a challenge.** In small groups, give students a realistic situation involving a young person or community member who may need support. Examples could include mental or emotional stress, peer pressure, substance use, conflict, isolation, or another challenge.
2. **Identify what is needed.** Groups discuss what the person may need and who or what could provide that support.
3. **Build a connection plan.** Groups create a simple plan that answers three questions:
    - **Who needs help?**
    - **Who or what could help them?**
    - **How could we safely make that connection?**
4. **Consider the options.** Groups discuss what could make the connection easier or more difficult and identify any additional trusted adults, organizations, or resources that could be involved.
5. **Share the plan.** Give each group 30 seconds to explain the situation and their connection plan.

**Quick Debrief:**
**"Why is connecting people with the right support important to individual and community health and well-being?"**

**Hero Message:**
**"Making a difference doesn't always mean solving the problem yourself. Sometimes the most powerful action is helping someone connect with the right person, resource, or support."**

**DAY 5** | **OCTOBER 9, 2026**

**PARENTS/CAREGIVERS**

# Start the Conversation

**Daily connection:** This day reinforces asking, listening and connecting.

## ELEMENTARY

### Start the Conversation: See It in Action • 10–15 MINUTES

**Objective:**
Help students recognize when someone may need support and practice simple, caring ways to start a conversation.

**Materials:**
Chart paper, crayons, or sticky notes

**Steps:**

1. **Introduce the idea.** Explain that sometimes we notice when a friend or classmate is having a difficult day. Starting a conversation can be a simple way to show that we care.
2. **Think about what you could say.** Ask students:
   **"If you noticed that a friend seemed sad, worried, or was having a hard day, what could you say?"**
3. **Talk about trusted adults.** Explain that students do not have to solve someone else's problem. If a friend needs more help, they can talk to a trusted adult such as a parent, teacher, counselor, coach, or family member.
4. **Create a conversation starter.** Have students draw or write one sentence they could use to start a caring conversation. Examples:
   - "Are you okay?"
   - "Do you want to talk?"
   - "Do you need some help?"
   - "I'm here if you want to talk."
   - "I think we should tell a grown-up."
5. **Share.** Invite a few students to share their conversation starters.

**Quick Debrief:**
**"How can starting a conversation show someone that you care?"**

⭐ **Hero Message**
**"Sometimes being a hero means noticing when someone needs help, showing that you care, and knowing when to get a trusted adult."**

## MIDDLE SCHOOL

### Start the Conversation: Choose Your Hero Move • 10–15 MINUTES

**Objective:**
Practice recognizing situations when a friend or classmate may need support and identifying safe, respectful ways to start a conversation.

**Materials:**
Scenario cards or teacher-read scenarios

**Steps:**

1. Divide students into pairs or small groups. Give each group a scenario involving a student who may be struggling, feeling left out, stressed, upset, or making an unhealthy choice.
2. Ask students to discuss:
    - **What might this person be experiencing?**
    - **How could a friend show they care?**
    - **What could they say to start the conversation?**
3. Have each group choose the **healthiest, safest and most supportive response**. Encourage students to focus on listening, showing concern and connecting the person with a trusted adult when appropriate.
4. Have groups share their response with the class or role-play how they would start the conversation.
5. Ask each student to write down **one "hero action" they can take this week** to support a friend or make someone feel less alone.

**Quick Debrief:**
Ask students:

**"What can you say or do when you notice that someone might need help?"**

⭐ **Hero Message**

**Being a hero doesn't mean having all the answers. Sometimes it means noticing, listening, starting the conversation and knowing when to connect someone with a trusted adult.**

## HIGH SCHOOL

## Start the Conversation: From Idea to Action • 10–15 MINUTES

**Objective:**
Move from understanding the importance of starting a conversation to developing a realistic plan for supporting someone who may need help.

**Materials:**
Paper or chart paper

**Steps:**

1. Divide students into small groups. Give each group a realistic scenario involving a student who may be experiencing stress, isolation, bullying, substance use, or another challenge.
2. Ask groups to discuss:
    - **What signs might tell you this person needs support?**
    - **How could you start a conversation with them?**
    - **Who could you involve if the situation is bigger than what a friend can handle?**
3. Have each group create a simple **"Hero Action Plan"** that identifies:
    - One thing they could say or do
    - One trusted person or resource they could involve
    - One way their action could help
4. Give each group **30 seconds to share its plan** with the class.

**Quick Debrief:**
Ask students:

**"What would make your plan realistic, safe and something you would actually be willing to do?"**

⭐ **Hero Message**

**DAY 6** | **OCTOBER 10, 2026**

**You don't have to solve someone's problems to make a difference. Sometimes being a hero means starting the conversation, listening without judgment and helping someone connect with the right support.**

**BUSINESS**

# Build a Healthy Community

**Daily connection:** This day reinforces businesses supporting youth and healthy environments.

## ELEMENTARY

### Build a Healthy Community: See It in Action • 10–15 MINUTES

**Objective:**
Help students recognize the people, places, and actions that help make their school and community healthy, safe, and welcoming.

**Materials:**
Chart paper, crayons, or sticky notes

**Steps:**

1. **Introduce the idea.** Explain that a healthy community is a place where people work together to help others feel safe, supported, included, and able to make healthy choices. Give a familiar school example, such as a teacher creating a welcoming classroom or a cafeteria offering healthy choices.
2. **Identify community helpers.** Ask students to name or draw a person, business, organization, or place that helps make their community healthier, safer, or more connected.
3. **Think about positive actions.** Ask students: **"What is something we can do to help make our school or community a better place?"**
4. **Choose one action.** Have students choose one small action they can take today, such as including someone, helping clean up, being kind, following safety rules, or helping someone who needs support.
5. **Share.** Invite a few students to share their action.

**Quick Debrief:**
**"How can one small action help make our community healthier, safer, or more welcoming?"**

⭐ **Hero Message:**
**"Healthy communities are built by people who care and take action. Even small actions can make a big difference."**

## MIDDLE SCHOOL

### Build a Healthy Community: Choose Your Hero Move • 10–15 MINUTES

**Objective:**
Practice identifying ways students can help create healthier, safer, and more supportive environments in realistic middle-school situations.

**Materials:**
Scenario cards or teacher-read scenarios

**Steps:**

1. **Present a scenario.** Give pairs a realistic situation involving the school or community, such as dealing with litter, including someone who feels left out, responding to peer pressure, creating a welcoming environment, or noticing something that could make others feel unsafe.
2. **Identify the choices.** Ask students: **"What could you do to make this situation better?"** Have them identify possible responses.
3. **Choose the best response.** Students select the response that is healthiest, safest, most respectful, and most realistic.
4. **Explain the impact.** Have pairs explain how their choice could positively affect other people or improve the environment around them.
5. **Create a hero action.** Students write one action they can take this week to help create a healthier or more supportive environment.

**Quick Debrief:**
**"What makes an action realistic, safe, and helpful to the people around you?"**

⭐ **Hero Message:**
**"Building a healthy community isn't someone else's job. Our everyday choices can help create places where people feel safe, supported, and connected."**

## HIGH SCHOOL

## Build a Healthy Community: From Idea to Action • 10–15 MINUTES

**Objective:**
Help students develop a realistic action that could improve their school or community and identify people or organizations that could help make it happen.

**Materials:**
Paper or chart paper

**Steps:**

1. **Identify a community challenge.** In small groups, have students identify a real or fictional challenge that could affect the health, safety, or well-being of young people or the community.
2. **Identify who is affected.** Groups discuss who is affected by the challenge and what resources, organizations, businesses, or community partners may already be available to help.
3. **Create an action plan.** Groups design one small, realistic action that could help address the challenge. Their plan should identify:
    - **What they would do**
    - **Who could help**
    - **Who would benefit**
    - **What positive change they hope to see**
4. **Share the plan.** Give each group 30 seconds to present its action plan.

**Quick Debrief:**
**"What would make your idea realistic enough to actually happen, and who would you need to help make it happen?"**

⭐ **Hero Message:**
**"Healthy communities don't happen by accident. They are built when people recognize a need, work together, and take action."**

**DAY 7** | **OCTOBER 11, 2026**

MEDIA

# Shape the Conversation

*Daily connection: This day reinforces how media and communication can influence what people think, talk about, and do.*

## ELEMENTARY

### Shape the Conversation: Words Matter • 10–15 MINUTES

**Objective:**
Help students recognize how words, pictures, and messages can influence how people feel and make choices.

**Materials:**
Chart paper, crayons or sticky notes

**Steps:**

Explain that messages can influence how people think, feel, and act.

Show or describe two simple messages about the same situation—one encouraging a healthy choice and one encouraging an unhealthy or unsafe choice.

Ask: "How does each message make you feel? What might it encourage someone to do?"

Have students create a short positive message that encourages kindness, safety, healthy choices, or helping others.

Invite several students to share their messages.

**Quick Debrief:**
**"How can our words and messages help make our school or community healthier and safer?"**

**Hero Message:**
**"Heroes use their words to spread positive messages and encourage healthy choices."**

## MIDDLE SCHOOL

### Shape the Conversation: What Message Are You Sending? • 10–15 MINUTES

**Objective:**
Practice recognizing how messages can influence attitudes, choices, and community norms.

**Materials:**
Scenario cards or teacher-read examples

**Steps:**

Present several realistic examples: a social media post, advertisement, group chat message, school announcement, or video.

Ask students:

What message is being communicated?

Who might be influenced by it?

Does it encourage a healthy, safe, or positive choice?

Have pairs rewrite one questionable or negative message into a positive, responsible message.

Groups share their revised message.

Students identify one way they can use their own voice positively this week.

**Quick Debrief:**
**"How can the messages we share influence the people around us?"**

**Hero Message:**
**"You don't have to be famous to influence others. Your words, posts, and choices can help shape a healthier community."**

## HIGH SCHOOL

# Shape the Conversation: Create the Message • 10–15 MINUTES

**Objective:**
Apply communication skills to create a responsible message that encourages a healthy community.

**Materials:**
Paper or chart paper

**Steps:**

Give groups a community issue such as peer pressure, impaired driving, substance use, bullying, mental wellness, or belonging.

Ask groups to identify the message they want young people to hear.

Create a short social media post, school announcement, poster headline, or PSA concept.

Groups identify:

Who is the audience?

What action do they want people to take?

Why would the message matter?

Groups give a 30-second presentation.

**Quick Debrief:**
**“What makes a message accurate, responsible, positive, and more likely to influence people in a healthy way?”**

**Hero Message:**
**“Prevention heroes help shape the conversation by sharing accurate information and messages that encourage healthy choices.”**

**DAY 8** | **OCTOBER 12, 2026**

SCHOOLS

# Make Every Student Feel Seen

*Daily connection: This day reinforces belonging, connection, and the important role schools and caring adults play in student well-being.*

## ELEMENTARY

### Make Every Student Feel Seen: Everyone Belongs • 10–15 MINUTES

**Objective:**
Help students identify simple ways to make classmates feel welcome, included, and valued.

**Materials:**
Paper, crayons, sticky notes

**Steps:**

Ask: “What does it feel like when someone notices you, includes you, or says something kind?”

Brainstorm ways students can help others feel welcome.

Have each student draw or write one way to include someone at school.

Students choose one action they can try today.

Invite volunteers to share.

**Quick Debrief:**
**“What is one small thing you can do to help someone feel like they belong?”**

**Hero Message:**
**“A hero notices people, includes others, and helps everyone feel like they belong.”**

## MIDDLE SCHOOL

### Make Every Student Feel Seen: Notice & Include • 10–15 MINUTES

**Objective:**
Practice recognizing situations where someone may feel left out and identifying supportive ways to respond.

**Materials:**
Scenario cards

**Steps:**

Read scenarios such as:

A new student is sitting alone.

Someone is repeatedly left out of a group.

A classmate seems withdrawn.

A student is being teased.

Ask: “What might this person be experiencing?”

Brainstorm several ways someone could respond.

Identify the response that is most respectful, realistic, and supportive.

Students write one action they can take this week to help someone feel included.

**Quick Debrief:**
**“Why can feeling connected and included matter to a person's well-being?”**

**Hero Message:**
**“Sometimes being a hero starts with something simple: noticing someone and helping them feel like they belong.”**

# Make Every Student Feel Seen: Build Belonging • 10–15 MINUTES

**Objective:**
Identify practical ways students and schools can strengthen belonging and connection.

**Materials:**
Paper or chart paper

**Steps:**

Ask groups to identify one situation that can make students feel disconnected or overlooked.

Identify who might be affected and why.

Develop one realistic school-based action that could improve belonging.

Identify a person, group, or school resource that could help implement the idea.

Give each group 30 seconds to present its idea.

**Quick Debrief:**
**"What can schools and students do together to create an environment where more people feel seen, valued, and connected?"**

**Hero Message:**
**"Creating belonging is prevention. When people feel connected and supported, they have more opportunities to thrive."**

**DAY 9** | **OCTOBER 13, 2026**

YOUTH-SERVING ORGANIZATIONS

# Create a Place to Belong

*Daily connection: This day reinforces the importance of positive activities, supportive relationships, and meaningful opportunities for young people.*

## ELEMENTARY

### Create a Place to Belong: Make Room for Everyone • 10–15 MINUTES

**Objective:**
Identify ways activities and groups can help everyone feel welcome and included.

**Materials:**
Paper and crayons

**Steps:**

Ask students to name places where children can play, learn, create, or spend time together.

Ask: "What makes a place feel welcoming?"

Have students design or draw a place where everyone can participate.

Students identify one thing their design does to help people feel included.

Share drawings.

**Quick Debrief:**
**"What can we do to make sure everyone has a place where they feel welcome?"**

**Hero Message:**
**"Heroes help create places where everyone has a chance to belong."**

## MIDDLE SCHOOL

### Create a Place to Belong: Make the Activity Better • 10–15 MINUTES

**Objective:**
Identify ways youth programs and activities can become more welcoming, inclusive, and engaging.

**Materials:**
Scenario cards

**Steps:**

Give groups a scenario involving a youth activity where someone feels left out or does not feel connected.

Ask:

What is the problem?

Why might the person feel disconnected?

What could the group change?

Groups develop one improvement.

Explain how the change could help young people feel more connected.

Identify one positive activity or organization students could participate in.

**Quick Debrief:**
**"What makes a youth activity something people want to come back to?"**

**Hero Message:**
**"A strong community gives young people places to connect, contribute, and belong."**

## HIGH SCHOOL

# Create a Place to Belong: Design the Program • 10–15 MINUTES

**Objective:**
Develop a simple concept for a youth activity or program that promotes connection, positive relationships, and healthy choices.

**Materials:**
Paper or chart paper

**Steps:**

Groups design a youth activity based on something young people might enjoy.

Their idea must include:

A positive purpose

A way for young people to participate

A way to make newcomers feel welcome

A meaningful role for participants

Identify one community partner that could help.

Present the concept in 30 seconds.

**Quick Debrief:**
**“What makes a youth program more than just an activity—and actually a place where people can belong?”**

**Hero Message:**
**“When young people have positive places to belong, they have more opportunities to build connections, confidence, and healthy choices.”**

**DAY 10** | **OCTOBER 14, 2026**

LAW ENFORCEMENT

# Protect & Connect

*Daily connection: This day reinforces safety, trust, positive relationships, and knowing where to turn for help.*

## ELEMENTARY

### Protect & Connect: Who Can Help? • 10–15 MINUTES

**Objective:**
Help students identify trusted adults and community helpers who can help keep people safe.

**Materials:**
Chart paper, crayons

**Steps:**

Ask students to name people who help keep their school and community safe.

Discuss different roles: teachers, parents, school staff, police officers, firefighters, crossing guards, and other trusted adults.

Give simple situations:

You are lost.

You see something unsafe.

You are being bullied.

You need help.

Ask: “Who could you go to?”

Students draw one trusted helper.

**Quick Debrief:**
**“Why is it important to know who you can go to when you need help?”**

**Hero Message:**
**“Being safe means knowing who can help and having the courage to ask.”**

## MIDDLE SCHOOL

### Protect & Connect: Know When to Get Help • 10–15 MINUTES

**Objective:**
Practice recognizing situations where involving a trusted adult or community helper is the safest response.

**Materials:**
Scenario cards

**Steps:**

Present scenarios involving bullying, threats, unsafe situations, conflict, or concern about another student.

Ask:

Can this be handled safely by the student?

Should a trusted adult be involved?

Who could help?

Discuss why telling a trusted adult is not “getting someone in trouble” when safety is involved.

Students identify one trusted adult or resource they could turn to.

**Quick Debrief:**
**“How can speaking up help protect yourself or someone else?”**

**Hero Message:**

**“A prevention hero knows when a situation needs more help and isn't afraid to speak up.”**

**HIGH SCHOOL**

## Protect & Connect: From Concern to Action • 10–15 MINUTES

**Objective:**
Develop safe, appropriate responses to situations where someone may need protection or additional support.

**Materials:**
Scenario cards or paper

**Steps:**

Groups receive a scenario involving a safety concern, conflict, bullying, impaired driving, substance use, or another serious situation.

Identify:

What is the concern?

Who could be at risk?

What should happen first?

Who needs to be involved?

Develop a response that prioritizes safety and appropriate adult/community support.

Share the response.

**Quick Debrief:**
**“What makes asking for help a responsible—not weak—choice?”**

**Hero Message:**
**“Real strength includes knowing when to step in, speak up, and connect someone with the right help.”**

**DAY 11** | **OCTOBER 15, 2026**

FAITH-BASED ORGANIZATIONS

# Build Hope

*Daily connection: This day reinforces hope, purpose, service, positive relationships, and caring adults.*

## ELEMENTARY

### Build Hope: Be an Encourager • 10–15 MINUTES

**Objective:**
Help students understand how encouragement and kindness can help others feel hopeful and supported.

**Materials:**
Paper, crayons

**Steps:**
Ask: “What does it mean to encourage someone?”

Brainstorm encouraging words or actions.

Students create an “encouragement card” for someone at school or home.

Remind students that encouragement can be as simple as saying, “You can do it,” “I'm glad you're here,” or “I can help.”

Invite students to share examples.

**Quick Debrief:**
**“How can encouraging someone help make their day better?”**

**Hero Message:**
**“Heroes help others see that tomorrow can be better and that they don't have to face challenges alone.”**

## MIDDLE SCHOOL

### Build Hope: Be Someone Others Can Count On • 10–15 MINUTES

**Objective:**
Identify ways students can provide encouragement and connect peers with trusted support.

**Materials:**
Scenario cards

**Steps:**
Present scenarios involving disappointment, stress, conflict, failure, or feeling left out.

Ask: “What could a supportive friend say or do?”

Discuss the difference between encouraging someone and trying to solve all of their problems.

Identify when a trusted adult should be involved.

Students write one way they can be a positive source of encouragement.

**Quick Debrief:**
**“What can make someone feel supported when they are going through a difficult time?”**

**Hero Message:**
**“You don't have to fix someone's problems to give them hope. Sometimes being there and helping them connect with support is enough.”**

## HIGH SCHOOL

### Build Hope: Turn Hope Into Action • 10–15 MINUTES

**Objective:**
Develop practical ways students can strengthen hope, connection, and positive support within their school or community.

**Materials:**
Paper or chart paper

**Steps:**

Groups identify a challenge that can cause young people to feel disconnected, discouraged, or without direction.

Identify protective factors that could help: supportive relationships, positive activities, mentors, goals, service, or trusted adults.

Develop one realistic action that could strengthen hope or connection.

Identify someone or an organization that could help.

Present the idea.

**Quick Debrief:**
**“What can individuals and communities do to help young people see possibilities and feel supported?”**

**Hero Message:**
**“Hope grows when people feel connected, supported, and able to see a positive path forward.”**

**DAY 12** | **OCTOBER 16, 2026**

CIVIC & VOLUNTEER GROUPS

# Bring People Together

*Daily connection: This day reinforces service, volunteering, civic participation, and the idea that everyone can contribute.*

## ELEMENTARY

### Bring People Together: Be a Helper • 10–15 MINUTES

**Objective:**
Help students recognize how helping others and working together can improve a community.

**Materials:**
Chart paper, crayons

**Steps:**

Ask students to name ways people help at school or in their neighborhood.

Create a class list of small acts of service.

Each student chooses one helpful action they can complete today.

Students draw themselves doing the action.

Share examples.

**Quick Debrief:**
**"How can helping one person make our whole community better?"**

**Hero Message:**
**"You don't have to do something huge to help your community. Small acts of service matter."**

## MIDDLE SCHOOL

### Bring People Together: Find a Need, Take Action • 10–15 MINUTES

**Objective:**
Help students identify a simple community need and determine how they could contribute.

**Materials:**
Paper or scenario cards

**Steps:**

Brainstorm needs students may notice at school or in the community.

Choose one realistic need.

Ask:

Who is affected?

What could students do?

Who could help?

Develop one small service action.

Share the idea with the class.

**Quick Debrief:**
**"What makes a service project useful instead of just something we do once?"**

**Hero Message:**
**"Community heroes notice needs and look for ways to help."**

## HIGH SCHOOL

# Bring People Together: Plan a Community Action • 10–15 MINUTES

**Objective:**
Develop a realistic service or volunteer idea that addresses a community need.

**Materials:**
Paper or chart paper

**Steps:**

Groups identify a local issue affecting health, safety, connection, or quality of life.

Identify who is affected.

Develop one realistic service action.

Identify:

Who would participate?

What partner could help?

What would success look like?

Give a 30-second pitch.

**Quick Debrief:**
**“What makes people more likely to participate in a community effort?”**

**Hero Message:**
**“Communities become stronger when people stop asking, ‘Who will fix this?’ and start asking, ‘How can we help?’”**

**DAY 13** | **OCTOBER 17, 2026**

HEALTHCARE

# Ask, Listen & Connect

*Daily connection: This day reinforces supportive conversations, help-seeking, and connecting people with appropriate health resources.*

## ELEMENTARY

### Ask, Listen & Connect: Who Can Help? • 10–15 MINUTES

**Objective:**
Help students understand that asking for help and talking to trusted adults are important parts of staying healthy and safe.

**Materials:**
Chart paper

**Steps:**

Explain that healthcare workers help people take care of their bodies and health.

Give simple situations:

You don't feel well.

You are worried about something.

You have a question about staying healthy.

Ask students who they could tell.

Discuss listening respectfully when someone tells us they need help.

Students draw one person they could ask for help.

**Quick Debrief:**
**"Why is it important to tell someone when you need help?"**

**Hero Message:**
**"Taking care of your health includes knowing when to ask for help and who you can trust."**

## MIDDLE SCHOOL

### Ask, Listen & Connect: Be a Good Listener • 10–15 MINUTES

**Objective:**
Practice listening and responding appropriately when someone shares a concern.

**Materials:**
Scenario cards

**Steps:**

Discuss what good listening looks like: paying attention, not interrupting, avoiding judgment, and taking concerns seriously.

Give pairs a simple scenario.

One student practices sharing a concern; the other practices listening and responding supportively.

Discuss when a concern should be shared with a trusted adult.

Switch roles.

**Quick Debrief:**
**"What makes someone feel safe talking to you?"**

**Hero Message:**
**"Sometimes helping starts with listening—and knowing when to connect someone with an adult who can help."**

## HIGH SCHOOL

# Ask, Listen & Connect: Connect to the Right Support • 10–15 MINUTES

**Objective:**
Practice identifying appropriate support and developing a safe plan for connecting someone with help.

**Materials:**
Scenario cards

**Steps:**

Present scenarios involving stress, mental wellness, substance use, physical health, peer pressure, or another concern.

Ask groups to identify:

What does the person need?

Who is qualified or appropriate to help?

How could someone start the conversation?

Emphasize that friends do not need to diagnose, counsel, or solve serious problems themselves.

Groups create a simple “ask → listen → connect” response.

Share.

**Quick Debrief:**
**“Why is connecting someone to the right support sometimes more helpful than trying to solve the problem yourself?”**

**Hero Message:**
**“Prevention heroes listen without judgment and help connect people with the right support.”**

**DAY 14** | **OCTOBER 18, 2026**

GOVERNMENT

# Build the Conditions for Healthy Choices

*Daily connection: This day reinforces how community systems, policies, resources, and environments can make healthy choices easier and safer.*

## ELEMENTARY

### Build the Conditions for Healthy Choices: Make the Healthy Choice Easier • 10–15 MINUTES

**Objective:**
Help students recognize how rules, resources, and environments can help people make healthy and safe choices.

**Materials:**
Chart paper, crayons

**Steps:**

Give familiar examples:

Crosswalks help people cross safely.

School rules help keep students safe.

Trash cans make it easier to keep places clean.

Healthy food options make healthy choices easier.

Ask students to identify other examples.

Have students draw one thing that helps people make a healthy or safe choice.

Share drawings.

Ask what might happen if that support were removed.

**Quick Debrief:**
**“How can the places and rules around us help us make healthy choices?”**

**Hero Message:**
**“Healthy communities make it easier for people to make healthy and safe choices.”**

## MIDDLE SCHOOL

### Build the Conditions for Healthy Choices: Change the Environment • 10–15 MINUTES

**Objective:**
Identify how changes to environments, rules, or resources can support healthier choices.

**Materials:**
Scenario cards

**Steps:**

Give groups situations such as:

Students have limited access to healthy activities.

A school area feels unsafe.

Students don't know where to get help.

A community lacks positive places for teens.

Ask: “What could change about the environment to make the healthier choice easier?”

Groups propose one change.

Discuss who would need to help make the change happen.

Identify one action students could take themselves.

**Quick Debrief:**
**“Why isn't prevention only about individual choices?”**

**Hero Message:**
**“Healthy choices are easier when families, schools, communities, and systems work together to create supportive environments.”**

**HIGH SCHOOL**

## Build the Conditions for Healthy Choices: Solve a Community Challenge • 10–15 MINUTES

**Objective:**
Understand how community systems and resources can influence health and safety.

**Materials:**
Paper or chart paper

**Steps:**

Groups choose a community health or safety issue.

Identify factors in the environment that may make the problem better or worse.

Develop one realistic change to a policy, resource, program, environment, or communication strategy.

Identify who would need to be involved.

Explain how the change could make healthy choices easier.

**Quick Debrief:**
**“What can communities do to create conditions where healthy choices are more accessible and realistic?”**

**Hero Message:**
**“Prevention isn't only about telling people to make better choices. It's also about building communities where healthy choices are supported.”**

**DAY 15** | **OCTOBER 19, 2026**

MILITARY

# Build Strength & Resilience

*Daily connection: This day reinforces healthy coping, perseverance, teamwork, preparation, and resilience.*

## ELEMENTARY

### Build Strength & Resilience: Keep Going • 10–15 MINUTES

**Objective:**
Help students understand resilience as continuing to try, asking for help, and using healthy ways to handle challenges.

**Materials:**
Paper, crayons

**Steps:**

Ask students to think of something they learned that was difficult at first.

Discuss what helped them keep trying.

Create a class list: practice, patience, encouragement, asking for help, taking a break, trying again.

Students draw or write one healthy strategy they can use when something is difficult.

Share examples.

**Quick Debrief:**
**"What can you do when something feels hard instead of giving up?"**

**Hero Message:**
**"Being strong doesn't mean never struggling. It means knowing healthy ways to keep going and when to ask for help."**

## MIDDLE SCHOOL

### Build Strength & Resilience: What Would You Do? • 10–15 MINUTES

**Objective:**
Identify healthy coping strategies and sources of support in challenging situations.

**Materials:**
Scenario cards

**Steps:**

Present situations such as:

Failing an important test.

Losing a spot on a team.

Having conflict with a friend.

Feeling overwhelmed by responsibilities.

Ask students to identify:

What might make the situation difficult?

What unhealthy response might make it worse?

What healthy response could help?

Identify people who could provide support.

Students choose one resilience strategy they could use.

**Quick Debrief:**
**"What is the difference between simply 'toughing it out' and using healthy strategies to handle a challenge?"**

**Hero Message:**

**“Resilience isn't doing everything alone. Strong people use healthy coping strategies and know when to reach out for support.”**

**HIGH SCHOOL**

## Build Strength & Resilience: Your Resilience Plan • 10–15 MINUTES

**Objective:**
Develop a practical plan for responding to challenges using healthy coping strategies, support systems, and positive decision-making.

**Materials:**
Paper or chart paper

**Steps:**

Ask students to identify a common challenge young people may face.

Groups create a Resilience Plan:

What is the challenge?

What healthy response could help?

Who could provide support?

What should someone avoid doing if it could make the situation worse?

What is one next step?

Groups share their plans.

Discuss how preparation can make it easier to respond well when challenges occur.

**Quick Debrief:**
**“How can preparation, healthy coping, supportive relationships, and asking for help strengthen resilience?”**

**Hero Message:**
**“Resilience is built through preparation, healthy choices, supportive relationships, and the willingness to ask for help when you need it.”**

Yes. The assignments in the uploaded section are too generic right now—the same activity is essentially being repeated for every day, even when the topic changes from higher education to medication safety to resilience. The source currently uses the same “name a helper → choose an action → share” structure across the days. Pasted text

I would rebuild Days 16–27 so that each activity actually teaches the day's concept, while keeping the progression:

Elementary: understand and practice the concept

Middle School: apply the concept to realistic situations

High School: create or plan something using the concept

10–15 minutes each

Natural use of the hero/prevention theme rather than forcing “hero action” into every assignment

Here is how I would revise them:

**DAY 16** | **OCTOBER 20, 2026**

HIGHER EDUCATION

# Prepare the Next Generation

*Daily connection: Higher education helps prepare future leaders, professionals, and community members through learning, leadership, and healthy decision-making.*

## ELEMENTARY

### Prepare the Next Generation: What Can I Learn and Share? • 10–15 MINUTES

**Objective:**
Help students understand that learning and helping others learn are ways we prepare the next generation.

**Materials:**
Chart paper, crayons or paper

**Steps:**

Ask students: “What is something you know how to do that you could teach someone else?”

Create a class list of things students can teach—reading, a game, being a good friend, staying safe, solving a problem, etc.

Have each student draw or write one thing they could teach a younger student.

Ask: “Why is it helpful when people share what they know?”

Invite students to share.

**Quick Debrief:**
**“How can learning something today help someone else tomorrow?”**

**Hero Message:**
**“Heroes learn, grow, and help others become stronger and more confident.”**

## MIDDLE SCHOOL

### Prepare the Next Generation: What Would You Teach? • 10–15 MINUTES

**Objective:**
Identify knowledge, skills, and positive behaviors that students can model for younger students.

**Materials:**
Paper

**Steps:**

Ask students to imagine they have been asked to give advice to a younger student.

Give them categories such as friendships, school success, healthy choices, handling pressure, or asking for help.

Students choose one category and write three pieces of advice they would give.

Have students explain why each piece of advice could help.

Discuss the difference between giving helpful advice and simply telling someone what to do.

**Quick Debrief:**
**“What is something you have learned that could make someone else's path easier?”**

**Hero Message:**
**“Preparing the next generation starts with sharing what we have learned and modeling healthy choices.”**

## HIGH SCHOOL

### Prepare the Next Generation: Leave Something Behind • 10–15 MINUTES

**Objective:**
Identify ways students can positively influence younger students and future community members.

**Materials:**
Paper or chart paper

**Steps:**

Ask groups to identify one challenge younger students may face.

Have them create a short “Advice for the Next Generation” message addressing that challenge.

The message must include:

One thing to know

One healthy choice to make

One person/resource to turn to

Groups present their message in 30 seconds.

**Quick Debrief:**
**“What do you hope younger students learn from people your age?”**

**Hero Message:**
**“Preparing the next generation means leaving behind knowledge, encouragement, and examples that help others succeed.”**

**DAY 17** | **OCTOBER 21, 2026**

OTHER LOCAL ORGANIZATIONS

# Fill the Gap

*Daily connection: Communities are stronger when people recognize needs and find practical ways to address them.*

## ELEMENTARY

### Fill the Gap: What Does Our Community Need? • 10–15 MINUTES

**Objective:**
Help students recognize that communities sometimes have needs that people can work together to address.

**Steps:**

Ask: "What are some things our school or neighborhood needs to be a better place?"

Examples: cleaner spaces, more kindness, helping someone who is alone, safer places to play.

Choose one need as a class.

Ask students what they could do to help.

Draw the need and one possible solution.

**Quick Debrief:**
**"How can noticing a need help us make our community better?"**

**Hero Message:**
**"Heroes notice what is needed and look for ways to help."**

## MIDDLE SCHOOL

### Fill the Gap: Notice the Need • 10–15 MINUTES

**Objective:**
Practice identifying unmet needs and thinking of realistic community solutions.

**Steps:**

Present scenarios such as:

Students need a safe place to spend time after school.

A neighborhood needs a cleanup.

Families don't know where to find a resource.

Young people need more opportunities to participate.

Identify the need, who is affected, and what is missing.

Brainstorm possible solutions.

Select the most realistic solution and explain why.

**Quick Debrief:**
**"What is the difference between noticing a problem and actually helping solve it?"**

**Hero Message:**
**"Community heroes don't just see problems—they look for ways to fill the gaps."**

## HIGH SCHOOL

### Fill the Gap: Build a Solution • 10–15 MINUTES

**Objective:**
Develop a realistic solution to a community need.

**Steps:**

Groups identify a community need affecting health, safety, connection, or well-being.

Identify what is currently available and what is missing.

Design one practical solution.

Identify an organization, business, school, or community group that could help.

Give a 30-second pitch.

**Quick Debrief:**
**“What makes a community solution realistic and useful?”**

**Hero Message:**
**“Sometimes prevention means seeing what is missing and helping bring the right people and resources together.”**

**DAY 18** | **OCTOBER 22, 2026**

BRING IT TOGETHER

# 14 Sectors. One Community.

*Daily connection: Prevention works best when different parts of the community work together.*

## ELEMENTARY

### 14 Sectors. One Community: Everyone Has a Role • 10–15 MINUTES

**Objective:**
Help students understand that different people and groups contribute to a healthy community.

**Steps:**

Introduce several familiar community roles—teachers, parents, doctors, police officers, businesses, coaches, volunteers, students.

Ask what each person or group does to help.

Draw a simple community together on the board.

Ask students where they fit into the picture.

Have each student choose one way they can contribute.

**Quick Debrief:**
**"What happens when everyone does their part?"**

**Hero Message:**
**"A strong community is built when everyone has a role."**

## MIDDLE SCHOOL

### 14 Sectors. One Community: Who Should Be at the Table? • 10–15 MINUTES

**Objective:**
Identify which sectors could work together to address a community challenge.

**Steps:**

Give groups a scenario such as youth vaping, unsafe driving, loneliness, or lack of positive activities.

Ask:

Who is affected?

Which community sectors could help?

What could each contribute?

Groups choose three or more sectors and explain their roles.

Discuss why one group cannot always solve a community problem alone.

**Quick Debrief:**
**"Why is collaboration important in prevention?"**

**Hero Message:**
**"Prevention becomes stronger when different parts of the community bring their strengths to the same challenge."**

## HIGH SCHOOL

### 14 Sectors. One Community: Build the Team • 10–15 MINUTES

**Objective:**
Create a collaborative prevention response involving multiple sectors.

**Steps:**

Groups choose a community challenge.

Select at least four sectors that could contribute.

Assign each sector a specific role.

Identify how the sectors would communicate or work together.

Present the team in 30 seconds.

**Quick Debrief:**
**“What can one sector do alone—and what becomes possible when several sectors work together?”**

**Hero Message:**
**“Every sector brings a different strength. Together, those strengths can create a healthier community.”**

**DAY 19** | **OCTOBER 23, 2026**

RED RIBBON WEEK

# Real Heroes in Action

*Daily connection: Prevention heroes are real people who make healthy choices, support others, and strengthen their communities.*

## ELEMENTARY

### Real Heroes in Action: Heroes Are Everywhere • 10–15 MINUTES

**Objective:**
Recognize everyday actions that make someone a prevention hero.

**Steps:**
Explain that heroes aren't only people with superpowers.
Read several examples:
A student includes someone who is alone.
A teacher helps a student.
A parent talks about making healthy choices.
A friend asks an adult for help.
Ask students what makes each person a hero.
Students draw one everyday hero.
Share.

**Quick Debrief:**
**"What makes someone a hero?"**

**Hero Message:**
**"You don't need superpowers to be a hero. Caring and taking positive action can make you one."**

## MIDDLE SCHOOL

### Real Heroes in Action: What Would a Hero Do? • 10–15 MINUTES

**Objective:**
Apply prevention principles to everyday situations.

**Steps:**
Give groups realistic scenarios involving peer pressure, inclusion, conflict, healthy choices, or helping someone.
Ask: "What would a prevention hero do?"
Identify several possible responses.
Select the response that is safest, healthiest, and most helpful.
Explain why.

**Quick Debrief:**
**"What separates a positive action from simply knowing the right thing to do?"**

**Hero Message:**
**"A hero is someone who turns good intentions into positive action."**

## HIGH SCHOOL

### Real Heroes in Action: Tell the Story • 10–15 MINUTES

**Objective:**

Recognize and communicate how everyday prevention actions create community change.

**Steps:**

Groups create a short fictional story about an everyday prevention hero.

The story must include:

A challenge

A positive choice

Someone who takes action

A positive outcome

Groups present their story in 30 seconds.

**Quick Debrief:**
**“What kind of hero does your community need?”**

**Hero Message:**
**“Real heroes aren't defined by titles. They're defined by the difference they make.”**

**DAY 20** | **OCTOBER 24, 2026**

**BUSINESS & MEDIA**

# Heroes Shape Healthy Norms

*Daily connection: Businesses and media can influence what communities see as normal, positive, healthy, and acceptable.*

## ELEMENTARY

### Heroes Shape Healthy Norms: What Messages Do We See? • 10–15 MINUTES

**Objective:**
Recognize that messages around us can influence choices and behavior.

**Steps:**

Ask students to name places they see messages—TV, signs, stores, websites, school, social media.

Discuss examples of positive messages.

Ask what makes a message helpful.

Students create a short message encouraging a healthy or positive choice.

Share.

**Quick Debrief:**
**"How can positive messages influence people?"**

**Hero Message:**
**"The messages we share can help make healthy choices feel normal and positive."**

## MIDDLE SCHOOL

### Heroes Shape Healthy Norms: Change the Message • 10–15 MINUTES

**Objective:**
Recognize how messages can reinforce or challenge community norms.

**Steps:**

Present several sample messages.

Students identify what behavior each message makes seem normal.

Discuss whether the message encourages healthy, safe, or positive behavior.

Rewrite one message to promote a healthier norm.

**Quick Debrief:**
**"How can changing a message change the way people think about a behavior?"**

**Hero Message:**
**"When we share positive messages, we help create a culture where healthy choices are valued."**

## HIGH SCHOOL

### Heroes Shape Healthy Norms: Create the Campaign • 10–15 MINUTES

**Objective:**
Develop a short campaign message that promotes a healthy community norm.

**Steps:**

Groups choose a topic: drug-free choices, safe driving, mental wellness, belonging, healthy coping, or asking for help.

Identify the unhealthy message or norm they want to challenge.

Create a positive replacement message.

Identify the audience and best communication channel.

Present the concept.

**Quick Debrief:**
**“What makes a message powerful enough to influence community norms?”**

**Hero Message:**
**“Prevention heroes help make healthy choices visible, positive, and normal.”**

**DAY 21** | **OCTOBER 25, 2026**

CONNECTION

# Families, Friends & Caring Adults

*Daily connection: Supportive relationships are an important part of helping young people feel connected, supported, and able to make healthy choices.*

## ELEMENTARY

### Families, Friends & Caring Adults: Who Is on Your Team? • 10–15 MINUTES

**Objective:**
Identify trusted people who provide support and encouragement.

**Steps:**

Explain that everyone needs people they can count on.

Brainstorm types of trusted people.

Students create a "support team" drawing using roles rather than names if preferred.

Discuss what makes someone trustworthy.

Choose one way to show appreciation or support.

**Quick Debrief:**
**"What makes someone a person you can count on?"**

**Hero Message:**
**"Strong communities are built by people who care about one another."**

## MIDDLE SCHOOL

### Families, Friends & Caring Adults: Know Who to Turn To • 10–15 MINUTES

**Objective:**
Practice identifying appropriate support for different situations.

**Steps:**

Give scenarios involving stress, conflict, peer pressure, bullying, or difficult decisions.

Ask students who could help.

Discuss why different situations may require different kinds of support.

Identify when a trusted adult should become involved.

**Quick Debrief:**
**"Why is it important to have more than one person you can turn to?"**

**Hero Message:**
**"Knowing who to turn to is an important part of staying healthy, safe, and connected."**

## HIGH SCHOOL

### Families, Friends & Caring Adults: Strengthen the Connection • 10–15 MINUTES

**Objective:**
Identify practical ways to strengthen supportive relationships.

**Steps:**

Groups identify one barrier that can make young people feel disconnected.

Identify what families, friends, schools, or caring adults could do differently.

Develop one practical action that could strengthen connection.

Identify who could help put it into action.

**Quick Debrief:**
**“What can we do to make it easier for young people to ask for help?”**

**Hero Message:**
**“Sometimes the most important prevention tool is a strong connection with someone who cares.”**

**DAY 22** | **OCTOBER 26, 2026**

HEALTHY CHOICES

# Take the Next Right Step

## ELEMENTARY

### Take the Next Right Step: What Would You Choose? • 10–15 MINUTES

**Objective:**
Practice making healthy and safe choices in everyday situations.

**Steps:**

Present simple situations:

You are offered something you know you shouldn't have.

A friend wants you to break a rule.

You are angry and need to calm down.

Someone needs help.

Give two or three possible responses.

Students identify the safest/healthiest choice.

Ask why.

**Quick Debrief:**
**"How can making one good choice help you make the next good choice?"**

**Hero Message:**
**"You don't have to make every decision at once. Start by taking the next right step."**

## MIDDLE SCHOOL

### Take the Next Right Step: Pause. Think. Choose. • 10–15 MINUTES

**Objective:**
Practice a simple decision-making process.

**Steps:**

Introduce Pause → Think → Choose → Act.

Give realistic scenarios involving peer pressure or difficult decisions.

Students identify possible choices.

Apply the four-step process.

Explain the decision.

**Quick Debrief:**
**"How can slowing down help you make a better decision?"**

**Hero Message:**
**"A healthy decision often starts with taking a moment to pause and think."**

## HIGH SCHOOL

### Take the Next Right Step: Decision Challenge • 10–15 MINUTES

**Objective:**
Apply decision-making skills to realistic high-school situations.

**Steps:**

Groups receive a scenario involving pressure, risk, relationships, driving, substances, or stress.

Identify the immediate decision.

List possible choices and consequences.

Identify the safest next step and available support.

Explain the decision.

**Quick Debrief:**
**“What information or support can help you make a better decision?”**

**Hero Message:**
**“Healthy choices aren't about being perfect. They're about making the best next decision you can.”**

**DAY 23** | **OCTOBER 27, 2026**

PREVENTION EDUCATION

# Myth vs. Fact

## ELEMENTARY

### Myth vs. Fact: Can We Check It? • 10–15 MINUTES

**Objective:**
Introduce the difference between something that is true and something that is simply repeated.

**Steps:**

Present several simple statements unrelated to sensitive topics.

Students decide whether each is true or false.

Ask: “How could we find out?”

Introduce trusted sources such as teachers, books, school resources, and trusted adults.

Explain that guessing is not the same as knowing.

**Quick Debrief:**
**“Why is it important to check information before believing or sharing it?”**

**Hero Message:**
**“Prevention heroes check the facts before they pass information along.”**

## MIDDLE SCHOOL

### Myth vs. Fact: Don't Believe Everything You Hear • 10–15 MINUTES

**Objective:**
Practice evaluating information before accepting or sharing it.

**Steps:**

Present several common claims about health or substances.

Students classify each as fact, myth, or need-more-information.

Discuss what evidence would be needed.

Identify trustworthy sources.

Explain why spreading misinformation can be harmful.

**Quick Debrief:**
**“What should you do when you're not sure whether something is true?”**

**Hero Message:**
**“Being informed means asking questions, checking sources, and thinking before you share.”**

## HIGH SCHOOL

### Myth vs. Fact: Be the Source • 10–15 MINUTES

**Objective:**
Apply media-literacy skills to evaluating and correcting prevention information.

**Steps:**

Give groups a fictional social media claim about health, substances, or prevention.

Identify what information would need to be verified.

Determine what makes a source credible.

Rewrite the claim into an accurate, responsible message.

Present the corrected message.

**Quick Debrief:**
**“How can sharing accurate information become a form of prevention?”**

**Hero Message:**
**“Accurate information can protect people. Check it, understand it, and share it responsibly.”**

**DAY 24** | **OCTOBER 28, 2026**

LEADERSHIP

# Be the Hero Who Speaks Up

## ELEMENTARY

### Be the Hero Who Speaks Up: Use Your Voice • 10–15 MINUTES

**Objective:**
Practice using a respectful voice when something is unsafe, unfair, or concerning.

**Steps:**

Present simple situations: someone is being bullied, someone is left out, someone is doing something unsafe.

Ask what a student could say.

Practice phrases such as:

“That's not okay.”

“Let's get a teacher.”

“Are you okay?”

“I think we need help.”

Discuss when to involve a trusted adult.

**Quick Debrief:**
**“How can speaking up help someone?”**

**Hero Message:**
**“Being a hero can mean using your voice when someone needs help.”**

## MIDDLE SCHOOL

### Be the Hero Who Speaks Up: When Should You Say Something? • 10–15 MINUTES

**Objective:**
Distinguish between situations students can handle themselves and situations that require adult help.

**Steps:**

Present several scenarios.

Students decide:

Handle it respectfully

Get a friend involved

Tell a trusted adult

Get immediate help

Discuss why.

Practice a respectful way to speak up.

**Quick Debrief:**
**“What makes speaking up responsible rather than simply getting involved?”**

**Hero Message:**
**“Speaking up is leadership when it helps protect yourself or someone else.”**

## HIGH SCHOOL

### Be the Hero Who Speaks Up: Speak Up Safely • 10–15 MINUTES

**Objective:**
Develop safe, respectful approaches to addressing concerns and connecting people with help.

**Steps:**

Groups receive scenarios involving peer pressure, bullying, unsafe driving, substance use, or a serious concern.

Identify what needs to be addressed.

Decide what the student can safely do.

Identify who should be involved.

Create a short response script.

**Quick Debrief:**
**“What makes speaking up both courageous and responsible?”**

**Hero Message:**
**“Leadership isn't always about being the loudest voice. Sometimes it's having the courage to say something when it matters.”**

**DAY 25** | **OCTOBER 29, 2026**

RESILIENCE

# Healthy Ways to Handle Stress

## ELEMENTARY

### Healthy Ways to Handle Stress: What Helps? • 10–15 MINUTES

**Objective:**
Identify healthy ways children can handle everyday stress.

**Steps:**

Ask what "stress" might feel like in everyday situations.

Brainstorm healthy strategies: breathing, movement, talking to an adult, taking a break, relaxing, solving one part at a time.

Give each student a situation.

Have them choose a healthy strategy.

Share.

**Quick Debrief:**
**"What can you do when you feel stressed or overwhelmed?"**

**Hero Message:**
**"Being strong includes knowing healthy ways to handle stress and when to ask for help."**

## MIDDLE SCHOOL

### Healthy Ways to Handle Stress: Healthy or Harmful? • 10–15 MINUTES

**Objective:**
Distinguish between healthy and unhealthy responses to stress.

**Steps:**

Present responses to stress such as exercise, talking to someone, isolating, using substances, listening to music, lashing out, sleeping, or asking for help.

Students sort them into healthy, unhealthy, or depends on the situation.

Discuss why.

Create a personal "go-to" list of three healthy strategies.

**Quick Debrief:**
**"Why don't all ways of coping with stress lead to the same outcome?"**

**Hero Message:**
**"Resilience grows when we learn healthy ways to handle difficult moments."**

## HIGH SCHOOL

### Healthy Ways to Handle Stress: Build Your Coping Plan • 10–15 MINUTES

**Objective:**
Develop a practical plan for managing stress using healthy coping strategies and support.

**Steps:**

Students identify a common, non-personal school/life stressor.

Create a plan:

What might trigger stress?

What healthy strategy could help?

Who could provide support?

What unhealthy response should be avoided?

What is the next step?

Share strategies if comfortable.

**Quick Debrief:**
**“How can having a plan make it easier to handle stress when it happens?”**

**Hero Message:**
**“Resilience isn't about never feeling stressed. It's about having healthy tools and support when stress shows up.”**

**DAY 26** | **OCTOBER 30, 2026**

MEDICATION SAFETY

# Safe Use, Storage & Disposal

## ELEMENTARY

### Medication Safety: Ask First • 10–15 MINUTES

**Objective:**
Teach students that medications should only be used with guidance from a trusted adult and should never be shared.

**Steps:**

Explain that medicine can help people when used correctly but can also be dangerous when used incorrectly.

Teach three simple rules:

Ask a trusted adult first.

Never share medicine.

Never take medicine that isn't meant for you.

Give students simple scenarios and ask what they should do.

Practice the response: “I need to ask an adult first.”

**Quick Debrief:**
**“Why is asking first an important safety rule?”**

**Hero Message:**
**“Medication safety starts with knowing when to stop, ask, and get help from a trusted adult.”**

## MIDDLE SCHOOL

### Medication Safety: Spot the Safety Problem • 10–15 MINUTES

**Objective:**
Identify unsafe medication practices involving use, storage, and sharing.

**Steps:**

Present scenarios:

Medicine left where young children can reach it.

Someone offers a friend their prescription.

Someone takes medicine without checking the directions.

Unused medicine is left sitting around the house.

Students identify the safety problem.

Ask what the safer choice would be.

Discuss why medication should only be taken as directed and should not be shared.

**Quick Debrief:**
**“How can small medication-safety habits prevent bigger problems?”**

**Hero Message:**
**“Medication safety means using medicine correctly, keeping it secure, and never sharing it.”**

## HIGH SCHOOL

### Medication Safety: Protect, Secure, Dispose • 10–15 MINUTES

**Objective:**

Apply medication-safety principles to realistic situations involving use, storage, and disposal.

**Steps:**

Give groups a fictional household scenario involving medications.

Ask groups to identify safety concerns related to:

Use

Storage

Sharing

Disposal

Have groups create a short “Medication Safety Checklist.”

Include where someone should go for reliable disposal instructions/resources rather than guessing.

Present the checklist.

**Quick Debrief:**
**“How can medication safety at home protect everyone in the household?”**

**Hero Message:**
**“A prevention hero protects medications, uses them responsibly, and helps keep unsafe or unused medication out of the wrong hands.”**

**DAY 27** | **OCTOBER 31, 2026**

CAMPAIGN CELEBRATION

# Every Sector. Every Hero.

## ELEMENTARY

### Every Sector. Every Hero: Build Our Community • 10–15 MINUTES

**Objective:**
Help students recognize that everyone can contribute to a healthy, safe, supportive community.

**Steps:**

Review a few of the people and groups students have learned about during Red Ribbon Month.

Draw a large community on the board.

Ask students where different heroes belong—school, family, healthcare, business, community organizations, etc.

Have each student add one way they can help.

Celebrate the class's contributions.

**Quick Debrief:**
**"What did we learn this month about how people can make a difference?"**

**Hero Message:**
**"Every person has something important to contribute. Every sector. Every hero."**

## MIDDLE SCHOOL

### Every Sector. Every Hero: Connect the Pieces • 10–15 MINUTES

**Objective:**
Reflect on how different people, sectors, and prevention strategies work together.

**Steps:**

Review several Red Ribbon Month themes.

Give groups a community challenge.

Groups identify:

The people affected

At least three sectors that could help

One action each sector could take

One thing young people could contribute

Groups share.

**Quick Debrief:**
**"What did you learn this month about the role young people can play in prevention?"**

**Hero Message:**
**"Young people aren't just part of the community—they are part of the prevention team."**

## HIGH SCHOOL

### Every Sector. Every Hero: Your Prevention Legacy • 10–15 MINUTES

**Objective:**
Reflect on Red Ribbon Month and identify one realistic way students can continue making a difference.

**Steps:**

Ask students to review the month's major themes: connection, healthy choices, leadership, resilience, accurate information, support, and community action.

Groups choose one issue they believe their community can improve.

Create a “Hero Commitment” answering:

What difference do we want to make?

What can young people do?

Who else needs to be involved?

What is one realistic next step?

Groups present their commitments.

End with the campaign message.

**Quick Debrief:**
**“What is one thing you will carry beyond Red Ribbon Month?”**

**Hero Message:**
**“Make a Difference. Be a Hero. Stay Drug Free.™ Every Sector. Every Hero.”**