



SHAPING TOMORROW:

A COMPREHENSIVE REVIEW OF KIKI'S RED RIBBON DRUG PREVENTION INITIATIVE

Authors(s):	Team Seymore
Version:	0.17
Date:	January 29, 2024
Contact:	D. David Johnson David.j@seymoresfoundation.org

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

EXECUTIVE SUMMARY:

"Kiki's Red Ribbon School Celebration," an initiative of the Seymore D'Fair Foundation, stands at the forefront of early childhood drug prevention education. This comprehensive program blends social-emotional learning (S.E.L.) with drug awareness, empowering elementary and middle school students with the knowledge and skills to lead drug-free lives. Through interactive curriculum and community involvement, the program has shown remarkable success in Louisiana, with the potential for national impact. This report encapsulates its achievements, methodologies, and the transformative power of early drug prevention education in shaping a healthier future.

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

TABLE OF CONTENTS

- 1. INTRODUCTION 5**
 - About the Seymore D'Fair Foundation..... 5
- 2. MEET SEYMORE D'FAIR..... 5**
 - Seymore's Historical Significance 5
 - Seymore's Legacy in Drug Prevention 6
 - Importance of Seymore D'Fair as a Drug-Free Ambassador 6
- 3. EARLY CHILDHOOD INTERVENTION 7**
- 4. SCHOOL-BASED DRUG PREVENTION PROGRAMS 7**
- 5. INTEGRATED CURRICULUM APPROACH..... 8**
- 6. PROGRAM OVERVIEW 9**
 - Program Goals and Objectives 9
 - Target Audience..... 9
- 7. TESTIMONIALS: VOICES FROM THE FIELD..... 10**
- 8. CURRICULUM AND EDUCATIONAL APPROACH 11**
 - Expert-Crafted Curriculum: A Standard-Bearing Approach to SEL in Kiki's Red Ribbon School Celebration 11
 - Blending Research and Evidence-Based Curriculum: The Dual Approach of Kiki's Red Ribbon School Celebration Curriculum 11
 - Integrating an Evidence-Informed Approach: Enhancing Curriculum Effectiveness for Optimal Outcomes 12
 - Curriculum Alignment with Louisiana Department of Education | Educational Standards..... 12
- 9. PROGRAM COMPONENTS 12**
 - 1. Comprehensive Curriculum: 12
 - 2. Interactive Activities:..... 12
 - 3. Resource Materials: 12
 - 4. Parental Engagement: 12
 - 5. Pre- and Post-Assessments: 13
- 10. PROGRAM IMPLEMENTATION 13**
 - Timeline and Activities 13
 - Community Partnerships..... 13
- 11. "KIKI'S RED RIBBON SCHOOL CELEBRATION: LOUISIANA ENGAGEMENT AND EXPANSION ANALYSIS" 14**
- 12. HONORING DEA SPECIAL AGENT CAMARENA 15**

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

- The Heart of Kiki's Red Ribbon School Celebration..... 15
- 13. BENEFITS AND OUTCOMES 15**
 - Empowering Students:..... 15
 - Comprehensive Curriculum: 15
 - Engaging Classroom Thinking:..... 15
 - Community Partnerships..... 15
 - Parental Involvement 15
- 14. PARTICIPATION AND REGISTRATION 16**
 - How to Participate..... 16
 - Registration 16
 - Ease of Use 16
- 15. CONCLUSION 16**
- 16. CITATIONS & REFERENCES..... 17**
 - Reference for 1984 Louisiana World Exposition: 17
 - Wikipedia Contributors: "Seymore D. Fair." 17
 - Reference for Seymore D’Fair Foundation, Inc.: 17
 - Wikipedia Contributors: "Kiki Camarena." 17
 - Reference for RAND Corporation. (2024). "Early Childhood Interventions: Proven Results, Future Promise." 17
 - Louisiana Department of Education. "Academic Standards." 17
 - Reference for Shonkoff, J. P., & Phillips, D. A. (Eds.)..... 17
 - Reference for CASEL: Collaborative for Academic, Social, and Emotional Learning (CASEL)..... 17
 - Reference for "Enhancing School-Based Prevention and Youth Development Through Coordinated Social, Emotional, and Academic Learning." :..... 17
 - Reference for Study.com. "Integrated Curriculum: Benefits & Examples." 18
 - Reference for Pease: Pease, D. (2014)..... 18
 - Reference for Richards & Zhang: Richards, R., & Zhang, N. (2010)..... 18
 - Reference for Red Ribbon Week: Red Ribbon Campaign..... 18
- 17. AUTHORS AND CONTRIBUTORS..... 18**
- 18. APPENDIX A | GRADES K – 3 | KIKI’S RED RIBBON SCHOOL CELEBRATION 2023 | DAILY MODULE OBJECTIVES, OUTCOMES, AND CONCLUSIONS 19**
 - SECTION 3, DAY 1 | K-3..... 19
 - SECTION 4, DAY 2 | K-3..... 20

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

- SECTION 5, DAY 3 | K-3..... 21
- SECTION 6, DAY 4 | K-3..... 22
- SECTION 7, DAY 5 | K-3..... 23
- 19. APPENDIX B | GRADES 4 – 6 | KIKI’S RED RIBBON SCHOOL CELEBRATION 2023 | DAILY MODULE OBJECTIVES, OUTCOMES, AND CONCLUSIONS 25**
 - SECTION 3, DAY 1 | GRADES 4-6..... 25
 - SECTION 4, DAY 2 | GRADES 4-6..... 26
 - SECTION 5, DAY 3 | GRADES 4-6..... 27
 - SECTION 6, DAY 4 | 4-6..... 28
 - SSECTION 6, DAY 4 | 4-6..... 29
- 20. APPENDIX C..... 30**
 - Curriculum Alignment with Louisiana Department of Education Standards 30
- 21. APPENDIX D 38**
 - INTEGRATING DRUG PREVENTION WITHIN THE SOCIAL-EMOTIONAL LEARNING FRAMEWORK..... 38
- 22. APPENDIX E..... 43**
 - SEL Framework Integration Evaluation Scoring | K - 3 Grade Levels..... 43
- 23. APPENDIX F 51**
 - SEL Framework Integration Evaluation Scoring | 4 - 6 Grade Levels..... 51
- 24. APPENDIX G 58**
 - Comparative Analysis of Kiki's Red Ribbon School Celebration Program vs. National Red Ribbon Week Campaign 58
 - Introduction 58
 - Scope and Target Audience 58
 - Duration and Timing..... 58
 - Program Components 58
 - Geographic Focus 58
 - Conclusion 59

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

1. INTRODUCTION

The Seymore D'Fair Foundation is pleased to introduce Kiki's Red Ribbon School Celebration Program, a valuable and comprehensive drug prevention initiative made available free of charge to elementary and middle schools in Louisiana and across the nation. Coinciding with the National Red Ribbon Week Campaign every October, this initiative empowers students to make knowledgeable and healthy choices, fostering a commitment to a drug-free lifestyle. It features a meticulously developed, 5-day x 50-minute modular research-based curriculum enriched with engaging and interactive classroom activities. The program is carefully designed to encompass critical topics such as self-awareness, effective decision-making skills, understanding and resisting peer pressure, and comprehending the far-reaching consequences of drug use. Integral to the program are the teacher resources and thorough assessments to track and enhance knowledge acquisition and observe student behavioral changes. The Seymore D'Fair Foundation's underwriting of Kiki's Red Ribbon School Celebration underscores its dedication to fostering a safer, drug-free future for children, equipping them with the essential tools and knowledge necessary for their well-being and success.

About the Seymore D'Fair Foundation

The Seymore D'Fair Foundation is a respected Louisiana-based 501(c)(3) non-profit organization committed to promoting drug prevention education among elementary school students. Established in 2015, the Foundation has a strong record of developing research-based programs that empower children to make healthy choices and lead drug-free lives.

2. MEET SEYMORE D'FAIR

Seymore's Historical Significance

Seymore D'Fair is the beloved mascot character of the 1984 Louisiana World Exposition. Seymore is the first-ever World Exposition character mascot in the history of World Expositions (circa 1851). His post-world Fair mission is to be a drug-free ambassador known for his unwavering commitment to promoting drug prevention and empowering young minds. With his vibrant personality, contagious enthusiasm, and captivating presence, Seymore is becoming an iconic figure in preadolescent drug education.

Seymore represents the values of integrity, resilience, and making positive choices. His post-Expo mission is to inspire children and youth to lead healthy, drug-free lives by instilling in them the importance of making informed decisions and resisting the pressures of substance abuse.

More than just a mascot, Seymore embodies the spirit of hope, optimism, and empowerment. He serves as a role model, demonstrating the rewards of living a drug-free lifestyle and the power of individual choice. His vibrant personality and relatable character

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

make him a trusted and influential figure among children, enabling him to effectively communicate important messages about drug prevention and social responsibility.

As a drug-free ambassador, Seymore's impact extends beyond the classroom walls. His involvement in community events, school celebrations, and public awareness campaigns make him a recognizable symbol of drug prevention and a champion for the well-being of children.

His visual presence reminds us that we can create a brighter and healthier future for our children, where they are empowered to make positive choices and live their lives to the fullest.

Seymore's Legacy in Drug Prevention

Seymore's involvement in the 1987 Seymore and the Critters Say No to Drugs program established a remarkable legacy in drug prevention. As the lovable mascot character, Seymore captivated children and youth across the metro New Orleans area and beyond, delivering powerful messages about the importance of saying no to drugs. This program, which reached an impressive 40,000 students and 110 elementary and middle schools, demonstrated the proof of concept that mascot characters can effectively engage and educate young audiences from an educational perspective.

Seymore's role in the 1987 program laid the foundation for his ongoing commitment to promoting drug-free choices and positive values among children. His presence and impact during that time highlighted the major influence a beloved character like Seymore could have in shaping young minds and fostering a culture of drug prevention. Today, Seymore's drug prevention legacy inspires and motivates students through programs like Kiki's Red Ribbon School Celebration, where he symbolizes resilience, empowerment, and the importance of making healthy choices.

Importance of Seymore D'Fair as a Drug-Free Ambassador

Seymore D'Fair's role as a drug-free ambassador is significant for several reasons:

1. **Positive Role Modeling:** Seymore is a positive role model, influencing children to emulate healthy, drug-free behaviors;
2. **Relatability to Children:** As a mascot, he is designed to be relatable and appealing to a younger audience, making complex topics like drug prevention more accessible;
3. **Enhanced Engagement:** His presence makes learning more engaging and enjoyable, which is crucial for effective education ;
4. **Symbolizing Key Values:** Seymore embodies important values such as integrity, resilience, and positive decision-making, which are integral to empowering children;
5. **Effective Communication:** As a mascot, he communicates vital messages about drug prevention and social responsibility;

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

6. **Broadening Impact:** Beyond the classroom, Seymore's role in community events and campaigns broadens the reach of drug prevention messages;
7. **Creating a Lasting Impression:** The memorable character of Seymore leaves an impression on children, making the lessons more enduring, and;
8. **Community and School Involvement:** His role fosters community and school spirit, encouraging collective support for drug prevention. Overall, Seymore's role enhances the effectiveness of Kiki's Red Ribbon School Celebration Program, making it more impactful and memorable for young students.

3. EARLY CHILDHOOD INTERVENTION

Early childhood programs and intervention in drug prevention are vital in providing developmental support and crucial for nurturing a drug-free future. These programs focus on young children, particularly those at heightened risk, providing them with foundational knowledge and skills to resist drug use. The programs encompass a range of services to enhance awareness and cognitive understanding of drug risks and build social competencies. Key benefits include:

1. **Awareness and Cognitive Development:** Educating young minds about the dangers of drugs, thereby fostering informed decision-making from an early age;
2. **Social and Emotional Resilience:** Building skills necessary for resisting peer pressure and understanding the consequences of drug use;
3. **Preparation for Future Challenges:** Equipping children with knowledge and skills to face potential drug-related situations in their educational journey and beyond;
4. **Targeted Support:** Providing specialized guidance for children who might be more vulnerable due to their environment or family history;
5. **Family Engagement:** Involving families in drug prevention strategies to create a supportive home environment, and;
6. **Long-Term Impact:** Establishing a foundation for healthier, drug-free lifestyles, leading to better educational and professional outcomes overall.

Such early interventions are pivotal in setting the stage for children's successful and healthy integration into society, free from the influence of drugs.

4. SCHOOL-BASED DRUG PREVENTION PROGRAMS

School-based prevention programs play a crucial role in educating students about the dangers of drug use. These programs, integrated into the school curriculum, increase students' awareness of the risks and consequences associated with substance abuse. They focus on equipping students with the knowledge and decision-making skills necessary to lead drug-

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

free lives. By fostering a comprehensive understanding of health risks, these programs contribute significantly to the overall well-being of students and the broader community, helping to reduce substance abuse rates and promote healthier lifestyle choices among young individuals.

These programs provide numerous benefits:

1. Reduced substance abuse among students, including alcohol, tobacco, and illicit drugs;
2. Enhanced awareness about the health risks and consequences of drug use,
3. Improved decision-making skills related to drug and substance use,
4. Increased likelihood of adopting healthy, drug-free lifestyles,
5. Strengthened community and school involvement in student well-being, and;
6. Long-term public health benefits, including reduced healthcare costs and productivity losses.

5. INTEGRATED CURRICULUM APPROACH

Integrating drug prevention education across various subjects is a strategic approach that aligns with interdisciplinary teaching methods. This effective method contextualizes drug awareness within different learning areas, making the information more relevant and relatable to students. Education research suggests that interdisciplinary learning helps in deeper understanding and knowledge retention. By embedding drug prevention education into subjects like health, language arts, and science, the program ensures that students encounter these vital messages in multiple contexts, reinforcing their importance and applicability.

An integrated curriculum offers several advantages:

1. **Enhanced Learning Experience:** It connects various subjects, showing students how different areas of knowledge intersect in real life, enhancing their overall learning experience;
2. **Relevance and Context:** Students understand the relevance of what they are learning to the world around them, which can increase engagement and motivation;
3. **Critical Thinking and Problem Solving:** An integrated curriculum fosters critical thinking and critical thinking skills by linking different subjects;
4. **Retention:** Students will retain information better when they see its application across various contexts, and;
5. **Collaboration Skills:** Projects involving multiple disciplines encourage teamwork and collaboration.

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

6. PROGRAM OVERVIEW

Program Goals and Objectives

The goals and objectives of Kiki's Red Ribbon School Celebration Program are centered around drug prevention education for elementary and middle school students. They include:

1. **Empowering Students with Knowledge:** To provide comprehensive information about the dangers of drug use and the importance of making healthy, informed choices;
2. **Developing Decision-Making Skills:** To equip students with the skills necessary to make informed decisions, particularly in situations involving peer pressure and the potential for drug use;
3. **Promoting a Drug-Free Lifestyle:** To encourage and instill values and behaviors that support a drug-free lifestyle among the student population;
4. **Enhancing Self-Awareness:** To help students understand the impact of their choices on their health, well-being, and future, fostering a sense of personal responsibility;
5. **Fostering Community Engagement:** To involve not just the students but also educators, parents, and the wider community in drug prevention education, creating a cohesive and supportive environment;
6. **Utilizing Engaging Educational Methods:** To employ interactive and engaging educational activities that resonate with young students, making learning about drug prevention interesting and memorable;
7. **Creating a Sustainable Impact:** To establish long-lasting awareness and understanding of drug prevention that students carry with them beyond their school years, and;
8. **Aligning with National Initiatives:** To align the program with broader national efforts like Red Ribbon Week, reinforcing the national stance against drug abuse.

These goals and objectives combine to form a robust framework designed to reduce the likelihood of drug use among young students and foster a generation better equipped to face challenges related to substance abuse.

Target Audience

Kiki's Red Ribbon School Celebration Program is crafted to cater to a specific and vital demographic: the young minds of elementary and middle school students in grades K-6. Nestled within the formative years of childhood and early adolescence, this target audience is at a crucial juncture in their developmental journey. The program recognizes that students in this age range are beginning to form their identities, values, and decision-making processes. They are at a stage where they are increasingly exposed to various influences, including potential encounters with drug use and peer pressure.

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

Understanding the vulnerability and impressionability of these young individuals, the program seeks to reach out to them with a message of resilience and empowerment against the backdrop of drug prevention. The students, ranging from the curious and energetic elementary schoolers to the more reflective and socially aware middle schoolers, form the core audience of this initiative. The program's content, activities, and messages are tailored to resonate with their diverse developmental stages, ensuring that the lessons are age-appropriate and engaging.

Additionally, the program extends its reach to encompass the educators and parents of these students, recognizing that they play pivotal roles in shaping the students' understanding and attitudes toward drug use. By targeting this broad spectrum of elementary and middle school students and their immediate influencers, Kiki's Red Ribbon School Celebration Program creates a comprehensive shield of education and awareness, safeguarding these young minds as they navigate through their critical years of growth and learning.

7. TESTIMONIALS: VOICES FROM THE FIELD

The success and impact of Kiki's Red Ribbon School Celebration Program are best reflected in the words of those who have directly experienced its benefits. Below are testimonials from educators and professionals who have witnessed the program's positive influence in their schools and communities.

- **Harold Patin | Retired DEA Special Agent | Seymore's Foundation Advisor** *"Seymore Salutes 'Kiki's Red Ribbon School Celebration' program is designed to be positive, engaging, and fun, which are all elements necessary for students to maintain good mental health."*
- **Megan Samford, M. Ed. | Curriculum Support and Data Interventionist | Pontchartrain Elementary School | St. Tammany Parish Public School System** *"A PES school year wouldn't be complete without Seymore and Kiki's Red Ribbon School Celebration. This opportunity allows our teachers to set aside time for students to experience life situations beyond the four walls of our classrooms. Thank you to all those involved who selflessly serve to further the message and life mission of Kiki Camarena!"*
- **Suzanne L Kloiber | 1st. Grade Teacher | Pontchartrain Elementary | St. Tammany Parish Public School System** *"The Seymore and Kiki's Red Ribbon School Celebration activities put together by Mrs. Johnson and Team Seymore are amazing. Each activity is self-explanatory, easy to incorporate, requires little to no prep, is aligned to our educational standards, and ENJOYED by the students."*
- **Kay Aillet | Principal | Cathedral Carmel Catholic School** *"It is a great honor having Mika Camarena come to Louisiana to participate in our school activities and support Seymore and Kiki's Red Ribbon School Celebration 2018."*

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

- **Adam Kelley | Assistant Principal | Pontchartrain Elementary | St. Tammany School System** *"Seymore and Kiki's Red Ribbon School Celebration was an engaging and inside look into all that the DEA and local law enforcement do to protect and educate our students. The program was very insightful, engaging, and age-appropriate with many activities and connections to the outside world, the classroom, and our curriculum."*

8. CURRICULUM AND EDUCATIONAL APPROACH

Expert-Crafted Curriculum: A Standard-Bearing Approach to SEL in Kiki's Red Ribbon School Celebration

The Kiki's Red Ribbon School Celebration curriculum, a product of over 150 years of combined expertise from certified early childhood educators and curriculum experts, integrates the social-emotional learning (SEL) framework while meeting national education standards. Rigorously vetted and endorsed by the St. Tammany Parish School System Curriculum Committee in 2018, with a subsequent reevaluation affirming its excellence in 2023, the curriculum exemplifies the pinnacle of educational resources. It offers a comprehensive approach to drug prevention education for preadolescents, ensuring a dependable, research-based, and standards-aligned teaching tool for educators nationwide.

Blending Research and Evidence-Based Curriculum: The Dual Approach of Kiki's Red Ribbon School Celebration Curriculum

Research-based programs are developed based on the findings and principles derived from systematic inquiry, including experiments, observations, and analysis. Evidence-based programs, however, are those with a history of success, demonstrated through rigorous evaluation and replication.

Qualitative curricula focus on understanding human behavior and the reasons that govern such behavior, often through interviews and personal insights, leading to more subjective findings. Quantitative curricula are based on quantifying data and statistical analysis, designed for objectivity and measurability in educational outcomes.

Kiki's Red Ribbon School Celebration program leverages the strengths of both approaches. It is grounded in the solid, measurable social-emotional learning (SEL) frameworks yet remains sensitive to the nuanced needs of preadolescents. By combining the robustness of quantitative strategies with the depth of qualitative insights, Kiki's program addresses the complex issue of drug awareness and prevention in a manner that is both comprehensive and tailored to the preadolescent student population. This dual approach makes it an optimal solution for educators seeking to impart lasting, impactful lessons in drug education.

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

Integrating an Evidence-Informed Approach: Enhancing Curriculum Effectiveness for Optimal Outcomes

Alongside the research-based and evidence-based strategies, Kiki's Red Ribbon School Celebration Program also adopts an evidence-informed approach. This means the curriculum's development and execution are influenced not only by rigorous research and proven practices but also by real-world educational insights and the professional expertise of educators. This approach ensures that the program is grounded in solid scientific evidence and continuously refined and adapted based on practical experiences and feedback from those directly involved in educational settings. This dynamic and responsive framework further enhances the program's effectiveness in drug prevention education.

Curriculum Alignment with Louisiana Department of Education | Educational Standards

All daily modules of Kiki's Red Ribbon School Celebration Program have been thoroughly evaluated and are in alignment with the Louisiana Department of Education Academic Standards, as detailed in Appendix C of our program document. Specifically, the program elements align with the Health and English Language Arts (ELA) Educational Standards. This alignment ensures that our curriculum meets state educational requirements and integrates seamlessly into the existing school framework, enhancing students' learning experience in these critical areas.

9. PROGRAM COMPONENTS

1. **Comprehensive Curriculum:** The program provides a research-based curriculum that covers various aspects of drug prevention education. It includes age-appropriate lessons on topics such as self-awareness, decision-making skills, peer pressure, and the consequences of drug use. The curriculum aligns with educational standards and is designed to be engaging, interactive, and relevant to students in grades K-6.
2. **Interactive Activities:** Kiki's Red Ribbon School Celebration incorporates various interactive activities, including role-playing exercises, group discussions, multimedia presentations, and hands-on projects. These activities foster student engagement, critical thinking, and decision-making skills.
3. **Resource Materials:** To enhance the learning experience, the program provides teachers with a comprehensive set of resource materials. These materials include worksheets, handouts, visual aids, and supplementary resources that reinforce key concepts and facilitate effective curriculum delivery.
4. **Parental Engagement:** Recognizing the crucial role of parents in drug prevention, the program emphasizes parental involvement. Resource materials are provided to engage parents in discussions with their children about the topics covered in the curriculum. This collaboration between schools and parents creates a supportive and cohesive approach to drug prevention. Recognizing the crucial role of parents in drug prevention, the

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

program provides parental engagement materials, including guides and discussion aids, in Spanish. This ensures that communication between school and home is seamless and inclusive.

5. **Pre- and Post-Assessments:** The program includes student assessments to measure knowledge acquisition and behavioral changes related to drug prevention. Pre- and post-assessments are conducted to evaluate the program's effectiveness and inform continuous improvements.

10. PROGRAM IMPLEMENTATION

Timeline and Activities

The timeline and activities for Kiki's Red Ribbon School Celebration Program are planned to maximize engagement and impact. The program officially launches each year in October, aligning with National Red Ribbon Week and fostering a sense of national solidarity in drug prevention efforts. During Kiki's Red Ribbon School Celebration, a series of carefully designed activities. These include engaging role-playing scenarios and multimedia presentations tailored to the program's curriculum. Special assemblies may feature guest speakers from the community, such as law enforcement officers or health professionals, to discuss the real-world implications of drug use. Artistic endeavors like poster-making competitions or drama presentations encourage creative expression around the theme of drug-free living. The week also involves parents through informational sessions and take-home materials, ensuring the message resonates beyond the school environment. Each activity is structured to reinforce the program's core messages, providing students with a comprehensive understanding of drug prevention in a dynamic and participatory manner.

Community Partnerships

Establishing individual community partnerships to enhance Kiki's Red Ribbon School Celebration Program, is pivotal. For instance, collaboration with local law enforcement agencies can bring real-world insights into the consequences of drug use. Officers could visit schools to discuss their experiences and provide safety tips. Healthcare professionals, such as doctors or nurses, can offer interactive sessions on the health impacts of drug abuse, giving students a scientific perspective. Local businesses could get involved by sponsoring educational materials or events, showing their investment in the community's well-being. Non-profits focused on drug prevention could provide additional resources or workshops. Partnerships with local artists or theaters could help organize creative contests or play around the theme of drug-free living, making learning more engaging and memorable. Libraries can host themed story-telling sessions or set up displays with relevant literature. These community partnerships bring variety and depth to the program and demonstrate a united community front against drug abuse, significantly enhancing the program's impact and reach.

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

11. "KIKI'S RED RIBBON SCHOOL CELEBRATION: LOUISIANA ENGAGEMENT AND EXPANSION ANALYSIS"

The past several years have seen significant shifts in student participation, reflecting the broader educational disruptions caused by the COVID-19 pandemic and Hurricane Ida. The years 2018 and 2019 highlighted strong engagement, with participation of 2,400 and 1,600 students, respectively. However, the onset of the pandemic in 2020 marked the beginning of a challenging period, with 2021 witnessing a marked decrease in participation to 800 students. This decline was further impacted by Hurricane Ida, which struck southeast Louisiana in August 2021, severely affecting many parishes within our operating reach. The hurricane led to major school interruptions and closures across the 12 parishes surrounding the metro New Orleans area, some lasting weeks and even months. Like the COVID-19 pandemic, this event significantly influenced school participation during the 2021/2022 school year.

Nevertheless, 2022 and 2023 saw a rebound in participation to 3,400 students, demonstrating the program's and its administrators' resilience and flexibility. This pattern not only underlines the program's enduring relevance and adaptability but also its crucial role in supporting students' educational and emotional growth during globally challenging times.

The program's curriculum has been thoroughly vetted and received district-wide endorsement in St. Tammany Parish, first in 2018. In 2023, the curriculum was approved for use district-wide among all Elementary and Middle Schools. This repeated approval over the years is a strong testament to the program's sustained efficacy and quality. The endorsement by such a significant parish sets a precedent, potentially smoothing the path for the program's acceptance and implementation across other school districts in Louisiana. This dual validation – both at the district level and in anticipation of state-level review – positions "Kiki's Red Ribbon School Celebration" as a reputable and valuable addition to educational curricula focused on Social-Emotional Learning and drug awareness.

Complementing our statewide initiatives, the Seymore D'Fair Foundation has broadened its promotional efforts, employing social media like Facebook, LinkedIn, Google advertising, and CADCA to reach beyond Louisiana's borders. This strategy has garnered attention from schools in nine additional states and 29 different school districts, as indicated by their enrollment in the Foundation's school membership program. Although precise metrics for these out-of-state student engagements are unavailable, this growing interest signals the program's potential for wider national influence.

Reflecting on the program's trajectory, "Kiki's Red Ribbon School Celebration" exemplifies resilience, adaptability, and a steadfast dedication to student well-being. The anticipated approval by BESE and continued support from St. Tammany Parish represent significant milestones and serve as a springboard for further expansion. The program is a testament to

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

the successful integration of Social-Emotional Learning within drug prevention frameworks, even amidst formidable challenges.

12.HONORING DEA SPECIAL AGENT CAMARENA

The Heart of Kiki's Red Ribbon School Celebration

Kiki Camarena, the inspiration behind Kiki's Red Ribbon School Celebration, was a dedicated DEA agent whose tragic death brought international attention to the dangers of drugs and the courage of those fighting against drug trafficking. Honoring Camarena's legacy, the Red Ribbon campaign is a poignant reminder of the personal sacrifices made in the battle against illicit drugs. Recognizing the individual behind the Red Ribbon is crucial—it personalizes the impact of drug violence. It reinforces the message of resilience and commitment central to the curriculum's mission of empowering children to lead drug-free lives. His story catalyzes the program's initiatives, inspiring a unified stance on drug prevention and education.

13.BENEFITS AND OUTCOMES

The implementation of Kiki's Red Ribbon School Celebration Program offers several key benefits to Louisiana and America's elementary schools, students, parents, and communities.

- **Empowering Students:** The program equips students with the necessary knowledge, skills, and self-confidence to resist drugs and make informed choices, promoting a healthy and drug-free lifestyle;
- **Comprehensive Curriculum:** Kiki's Red Ribbon School Celebration utilizes an integrated curriculum approach incorporating research-based practices and social-emotional learning principles, providing a comprehensive, age-appropriate curriculum addressing various drug prevention aspects;
- **Engaging Classroom Thinking:** The program includes interactive activities, role-playing exercises, modeling, and multimedia presentations that capture students' attention, promote critical thinking, and enhance their understanding of the consequences of drug use;
- **Community Partnerships:** Collaborations with organizations such as the Department of Education, local school boards, and community stakeholders strengthen the program's reach and ensure broad participation and support, and;
- **Parental Involvement:** The program recognizes the vital role of parents in drug prevention education and provides resources to facilitate meaningful discussions at home, fostering a collaborative approach between schools and families.

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

14. PARTICIPATION AND REGISTRATION

How to Participate

Although Kiki's Red Ribbon School Celebration Program originated in Louisiana, it's now available for elementary schools nationwide. We invite schools across the U.S. to adopt this impactful program. For details, resources, and support, schools can reach out to the Seymore D'Fair Foundation. All necessary materials are accessible for free on our website, www.SeymoresFoundation.org. Registration for the program opens annually on October 1st, ensuring readiness for each new school year.

Registration

The Kiki's Red Ribbon School Celebration Program, presented by the Seymore D'Fair Foundation, is structured for straightforward utilization and implementation. Educators can effortlessly register on the Foundation's website through a simple validation process.

Ease of Use

Once registered, the entire program—including a meticulously organized curriculum, detailed lesson plans, and a full array of support materials—is readily available for download. This setup ensures that teachers can smoothly incorporate the drug prevention program into their classroom agenda with minimal preparation, confidently relying on the Foundation's resources to enhance their educational offerings without incurring extra effort.

15. CONCLUSION

The Seymore D'Fair Foundation's Kiki's Red Ribbon School Celebration Program presents a comprehensive and innovative approach to combating drug abuse among elementary school students. This program empowers students to make informed, healthy choices and lead drug-free lives. It achieves this through a research-based curriculum, dynamic activities, and by fostering strong community partnerships.

The program has demonstrated effectiveness and adaptability since its successful beta testing in St. Tammany, Orleans, and Lafayette parishes starting in 2018. It equips students with essential knowledge and skills to resist drugs and nurtures a generation capable of making positive decisions. This is further augmented by including Seymore D'Fair as a drug-free role model who captivates children's imaginations and instills valuable life lessons.

We strongly urge all elementary and middle schools across America to adopt the Kiki's Red Ribbon School Celebration Program. Implementing this program goes beyond the scope of a typical educational campaign; it is an investment in the future well-being of our children. Schools are also encouraged to forge partnerships within their local communities. Collaborating with law enforcement, healthcare professionals, businesses, and non-profits

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

can enhance the program's reach and effectiveness, making it a united, community-endorsed effort.

The implementation of this program represents a continuous journey towards fostering a healthier, safer, and drug-free environment for our children. It is a call to action for collective effort and dedication toward shaping a brighter future for the next generation. We invite you to join this crucial mission of guiding and protecting our children toward a successful and fulfilling life. Let us seize this opportunity to make a meaningful and lasting impact on the lives of young students.

16. CITATIONS & REFERENCES

- **Reference for 1984 Louisiana World Exposition:** "1984 Louisiana World Exposition." World's Fair New Orleans 1984. <https://www.1984worldsfair.com/>.
- **Wikipedia Contributors:** "Seymore D. Fair." *Wikipedia, The Free Encyclopedia*. Last modified [date of last modification]. https://en.wikipedia.org/wiki/Seymore_D._Fair.
- **Reference for Seymore D'Fair Foundation, Inc.:** Seymore's Foundation. "Seymore's Drug Prevention Legacy." *Seymore's Foundation*. Accessed [2024]. <https://www.seycoresfoundation.org/seycores-drug-prevention-legacy>.
- **Wikipedia Contributors:** "Kiki Camarena." *Wikipedia, The Free Encyclopedia*. Last modified [2024]. https://en.wikipedia.org/wiki/Kiki_Camarena.
- **Reference for RAND Corporation. (2024).** "Early Childhood Interventions: Proven Results, Future Promise." RAND Corporation Research Brief. https://www.rand.org/pubs/research_briefs/RB6009.html.
- **Community Anti-Drug Coalitions of America (CADCA).** Accessed [2024]. Available at: <https://www.cadca.org/>
- **Louisiana Department of Education.** "Academic Standards." Louisiana Believes. Accessed [2024]. Available at: <https://www.louisianabelieves.com/resources/library/academic-standards>.
- **Reference for Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000).** *From Neurons to Neighborhoods: The Science of Early Childhood Development*. National Academies Press. <https://www.nap.edu/catalog/9824/from-neurons-to-neighborhoods-the-science-of-early-childhood-development>
- **Reference for CASEL: Collaborative for Academic, Social, and Emotional Learning (CASEL).** "What is SEL?" CASEL, <https://casel.org/what-is-sel/> . This resource provides a detailed overview of SEL, its importance, and its impact on students' academic and personal lives.
- **Reference for "Enhancing School-Based Prevention and Youth Development Through Coordinated Social, Emotional, and Academic Learning.":** Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). "Enhancing School-Based Prevention and Youth Development Through

PATHWAYS TO PREVENTION: A JOURNEY THROUGH KIKI'S RED RIBBON SCHOOL PROGRAM

Empowering the Next Generation for a Drug-Free Future

Coordinated Social, Emotional, and Academic Learning." Academia.edu.

https://www.academia.edu/49081170/Enhancing_SchoolBased_Prevention_and_Yo20160924-22048-1bzytxv.pdf .

- **Reference for Study.com.** "Integrated Curriculum: Benefits & Examples." Accessed [2024] Available at: <https://study.com/learn/lesson/integrated-curriculum-benefits-examples.html>.
- **Reference for Pease: Pease, D. (2014).** "Mascots Matter: Effective Mascots Have a Positive Impact on School Spirit and Community Identity." National Federation of State High School Associations. Available at: NFHS.
- **Reference for Richards & Zhang: Richards, R., & Zhang, N. (2010).** "Mascots and Educational Branding: A Case Study of 'Peter the Anteater.'" Journal of Marketing for Higher Education, 20(1), 45-59. This case study examines how the University of California, Irvine's mascot is used in educational branding and simplifying complex concepts. Available at: Taylor & Francis Online.
- **Reference for Red Ribbon Week: Red Ribbon Campaign.** "Red Ribbon Campaign." Accessed [2023]. <https://www.redribbon.org/>.

17. AUTHORS AND CONTRIBUTORS

- Dara Lemoine-Johnson, B.A. Elementary & Early Childhood Education
- Dr. Carol Allen, Ed.D.
- Dr. George Harker, Ph.D.
- D. David Johnson

APPENDIX A

18. APPENDIX A | GRADES K – 3 | KIKI’S RED RIBBON SCHOOL CELEBRATION 2023 | DAILY MODULE OBJECTIVES, OUTCOMES, AND CONCLUSIONS

INTRODUCTION

The appendix for "Kiki's Red Ribbon School Celebration," covering Days 1-5 for Grades K-3, provides a thorough and detailed overview of the program's curriculum and its focus on drug prevention education. Each section methodically outlines objectives, concludes with educational outcomes, and connects activities to specific drug prevention goals. The content is systematically organized daily, offering a comprehensive view of the program's approach across various early education stages. This appendix is essential for understanding how the program integrates drug prevention concepts into engaging and age-appropriate educational activities.

SECTION 3, DAY 1 | K-3

Summary of the objectives and drug prevention content:

- Understanding the Program: Teaching students to grasp the meaning behind the Red Ribbon School Celebration, including the legacy of Kiki Camarena;
- Vocabulary Development: Introducing and discussing vocabulary terms relevant to the program's themes;
- Engagement with the Program's Themes: Delve with students into the program's key messages through PowerPoint presentations and verbal questioning;
- Personal Expression and Self-Awareness: Creating paper image of themselves encourages students to explore and express their identities;
- Incorporation of Music: Utilizing theme-related songs to enhance the learning experience, and;
- Assessment and Reflection: Completing student assessments that summarize their learning and experiences from the day.

These objectives are designed to introduce young students to the foundational concepts of drug prevention in an engaging, interactive manner suitable for their age group.

PROGRAM IMPACT: STUDENT ACHIEVEMENTS AND SKILLS ACQUIRED

- Initial understanding of the program's significance and Kiki Camarena's legacy.
- Enhanced vocabulary related to the program's themes.
- Increased self-awareness through personal expression activities.
- Engagement with the program's themes through multimedia and interactive discussions.

APPENDIX A

- Development of a foundational perspective on making healthy life choices.

This initial day sets the tone for the program, emphasizing interactive and meaningful learning experiences for young students.

CONCLUSION

Section 3, Day 1 successfully introduces young students to the Red Ribbon School Celebration, blending educational content with engaging, age-appropriate activities. It lays a foundation for understanding drug prevention through personal expression, vocabulary development, and interactive learning.

SECTION 4, DAY 2 | K-3

Summary of the objectives and drug prevention content:

- **Theme "Who Am I?":** Student focus on self-identity and uniqueness, supporting drug awareness through self-understanding;
- **Storytelling with "I Am Me":** Students listen to a story that celebrates individuality, linking self-awareness to healthy choices;
- **"I Am Unique" Cards:** Students create cards that reflect their personal qualities, fostering a sense of self-worth and decision-making skills;
- **Discussion and Definition of 'Unique':** Teachers discuss what makes each student unique, emphasizing personal strengths and characteristics;
- **Creative Representation:** Students express their unique qualities by utilizing art, reinforcing the message of individual value and positive life choices;
- **Music and Songs:** Teachers incorporate songs that align with the day's theme, enhancing the learning experience and emphasizing drug-free living, and;
- **Vocabulary and Virtues List:** Teachers and students discuss new words and virtues, tying them to healthy lifestyle choices and drug prevention.

This day of the program combines interactive storytelling, creative activities, and discussions to convey the importance of understanding oneself as a foundation for making healthy, drug-free choices.

PROGRAM IMPACT: STUDENT ACHIEVEMENTS AND SKILLS ACQUIRED

- Strengthened understanding of personal identity and uniqueness.
- Enhanced ability to articulate individual qualities through creative expression.
- Increased awareness of making positive life choices, including drug prevention.

APPENDIX A

- Development of a strong sense of self-worth and empowerment.

This day's curriculum fosters a deep sense of personal identity, crucial for encouraging young children to make informed, healthy decisions.

CONCLUSION

Day 2 successfully builds upon the program's foundations, using creative and interactive methods to emphasize the importance of self-identity in drug prevention. Through storytelling, art, and discussion, students explore their uniqueness and its relation to making healthy choices.

SECTION 5, DAY 3 | K-3

Summary of the objectives and drug prevention content:

- **Introduction to Drug Health Education:** Introduce the basic premise of medicines and drugs using a fact sheet;
- **Active Learning and Discussion:** Involve students in creating lists of good and bad medicines/drugs, reading and discuss Seymore's Medicine & Drug Fact Sheet;
- **Interactive Sorting Activity:** Enhance understanding of good and bad medicines/drugs through sorting exercises;
- **Music Integration:** Incorporate songs like "Can't Stop the Feeling" and "Drug-Free Songs" for active learning and reinforcement;
- **Peer Pressure Scenarios:** Include peer pressure situation activities for grades 2-3 to develop conflict resolution skills, and;
- **Student Assessment:** Evaluate students' understanding of the day's lessons.

These objectives are geared towards making young students aware of the differences between beneficial and harmful substances and promoting healthy choices through interactive and engaging activities.

PROGRAM IMPACT: STUDENT ACHIEVEMENTS AND SKILLS ACQUIRED

- Enhanced understanding of good and bad medicines/drugs.
- Development of basic drug health knowledge.
- Improved skills in identifying and discussing medicines and drugs.
- Increased awareness of peer pressure and its implications.
- Better conflict resolution abilities for older students in this age group.

APPENDIX A

This day's curriculum is focused on laying a foundational understanding of drug health, emphasizing interactive and age-appropriate learning methods.

CONCLUSION

Section 5, Day 3 effectively combines interactive learning with drug health education, engaging students in understanding the difference between medicines and drugs. Incorporating music and peer pressure scenarios adds depth to the learning experience.

SECTION 6, DAY 4 | K-3

Summary of the objectives and drug prevention content:

- **Promoting Self-Esteem:** The day's activities focus on self-esteem, involving goal-setting and identifying personal strengths;
- **Writing and Reflection:** Students utilize vocabulary, virtues, and character traits to write about their strengths and how they would manage difficult situations using their unique qualities;
- **Music and Songs:** Students participate in "Keep Your Head Up!" and "Drug-Free Songs" to reinforce positive messages'
- **Creative Expression:** Students express their uniqueness through writing and art activities, tying in with the "I'm Better Drug-Free" theme;
- **Interactive Discussions:** Teachers review vocabulary, virtues, and positive character traits with students, fostering critical thinking, and;
- **Assessment and Group Work:** Students complete assessments and engage in group discussions to summarize their learnings.

These objectives are designed to build self-esteem and self-awareness in young students, emphasizing the importance of being drug-free through creative and reflective activities.

PROGRAM IMPACT: STUDENT ACHIEVEMENTS AND SKILLS ACQUIRED

- Enhanced understanding of self-esteem and personal strengths.
- Development of skills to articulate and manage difficult situations positively.
- Reinforcement of the drug-free message through creative and musical expression.
- Improved critical thinking and discussion skills about virtues and character traits.

This day's curriculum fosters a supportive environment for children to explore their uniqueness and make healthy, informed choices.

APPENDIX A

CONCLUSION

Day 4 effectively strengthens self-esteem and self-awareness among young students. The program integrates drug prevention education with personal development through writing, reflection, music, and art.

SECTION 7, DAY 5 | K-3

Summary of the objectives and drug prevention content:

- **Self-Expression and Identity:** Encourage students to express themselves by dressing as their "best selves" and sharing personal writings;
- **Group Discussion and Debate:** Facilitate discussions where students share, discuss, and justify their uniqueness, fostering a sense of community and self-worth;
- **Creative Activity:** Engage in the "Top 10 Reasons to be Drug-Free!" activity to promote critical thinking about drug prevention;
- **Music Integration:** Use songs like "Brave" to reinforce positive messages and encourage drug-free living;
- **Assessment and Collaboration:** Implement assessments and group discussions to consolidate learning and foster teamwork, and;
- **School-Wide Assembly:** Conclude with an assembly to reinforce the week's lessons and celebrate student achievements.

These objectives aim to build self-esteem, promote healthy choices, and reinforce drug prevention messages in a supportive, engaging environment.

PROGRAM IMPACT: STUDENT ACHIEVEMENTS AND SKILLS ACQUIRED

- Enhanced self-esteem and identity through expressive activities.
- A sense of community and belonging through group discussions and assembly.
- Reinforcement of drug-free commitments and understanding of their importance.
- Creation of a supportive learning environment that celebrates individuality and collective achievements.

This day successfully consolidates the week's learnings, leaving a lasting impression on students about the value of being drug-free.

APPENDIX A

CONCLUSION

Day 5 effectively culminates the program by emphasizing self-expression, group participation, and a school-wide celebration. This day reinforces the drug prevention message through creative and communal activities, enhancing students' understanding and commitment to a drug-free lifestyle.

APPENDIX B

19. APPENDIX B | GRADES 4 – 6 | KIKI'S RED RIBBON SCHOOL CELEBRATION 2023 | DAILY MODULE OBJECTIVES, OUTCOMES, AND CONCLUSIONS

SECTION 3, DAY 1 | GRADES 4-6

Summary of the objectives and drug prevention content:

- **Understanding Kiki's Legacy:** Students learn about Kiki Camarena's life and his role in the Red Ribbon School Celebration;
- **Personal Identity Exploration:** Students engage in activities designed to help students discover and discuss their unique qualities;
- **Interactive Learning:** Teachers utilize PowerPoint presentations and verbal questioning assessments to engage students in learning about the program and themselves;
- **Creative Expression:** Students use vocabulary words and unique qualities to create personal word art;
- **Commitment to Drug-Free Lifestyle:** Teachers encourage students to read, recite, and sign the Drug-Free Pledge, and;
- **Music Integration:** Teachers incorporate songs related to the day's theme to enhance learning.
- **Assessment and Group Discussion:** Teachers facilitate student assessments and discussions to consolidate learning and encourage collaborative thinking.

These objectives instill a sense of identity and pride in being drug-free while honoring the program's historical background.

PROGRAM IMPACT: STUDENT ACHIEVEMENTS AND SKILLS ACQUIRED

- Increased knowledge about Kiki Camarena and the significance of the Red Ribbon campaign.
- Enhanced self-awareness through activities focused on personal identity.
- Stronger commitment to staying drug-free, reinforced by the Drug-Free Pledge.
- Improved collaborative skills and group discussion abilities.

This day lays the groundwork for the program, building a base for students to grow in their understanding and commitment to drug prevention.

CONCLUSION

The first day sets a durable foundation for the program, emphasizing Kiki Camarena's legacy, personal identity exploration, and commitment to a drug-free lifestyle. It engages students

APPENDIX B

in an interactive and creative learning process, fostering an understanding of the program's core values.

SECTION 4, DAY 2 | GRADES 4-6

Summary of the objectives and drug prevention content:

- **Educating About the Brain:** Students learn about the brain's parts and functions and how it communicates with the body;
- **Interactive Learning and Discussion:** Students engage in activities include watching an educational video, creating lists of brain functions, and engaging in group discussions;
- **Creative Expression and Construction:** Students construct and design "Brain Hemisphere Caps" to deepen their understanding of brain anatomy;
- **Linking Brain Health to Drug-Free Living:** Students engage in discussions and activities that encourage them to think about maintaining a healthy brain and body as part of a drug-free lifestyle, and;
- **Music Integration:** Students learn from songs related to drug prevention and brain health to reinforce key messages.

These objectives are designed to give students a fundamental understanding of brain functions and the importance of keeping their brains healthy as part of a drug-free life.

PROGRAM IMPACT: STUDENT ACHIEVEMENTS AND SKILLS ACQUIRED

- Enhanced understanding of the brain's functions and structure.
- Increased awareness of how drugs can impact brain health.
- Encouragement of a drug-free lifestyle through understanding the importance of brain health.
- Development of critical thinking skills through discussions and creative activities.

This day's curriculum is structured to make the connection between drug prevention and brain health tangible and meaningful for students.

CONCLUSION

Day 2 effectively integrates neuroscience education with drug prevention, using creative and interactive methods to engage students. The focus on brain health and its relationship to drug-free living is a unique approach that resonates with this age group.

APPENDIX B

SECTION 5, DAY 3 | GRADES 4-6

Summary of the objectives and drug prevention content:

- **Drug Health Education Emphasis:** Teachers introduce the basic premise of medicines and drugs using fact sheets and interactive discussions;
- **Interactive Discussion and Critical Thinking:** Teachers engage students with discussion questions and activities to conceptualize how drugs affect the body, mind, and brain.
- **PowerPoint Presentation:** Teachers utilize an educational presentation to provide detailed information on drugs and the brain;
- **Peer Pressure Demonstrations:** Teachers conduct activities to understand peer pressure and develop conflict resolution skills;
- **Music Integration:** Teachers introduce songs like "Can't Stop the Feeling" to reinforce the drug-free theme, and;
- **Student Assessment:** Teachers summarize the lessons through assessments to evaluate students' understanding and participation.

These objectives are designed to give students a fundamental understanding of brain functions and the importance of keeping their brains healthy as part of a drug-free life.

PROGRAM IMPACT: STUDENT ACHIEVEMENTS AND SKILLS ACQUIRED

- Increased knowledge of the effects of drugs on the body and brain.
- Enhanced understanding and skills to resist peer pressure.
- Development of critical thinking about drug use and health.
- Improved awareness of making healthy, informed decisions.
- Reinforcement of the importance of a drug-free lifestyle.
- Greater appreciation for the importance of personal and mental health about substance abuse.
- Empowerment with strategies to manage situations involving drugs, particularly in peer contexts.

This day's activities and discussions are designed to instill a comprehensive understanding of drug prevention, equipping students with the knowledge and skills to make responsible choices and understand the broader implications of drug use.

APPENDIX B

CONCLUSION

Day 3 effectively blends drug health education with engaging interactive activities. The focus on understanding how drugs affect the body and brain, alongside peer pressure demonstrations, enhances students' awareness and decision-making skills regarding drug use.

SECTION 6, DAY 4 | 4-6

Summary of the objectives and drug prevention content:

- **Peer Pressure Understanding:** Teacher engage students in scenarios demonstrating various peer pressure situations, fostering awareness and discussion;
- **Decision-Making and Conflict Resolution:** Teachers encourage students to develop conflict resolution ideas and skills to navigate negative peer pressure;
- **Creative Expression:** Teachers provide opportunities for students to express their responses to peer pressure through skits and role-plays
- **Discussion and Reflection:** Teachers promote group discussion on scenarios to reflect on positive and negative peer pressures, and;
- **Assessment of Understanding:** Teachers assess students' comprehension and responses to peer pressure situations, ensuring they can apply the knowledge in real-life contexts.

These objectives aim to equip students with the skills and knowledge to recognize and manage peer pressure effectively, a crucial aspect of drug prevention education.

PROGRAM IMPACT: STUDENT ACHIEVEMENTS AND SKILLS ACQUIRED

- Improved knowledge and understanding of drug effects on physical and mental health.
- Enhanced ability to recognize and respond to peer pressure situations.
- Development of conflict resolution and decision-making skills.
- Increased awareness and commitment to a drug-free lifestyle.

This session is crucial for equipping students with practical skills and knowledge to navigate peer pressure and make informed decisions about drug use.

CONCLUSION

This day effectively combines drug health education with interactive activities, enhancing students' understanding of the impact of drugs on the body and mind. The peer pressure

APPENDIX B

demonstrations are particularly impactful in fostering critical thinking and decision-making skills.

SECTION 6, DAY 4 | 4-6

Summary of the objectives and drug prevention content:

- **Encouraging Self-Expression:** Students come to school dressed to represent their "best selves," promoting self-identity and confidence;
- **Writing and Sharing Personal Stories:** Students engage in writing activities, sharing their stories and discussing uniqueness;
- **Positive Qualities Discussion:** Students focus on recognizing and appreciating positive qualities in themselves and others;
- **Creative Activity:** Students complete the "Top 10 Reasons to be Drug-Free!" activity, encouraging critical thinking about drug prevention;
- **Music Integration:** Students engage in songs that support the drug-free theme and empower self-belief, and;
- **Collaborative Assessment and Reflection:** Students work together to summarize lessons and discuss their assessment responses, promoting teamwork and reflection.

These objectives consolidate the week's learnings, reinforcing drug prevention messages through self-expression and communal activities.

PROGRAM IMPACT: STUDENT ACHIEVEMENTS AND SKILLS ACQUIRED

- Enhanced self-identity and confidence through self-expression activities.
- Increased understanding of personal strengths and positive qualities.
- Development of critical thinking about drug prevention and personal well-being.
- Strengthened commitment to a drug-free lifestyle through reflective discussions and creative activities.

This day consolidates the week's learning, empowering students with knowledge and confidence in their drug prevention journey.

CONCLUSION

Day 5 effectively wraps up the program by focusing on self-expression, appreciation of individuality, and reinforcing drug prevention messages. Activities encourage students to contemplate and articulate their strengths and reasons for staying drug-free.

APPENDIX C

20.APPENDIX C

Curriculum Alignment with Louisiana Department of Education Standards

Appendix C in the report provides a series of seven individual diagrams, each representing a day of the Kiki's Red Ribbon School Celebration program for Grades K-6. These diagrams meticulously map out the daily curriculum modules against the applicable Louisiana Department of Education Standards. This appendix highlights how the program's content aligns with state educational standards, illustrating the educational rigor and relevance of the program's curriculum to state educational objectives. This alignment underscores the program's commitment to meeting and integrating state-wide educational goals within its SEL and drug prevention framework.

APPENDIX C



KIKI'S RED RIBBON SCHOOL CELEBRATION

STUDENT STANDARDS KINDERGARTEN					
LESSON	SCIENCE	LANGUAGE	ART	HEALTH	SOCIAL STUDIES
DAY 1		RI.K.1		8-E-1.1	K.4
		RI.K.3		8-E-2.1	K.5
		L.K.4		8-E-3.1	K.9
		SL.K.1		8-E-3.2	K.10
		SL.K.2			
		SL.K.6			
DAY 2		RL.K.1		1-E-2.1	K.8
		RL.K.2		1-E-2.2	
		RL.K.3		1-E-2.3	
		RL.K.4		1-E-2.4	
		RL.K.10		1-E-2.5	
		RF.K.3			
		SL.K.1			
		SL.K.2			
		SL.K.4			
		SL.K.6			
	L.K.4				
DAY 3				1-E-3.5	
				1-E-3.6	
				2-E-2.1	
				2-E-2.2	
				5-E-1.1	
				5-E-1.2	
				5-E-2.1	
				5-E-2.2	
				5-E-4.1	
				5-E-4.2	
				7-E-2.1	
			7-E-2.2		
			8-E-2.1		
DAY 4		W.K.2			
		SL.K.1			
DAY 5					

ACADEMIC STANDARDS

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material in the next grade. Students who learn the knowledge and skills defined by the academic standards, year after year, are on track to graduate from high school on time and ready to enter college or the workforce.

Louisiana defines academic standards in seven subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health

© 2018-2024 Seymore D'Fair Foundation, Inc. | All Rights Reserved

APPENDIX C



KIKI'S RED RIBBON SCHOOL CELEBRATION

STUDENT STANDARDS FIRST GRADE					
LESSON	SCIENCE	LANGUAGE	ART	HEALTH	SOCIAL STUDIES
DAY 1		RI.1.1		8-E-1.1	
		RI.1.2		8-E-1.2	
		RI.1.3		8-E-2.1	
		SL.1.1		8-E-3.2	
		SL.1.2			
		SL.1.4			
DAY 2		SL.1.5			
		RL.1.1			
		RL.1.2			
		RL.1.3			
		RL.1.4			
		RL.1.7			
		RL.1.9			
		SL.1.1			
DAY 3		SL.1.2			
		L.1.4			
		L.1.5			
				4-E-1.1	
				4-E-2.1	
				5-E-1.1	
				5-E-1.2	
DAY 4				5-E-1.3	
				5-E-1.4	
				5-E-3.2	
				5-E-4.1	
			W.1.2		
DAY 5		W.1.5			
		W.1.8			
		SL.1.1			

ACADEMIC STANDARDS

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material in the next grade. Students who learn the knowledge and skills defined by the academic standards, year after year, are on track to graduate from high school on time and ready to enter college or the workforce.

Louisiana defines academic standards in seven subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health

© 2018-2024 Seymore D'Fair Foundation, Inc. | All Rights Reserved

APPENDIX C



KIKI'S RED RIBBON SCHOOL CELEBRATION

STUDENT STANDARDS SECOND GRADE					
LESSON	SCIENCE	LANGUAGE	ART	HEALTH	SOCIAL STUDIES
DAY 1		RI.2.1		8-E-1.1	
		RI.2.2		8-E-1.2	
		RI.2.3		8-E-2.1	
		RI.2.4			
		SL.2.1			
		SL.2.2			
		SL.2.3			
DAY 2		L.2.4			
		RL.2.1		1-E-2.1	
		RL.2.3		1-E-2.2	
		RL.2.5		1-E-2.3	
		RL.2.7			
		SL.2.1			
DAY 3		L.2.4			
		W.2.8			
				1-E-1.1	
				1-E-1.2	
				1-E-1.3	
				1-E-1.4	
				3-E-2.1	
				4-E-1.2	
				5-E-1.1	
				5-E-1.2	
				5-E-4.1	
				5-E-4.2	
				7-E-2.1	
				7-E-2.2	
			8-E-1.1		
DAY 4				8-E-1.2	
				8-E-2.1	
				8-E-3.1	
				8-E-3.2	
			W.2.1		
DAY 5		W.2.2			
		W.2.5			
		W.2.8			
		SL.2.1			
		SL.2.4			

ACADEMIC STANDARDS

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material in the next grade. Students who learn the knowledge and skills defined by the academic standards, year after year, are on track to graduate from high school on time and ready to enter college or the workforce.

Louisiana defines academic standards in seven subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health

© 2018-2024 Seymore D'Fair Foundation, Inc. | All Rights Reserved

APPENDIX C



KIKI'S RED RIBBON SCHOOL CELEBRATION

STUDENT STANDARDS THIRD GRADE					
LESSON	SCIENCE	LANGUAGE	ART	HEALTH	SOCIAL STUDIES
DAY 1		RI.3.1		2-E-2.1	
		RI.3.2		2-E-2.2	
		RI.3.7.4		2-E-3.1	
		SL.3.1		2-E-3.2	
		L.3.4			
DAY 2		RI.3.1		8-E-1.1	
		RI.3.3		8-E-1.2	
		RI.3.4			
		RI.3.7			
		SL.3.1			
		SL.3.3			
		L.3.3			
DAY 3				1-E-1.2	
				1-E-2.1	
				1-E-2.2	
				2-E-3.1	
				2-E-3.2	
				4-E-2.1	
				4-E-2.2	
				4-E-2.3	
				4-E-2.4	
				5-E-1.1	
DAY 4		W.3.2			
		W.3.4			
		W.3.5			
		SL.3.1			
		SL.3.4			
DAY 5					

ACADEMIC STANDARDS

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material in the next grade. Students who learn the knowledge and skills defined by the academic standards, year after year, are on track to graduate from high school on time and ready to enter college or the workforce.

Louisiana defines academic standards in seven subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health

© 2018-2024 Seymore D'Fair Foundation, Inc. | All Rights Reserved

APPENDIX C



KIKI'S RED RIBBON SCHOOL CELEBRATION

STUDENT STANDARDS FOURTH GRADE					
LESSON	SCIENCE	LANGUAGE	ART	HEALTH	SOCIAL STUDIES
DAY 1		RI.4.1			
		RI.4.7			
		SL.4.1			
		L.4.4			
		W.4.6			
DAY 2				6-E-1.1	
				7-E-1.2	
DAY 3				1-E-2.1	
				2-E-3.1	
				2-E-3.2	
				4-E-2.1	
				4-E-2.2	
				4-E-3.1	
				7-E-3.1	
DAY 4		W.4.2			
		W.4.4			
		W.4.5			
		W.4.8			
		SL.4.1			
		SL.4.5			
		L.4.2			
		L.4.3			
DAY 5		L.4.4			

ACADEMIC STANDARDS

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material in the next grade. Students who learn the knowledge and skills defined by the academic standards, year after year, are on track to graduate from high school on time and ready to enter college or the workforce.

Louisiana defines academic standards in seven subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health

© 2018-2024 Seymore D'Fair Foundation, Inc. | All Rights Reserved

APPENDIX C



KIKI'S RED RIBBON SCHOOL CELEBRATION

STUDENT STANDARDS FIFTH GRADE					
LESSON	SCIENCE	LANGUAGE	ART	HEALTH	SOCIAL STUDIES
LESSON 1		RF.5.3a			
		RF.5.4			
		SL.5.1			
		L.5.4			
		W.5.10			
		RL.1			
LESSON 2		W.5.7		H1E.1	
		W.5.8		H1E.2	
		SL.5.1			
		SL.5.4			
LESSON 3				H1E.1	
				H1E.2	
				H2E.1	
				H2E.2	
				H4E.1	
				H4E.2	
				H5E.1	
				HE1.2	
				H6E.1	
			H7E.1		
			H8E.2		
LESSON 4		W.5.2			
		W.5.4			
		W.5.5			
		W.5.6			
		SL.5.1			
		SL.5.2			
		SL.5.3			
LESSON 5		SL.5.1			
		SL.5.2			
		SL.5.3			

ACADEMIC STANDARDS

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material in the next grade. Students who learn the knowledge and skills defined by the academic standards, year after year, are on track to graduate from high school on time and ready to enter college or the workforce.

Louisiana defines academic standards in seven subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health

© 2018-2024 Seymore D'Fair Foundation, Inc. | All Rights Reserved

APPENDIX C



KIKI'S RED RIBBON SCHOOL CELEBRATION

STUDENT STANDARDS SIX GRADE					
LESSON	SCIENCE	LANGUAGE	ART	HEALTH	SOCIAL STUDIES
LESSON 1		SL.6.1			
		L.6.4			
LESSON 2		R1.6.7		H1M.1	
		W.6.7		H1M.4	
		W.6.8			
		W.6.9			
LESSON 3				H2M.1	
				H4M.1.1	
				H4M.2	
				H4M.2.1	
				H4M.3	
				H4M.3.1	
				H4M.4.1	
				H4M.1.7	
				H5M.1	
				H5M2.1	
LESSON 4		W.6.4			
		W.6.5			
		W.6.6			
		L.6.3			
LESSON 5					

ACADEMIC STANDARDS

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material in the next grade. Students who learn the knowledge and skills defined by the academic standards, year after year, are on track to graduate from high school on time and ready to enter college or the workforce.

Louisiana defines academic standards in seven subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health

© 2018-2024 Seymore D'Fair Foundation, Inc. | All Rights Reserved

APPENDIX D

21.APPENDIX D

INTEGRATING DRUG PREVENTION WITHIN THE SOCIAL-EMOTIONAL LEARNING FRAMEWORK

SEL Analysis Introduction

Appendices D & E present an in-depth analysis of "Kiki's Red Ribbon School Celebration 2024," a program tailored for Elementary and Middle School students (grades K-6), with a unique focus on integrating Social-Emotional Learning (SEL) into its drug education curriculum. To raise drug awareness among young students, the intent is to develop crucial SEL competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

A structured evaluation method involving detailed observations and a weighted scoring system was employed to assess the program's effectiveness comprehensively. This approach meticulously examined the program's impact across five key SEL criteria: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. The findings from this evaluation reveal the program's notable strengths in promoting self-awareness, social awareness, and responsible decision-making. While the program also demonstrated moderate success in enhancing self-management and relationship skills, these areas present opportunities for further development. This analysis provides a valuable framework for understanding the program's contributions to holistic SEL development. It offers insights into how it can be enhanced to maximize its impact on students' social, emotional, and educational growth.

Overall Analysis and Conclusions with Scoring Matrix Explanation

The evaluation of "Kiki's Red Ribbon School Celebration 2024" underscores the program's significant role in integrating Social-Emotional Learning (SEL) within its drug education curriculum. The program's approach to embedding SEL competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, alongside drug awareness content, has demonstrated substantial efficacy. The overarching goal is to foster drug awareness and equip students with essential SEL skills, contributing to their overall emotional and social development.

Scoring Matrix Explanation

The scoring matrix used for evaluation was designed to provide an objective and quantifiable measure of the program's effectiveness across the five key SEL competencies. Each competency was assessed using the following criteria:

1. Self-awareness: The ability of the program to help students understand their emotions, thoughts, and values. They are scored 0 - 100.

APPENDIX D

2. **Self-Management:** The program's effectiveness in aiding students to manage emotions and behaviors to achieve goals. They are scored 0 - 100.
3. **Social Awareness:** How well did the program foster empathy, respect for others, and understanding social cues. They are scored 0 - 100.
4. **Relationship Skills:** The development of communication, cooperation, and conflict resolution skills. They are scored 0 - 100.
5. **Responsible Decision-Making:** The program's role in promoting ethical and thoughtful decision-making. They are scored 0 - 100.

These competencies were evaluated daily, with activities and interactions observed and scored according to predefined parameters. The scoring was done on a scale of 0 to 100, where 0 indicated no effectiveness, and 100 represented the highest level of effectiveness. A weighted average was then calculated for each competency to determine the overall effectiveness score in that area.

Findings from the Scoring Matrix:

- **Self-Awareness:** High scores indicate the program's strong ability to help students recognize and understand their personal emotions and values.
- **Self-Management:** Moderate scores, suggesting room for improvement in assisting students with emotional regulation and goal achievement.
- **Social Awareness:** High scores, reflecting effective promotion of empathy and social understanding among students.
- **Relationship Skills:** Moderate scores, pointing to potential areas for enhancing communication and cooperation skills.
- **Responsible Decision-Making:** Variable scores, indicating the program's somewhat effective approach in guiding students towards ethical decision-making processes.

Grades K – 3 Aggregate Scoring

The high total program score of 440 out of 500 for Kiki's Red Ribbon School Celebration 2023 (Kindergarten - 3rd Grade) indicates the program's strong proficiency in integrating SEL principles into its curriculum. This score reflects particularly robust performance in self-awareness and social awareness competencies. However, the evaluation also identifies areas for improvement in self-management and relationship skills, suggesting that these are further avenues to enhance the program's impact. Such insights provide valuable feedback for continuous improvement of the program's effectiveness in holistic student development.

APPENDIX D

KIKI'S RED RIBBON SCHOOL CELEBRATION 2023

SOCIAL-EMOTIONAL LEARNING FRAMEWORK | SCORING INDEX SUMMARY | GRADES K-3

SEL FRAMEWORK SCORING	W	DAY 1	score	DAY 2	score	DAY 3	Score	DAY 4	Score	DAY 5	Score	SECTION SCORE**
1. Self-Awareness	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	100
2. Self-Management	20	Moderately effective	15	Moderately effective	15	Moderately effective	15	Moderately effective	15	Moderately effective	15	75
3. Social Awareness	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	100
4. Relationship Skills	20	Somewhat effective	10	Somewhat effective	10	Moderately effective	15	Moderately effective	15	Moderately effective	15	65
5. Responsible Decision-Making	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	100
MODULE SCORE*	100		85		85		90		90		90	

The Daily Modules were evaluated based on the five elements of the SEL framework. Each element was assigned a weight of 20, resulting in a maximum daily score of 100.

***MODULAR SCORING RESULTS: 88**

Aggregate Program Score: Highly Effective

MODULE SCORES:

- Module 1: 85 = Moderately Effective
- Module 2: 85 = Moderately Effective
- Module 3: 90 = Highly Effective
- Module 4: 90 = Highly Effective
- Module 5: 90 = Highly Effective

****SECTION SCORING RESULTS: 440**

Aggregate Program Score: Highly Effective

SEL FRAMEWORK SCORES:

- 1. Self-Awareness: 100
- 2. Self-Management: 75
- 3. Social Awareness: 100
- 4. Relationship Skills: 65
- 5. Responsible & Decision Making: 100

SCORING MATRIX	VALUE
1: Ineffective	5
2: Somewhat effective	10
3: Moderately effective	15
4: Highly effective	20
5. N/A: Not applicable/not observed.	0

© COPYRIGHT 2023 | All Rights Reserved | Seymore D'Fair Foundation, Inc.

Grades 4 - 6 Aggregate Scoring

The total program score of 450 out of a possible 500 for Kiki's Red Ribbon School Celebration 2023 | Grades 4 - 6 highlights the program's significant proficiency in integrating SEL principles within its curriculum for upper elementary grades. This impressive score particularly highlights the program's strengths in areas such as responsible decision-making and social awareness. However, it also suggests opportunities for further enhancement in aspects like relationship skills and self-management, indicating areas where the program could further improve to maximize its overall impact on student's social and emotional development.

APPENDIX D

KIKI'S RED RIBBON SCHOOL CELEBRATION 2023

SOCIAL-EMOTIONAL LEARNING FRAMEWORK | SCORING INDEX SUMMARY | GRADES 4-6

SEL FRAMEWORK SCORING	W	DAY 1	score	DAY 2	score	DAY 3	Score	DAY 4	Score	DAY 5	Score	SECTION SCORE**
1. Self -Awareness	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	100
2. Self-Management	20	Moderately effective	15	Moderately effective	15	Moderately effective	15	Moderately effective	15	Moderately effective	15	75
3. Social Awareness	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	100
4. Relationship Skills	20	Moderately effective	15	Moderately effective	11	Moderately effective	15	Moderately effective	15	Moderately effective	15	75
5. Responsible Decision-Making	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	Highly effective	20	100
MODULE SCORE*	100		90				90		90		90	

The Daily Modules were evaluated based on the five elements of the SEL framework. Each element was assigned a weight of 20, resulting in a maximum daily score of 100.

*MODULAR SCORING RESULTS: 90

Aggregate Program Score: Highly Effective

MODULE SCORES:

Module 1: 90 = Highly Effective
 Module 2: 90 = Highly Effective
 Module 3: 90 = Highly Effective
 Module 4: 90 = Highly Effective
 Module 5: 90 = Highly Effective

**SECTION SCORING RESULTS: 450

Aggregate Program Score: Highly Effective

SEL FRAMEWORK SCORES:

1. Self-Awareness: 100
 2. Self-Management: 75
 3. Social Awareness: 100
 4. Relationship Skills: 75
 5. Responsible & Decision Making: 100

SCORING MATRIX	VALUE
1: Ineffective	5
2: Somewhat effective	10
3: Moderately effective	15
4: Highly effective	20
5. N/A: Not applicable/not observed.	0

© COPYRIGHT 2023 | All Rights Reserved | Seymore D'Fair Foundation, Inc.

Conclusion

Kiki's Red Ribbon School Celebration 2023 demonstrates a comprehensive and effective approach to combining SEL with drug education. The positive outcomes in key areas of SEL, as quantified by the scoring matrix, reinforce the value of this integrated approach. The insights from this evaluation highlight the program's successes and guide future enhancements to ensure a more balanced and all-encompassing development of SEL competencies in students.

Supporting References and Studies

1. CASEL Framework Alignment.
2. Durlak et al. (2011) - Positive impact of SEL programs.

APPENDIX D

3. National Institute on Drug Abuse (NIDA) - Importance of comprehensive drug prevention programs.
4. Research on SEL and Drug Prevention - Effectiveness of SEL in reducing drug use and improving decision-making skills.

References

1. Collaborative for Academic, Social, and Emotional Learning (CASEL). Retrieved from [CASEL website]
2. Durlak, J. A., et al. (2011). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*, 82(1), 405-432.
3. National Institute on Drug Abuse (NIDA). "Prevention Principles." Retrieved from [NIDA website]
4. Research on SEL and Drug Prevention Integration.

APPENDIX E

22.APPENDIX E

SEL Framework Integration Evaluation Scoring | K - 3 Grade Levels

MODULE EVALUATION: Day 1

DATE: 12-01-2023

OVERVIEW

The evaluation of "Section 3, Day 1 of Kiki's Red Ribbon School Celebration" was conducted using the Social-Emotional Learning (SEL) criteria. This report presents detailed observations and ratings for each SEL competency.

1. **Self-Awareness (Rating: 4 - Highly Effective)** Activities encourage self-reflection and understanding personal emotions and values. The module effectively fosters emotional literacy and personal strengths recognition.

Self-Awareness Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

2. **Self-Management (Rating: 3 - Moderately Effective)** The module indirectly supports self-expression and emotional regulation. It moderately encourages goal-setting and self-control.

Self-Management Evaluation (Weight = 20)

- Rating: 3 (Moderately effective)
- Weighted Score: $3 \times 20 = 60$

3. **Social Awareness (Rating: 4 - Highly Effective)** Emphasizes empathy and perspective-taking, connecting students to community values. The module successfully enhances social empathy and understanding of others.

Social Awareness Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

4. **Relationship Skills (Rating: 2 - Somewhat Effective)** Limited direct engagement in key skills like cooperation and conflict resolution. However, it offers some indirect support through group activities.

Relationship Skills Evaluation (Weight = 20)

APPENDIX E

- Rating: 2 (Somewhat Effective)
 - Weighted Score: $2 \times 20 = 40$
5. **Responsible Decision-Making (Rating: 4 - Highly Effective)** Activities promote responsible decision-making and awareness of consequences. Encourages reflection on personal and social impacts.

Responsible Decision-Making Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 0.2 = 0.8$

Total Weighted Score: $80 + 60 + 80 + 40 + 80 = 340$

CONCLUSION

The evaluation of "Kiki's Red Ribbon School Celebration | Section 3, Day 1" demonstrates a strong implementation of the SEL framework, particularly in the areas of self-awareness, social awareness, and responsible decision-making, as reflected in the overall module score of 85. While the module shows excellent capability in fostering emotional literacy and empathy, it reveals opportunities for improvement in relationship skills and self-management.

Overall Module Score

$(340 / 4) = 85$

OBSERVATIONS

Module Section 3, Day 1 fosters self-awareness, social awareness, and responsible decision-making. Improvement is recommended in directly addressing relationship skills and self-management for a more comprehensive SEL development.

MODULE EVALUATION: Day 2

Date: 12-01-2023

OVERVIEW

Section 4, Day 2 focuses on self-discovery and drug awareness. Activities are designed to enhance SEL competencies in students.

SCORING

1. **Self-awareness: (Rating: 4 - Highly Effective)** Activities like "I Am Me" reading and "I Am Unique Cards" encourage self-reflection and personal value recognition.

APPENDIX E

Self-Awareness Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

2. **Self-Management: (Rating: 3 - Moderately Effective)** Art and story discussions aid emotional expression and regulation.

Self-Management Evaluation (Weight = 20)

- Rating: 3 (Moderately effective)
- Weighted Score: $3 \times 20 = 60$

3. **Social Awareness: (Rating: 4 - Highly Effective)** The program enhances understanding of uniqueness, fostering empathy and perspective-taking.\

Social Awareness Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

4. **Relationship Skills: (Rating: 2 - Somewhat Effective)** Collaborative elements indirectly support developing communication and cooperation skills.

Relationship Skills Evaluation (Weight =20)

- Rating: 2 (Somewhat effective)
- Weighted Score: $2 \times 20 = 40$

5. **Responsible Decision-Making: (Rating: 4 - Highly Effective)** Discussions on virtues and drug awareness promote thoughtful decision-making.

Responsible Decision-Making Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

Total Weighted Score: $80 + 60 + 60 + 40 + 80 = 340$

CONCLUSION

The module excels in self-awareness, social awareness, and responsible decision-making, with room for enhancement in relationship skills and self-management. Overall, it significantly contributes to students' SEL development.

Overall Module Score

APPENDIX E

(340 / 4) = 85

OBSERVATIONS

Module Section 4, Day 2 strongly emphasizes self-awareness, social awareness, and responsible decision-making, with a moderate focus on self-management and some opportunities for improvement in relationship skills. The overall effectiveness of the module is commendable in its comprehensive approach to SEL development.

MODULE EVALUATION: Day 3

Date: 12-01-23-2023

OVERVIEW

Section 5, Day 3 effectively incorporates key SEL competencies, focusing on self-awareness, social awareness, and responsible decision-making. The program also moderately addresses self-management and relationship skills.

SCORING

1. **Self-Awareness: (Rating: 4 - Highly Effective)** Activities like sorting medicines and worksheets encourage self-reflection.

Self-Awareness Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: 4 x 20 = 80

2. **Self-Management: (Rating: 3 - Moderately Effective)**. The program's structure aids emotional regulation and decision-making.

Self-Management Evaluation (Weight = 20)

- Rating: 3 (Moderately effective)
- Weighted Score: 3 x 20 = 60

3. **Social Awareness: (Rating: 4 - Highly Effective)** Discussions on peer pressure and medicines enhance social empathy.

Social Awareness Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: 4 x 20 = 80

APPENDIX E

4. **Relationship Skills: (Rating: 3 - Moderately Effective)** Group activities foster communication and cooperation.

Relationship Skills Evaluation (Weight = 20)

- Rating: 3 (Moderately effective)
- Weighted Score: $3 \times 20 = 60$

5. **Responsible Decision-Making: (Rating: 4 - Highly Effective)** Activities promote informed, responsible choices.

Responsible Decision-Making Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

Total Weighted Score: $80 + 60 + 80 + 60 + 80 = 360$

CONCLUSION

Section 5, Day 3 of "Kiki's Red Ribbon School Celebration" is highly effective in fostering social awareness and responsible decision-making, as indicated by the focused discussions on peer pressure and medicine use. The section also has strong self-awareness, with activities that enhance personal reflection. While it moderately supports self-management and relationship skills, these areas have room for further direct engagement. Overall, the section significantly contributes to developing key SEL competencies, particularly in making informed choices and understanding social dynamics.

Overall Module Score

$(3.6 / 4) = 90$

OBSERVATIONS

Section 5, Day 3 of the program, shows strong effectiveness in self-awareness, social awareness, and responsible decision-making. It demonstrates moderate effectiveness in self-management and relationship skills. The overall impact on SEL development is substantial, focusing on informed decision-making and understanding social dynamics.

MODULE EVALUATION: Day 4

DATE: 12-01-2023

OVERVIEW

APPENDIX E

This section emphasizes self-esteem and goal-setting, centering around the theme "I'm Better Drug-Free."

1. Self-Awareness: **(Rating: 4 - Highly Effective)** Activities encourage students to effectively explore and articulate their unique qualities.

Self-Awareness Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

2. Self-Management: **(Rating: 3 - Moderately Effective)** The module supports self-regulation and emotional management skills through goal-setting and reflection.

Self-Management Evaluation (Weight = 20)

- Rating: 3 (Moderately effective)
- Weighted Score: $3 \times 20 = 60$

3. Social Awareness: **(Rating: 4 - Highly Effective)** Discussions enhance empathy and understanding of character traits and virtues.

Social Awareness Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

4. Relationship Skills: **(Rating: 3 - Moderately Effective)**. Group activities and discussions foster communication and collaboration.

Relationship Skills Evaluation (Weight = 20)

- Rating: 3 (Moderately effective)
- Weighted Score: $3 \times 20 = 60$

5. Responsible Decision-Making: **(Rating: 4 - Highly Effective)** Focuses on making informed choices and understanding the importance of drug-free living.

Responsible Decision-Making Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

Total Weighted Score: $80 + 60 + 80 + 60 + 80 = 360$

CONCLUSION

APPENDIX E

Section 6, Day 4 effectively integrates SEL competencies into its curriculum, emphasizing self-awareness, social awareness, and responsible decision-making. The activities effectively support students in exploring personal qualities and making well-informed decisions. While the module is moderately effective in fostering self-management and relationship skills, it contributes significantly to holistic SEL development, particularly in areas of empathy, personal reflection, and understanding the importance of drug-free living.

Overall Module Score

(3.6 / 4) = 90

OBSERVATIONS

Section 6 Day 4 demonstrates significant strength in fostering self-awareness, social awareness, and responsible decision-making, with moderate effectiveness in self-management and relationship skills. The overall impact on SEL development is substantial, particularly in areas related to personal reflection and making informed choices.

MODULE EVALUATION: Day 5

Date: 12-01-2023

OVERVIEW

Section 7, Day 5 strongly emphasizes self-esteem and goal-setting with a theme centered around personal identity and drug-free living.

1. Self-Awareness: **(Rating: 4 - Highly Effective)**. Utilizes activities that promote personal reflection and expression of unique qualities.

Self-Awareness Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

2. Self-Management: **(Rating: 3 - Moderately Effective)**. Utilizes activities aiding in self-regulation and emotional management.

Self-Management Evaluation (Weight = 20)

- Rating: 3 (Moderately effective)
- Weighted Score: $3 \times 20 = 60$

APPENDIX E

3. Social Awareness: **(Rating: 4 - Highly Effective)**. Focus on enhancing empathy and social understanding through group discussions.

Self-Awareness Evaluation (Weight =20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

4. Relationship Skills: **(Rating: 3 – Moderately Effective)**. Fosters communication and teamwork skills in collaborative activities.

Relationship Skills Evaluation (Weight = 20)

- Rating: 3 (Moderately effective)
- Weighted Score: $3 \times 20 = 60$

5. Responsible Decision-Making: **(Rating: 4 - Highly Effective)**. Emphasizing informed choices and understanding the importance of drug-free living.

Responsible Decision-Making Evaluation (Weight = 20)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 20 = 80$

Total Weighted Score: $80 + 60 + 80 + 60 + 80 = 360$

CONCLUSION

Section 7, Day 5 of "Kiki's Red Ribbon School Celebration" is notably effective in fostering SEL competencies. It excels in self-awareness, social awareness, and responsible decision-making, with activities that strongly encourage empathy, understanding of personal values, and ethical behavior. While it shows moderate effectiveness in self-management and relationship skills, the overall impact on students' SEL development is substantial, particularly in areas related to personal identity and making positive life choices.

Overall Module Score

$(3.6 / 4) = 90$

OBSERVATIONS

Section 7, Day 5 demonstrates significant strengths in self-awareness, social awareness, and responsible decision-making, with moderate effectiveness in self-management and relationship skills. The overall impact on SEL development is substantial, with a focus on personal identity and making informed choices.

APPENDIX F

23.APPENDIX F

SEL Framework Integration Evaluation Scoring | 4 - 6 Grade Levels

MODULE EVALUATION: Day 1

DATE: 12-01-2023

OVERVIEW

Based on the content of "Section 3, Day 1 of Kiki's Red Ribbon School Celebration for Grades 4-6," the program is designed to foster various SEL competencies. Here is an evaluation based on the SEL criteria:

1. Self-Awareness Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: $4 \times 0.2 = 0.8$
2. Self-Management Evaluation (Weight = 0.2)
 - Rating: 3 (Moderately effective)
 - Weighted Score: $3 \times 0.2 = 0.6$
3. Social Awareness Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: $4 \times 0.2 = 0.8$
4. Relationship Skills Evaluation (Weight = 0.2)
 - Rating: 3 (Moderately effective)
 - Weighted Score: $3 \times 0.2 = 0.6$
5. Responsible Decision-Making Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: $4 \times 0.2 = 0.8$

Total Weighted Score: 3.6

CONCLUSION

The evaluation of Section 3, Day 1 of Kiki's Red Ribbon School Celebration for Grades 4-6 reveals a strong emphasis on Self-Awareness and Social Awareness, with these components being highly effective in fostering students' understanding of their unique qualities and enhancing empathy. The module also effectively promotes Responsible Decision-Making

APPENDIX F

through activities like the Drug-Free Pledge. However, it shows moderate effectiveness in Relationship Skills and Self-Management. Overall, the day's activities contribute significantly to SEL development, with some areas identified for further enhancement to achieve a more balanced approach to SEL competencies.

Overall Module Score: $(3.6 / 4) \times 100 = 90$

OBSERVATIONS

Section 3, Day 1 for Grades 4-6 excels in Self-Awareness, Social Awareness, and Responsible Decision-Making while showing moderate effectiveness in Self-Management and Relationship Skills. The program successfully enhances understanding of personal qualities and fosters empathy among students.

MODULE EVALUATION: Day 2

DATE: 12-01-2023

OVERVIEW

Based on the content of "Section 4, Day 2 of Kiki's Red Ribbon School Celebration for Grades 4-6," the program is designed to foster various SEL competencies. Here is an evaluation based on the SEL criteria:

1. Self-Awareness Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: $4 \times 0.2 = 0.8$
2. Self-Management Evaluation (Weight = 0.2)
 - Rating: 3 (Moderately effective)
 - Weighted Score: $3 \times 0.2 = 0.6$
3. Social Awareness Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: $4 \times 0.2 = 0.8$
4. Relationship Skills Evaluation (Weight = 0.2)
 - Rating: 3 (Moderately effective)
 - Weighted Score: $3 \times 0.2 = 0.6$

APPENDIX F

5. Responsible Decision-Making Evaluation (Weight = 0.2)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 0.2 = 0.8$

Total Weighted Score: 3.6

CONCLUSION

Section 4, Day 2 of Kiki's Red Ribbon School Celebration for Grades 4-6 effectively utilizes SEL criteria to enhance students' understanding of brain functions and their relation to drug prevention. The program fosters self-awareness and responsible decision-making, particularly in the context of personal health and cognitive abilities. While it indirectly supports self-management and relationship skills through collaborative and reflective activities, these areas could be more directly addressed. Overall, the day's activities contribute significantly to SEL development, aligning with the program's focus on brain health and drug prevention.

Overall Module Score: $(3.6 / 4) \times 100 = 90$

OBSERVATIONS

Section 4, Day 2 for Grades 4-6 excels in Self-Awareness, Social Awareness, and Responsible Decision-Making, focusing on brain health and drug prevention. Moderate effectiveness in Self-Management and Relationship Skills is observed, indicating areas for potential enhancement.

MODULE EVALUATION: Day 3

Date: 12-01-2023

OVERVIEW

Based on the content of "Section 5, Day 3 of Kiki's Red Ribbon School Celebration for Grades 4-6," the program is designed to foster various SEL competencies. Here is an evaluation based on the SEL criteria:

1. Self-Awareness Evaluation (Weight = 0.2)

- Rating: 4 (Highly effective)
- Weighted Score: $4 \times 0.2 = 0.8$

2. Self-Management Evaluation (Weight = 0.2)

- Rating: 3 (Moderately effective)

APPENDIX F

- Weighted Score: $3 \times 0.2 = 0.6$
3. Social Awareness Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: $4 \times 0.2 = 0.8$
 4. Relationship Skills Evaluation (Weight = 0.2)
 - Rating: 3 (Moderately effective)
 - Weighted Score: $3 \times 0.2 = 0.6$
 5. Responsible Decision-Making Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: $4 \times 0.2 = 0.8$

Total Weighted Score: 3.6

CONCLUSION

Section 5, Day 3 of Kiki's Red Ribbon School Celebration for Grades 4-6 effectively incorporates SEL criteria, especially in enhancing self-awareness and responsible decision-making through critical thinking about drug use and peer pressure scenarios. The activities also moderately support self-management and relationship skills, focusing on emotional regulation and navigating social challenges. The module's approach to drug health education, combining SEL principles with practical activities, significantly contributes to students' holistic development in making informed and responsible choices.

Overall Module Score: $(3.6 / 4) \times 100 = 90$

OBSERVATIONS:

Section 5, Day 3 for Grades 4-6 in Kiki's Red Ribbon School Celebration demonstrates exceptional strength in fostering Self-Awareness and Social Awareness, particularly through activities that encourage introspection about drug use and understanding broader health issues. The program's focus on Responsible Decision-Making is highly commendable, effectively engaging students in critical thinking about the consequences of drug use. However, while it offers valuable lessons in Self-Management and Relationship Skills, these areas show room for more direct and comprehensive engagement to fully support students' SEL development.

APPENDIX F

MODULE EVALUATION: Day 4

Date: 12-01-2023

OVERVIEW

Based on the content of "Section 6, Day 4 of Kiki's Red Ribbon School Celebration for Grades 4-6," the program is designed to foster various SEL competencies. Here is an evaluation based on the SEL criteria:

1. Self-Awareness Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: 0.8
2. Self-Management Evaluation (Weight = 0.2)
 - Rating: 3 (Moderately effective)
 - Weighted Score: 0.6
3. Social Awareness Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: 0.8
4. Relationship Skills Evaluation (Weight = 0.2)
 - Rating: 3 (Moderately effective)
 - Weighted Score: 0.6
5. Responsible Decision-Making Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: 0.8

Total Weighted Score: 3.6

CONCLUSION

The evaluation of Section 6, Day 4 in Kiki's Red Ribbon School Celebration for Grades 4-6 shows a comprehensive integration of SEL criteria, particularly emphasizing responsible decision-making and self-awareness in the context of drug prevention and peer pressure scenarios. The module effectively fosters social awareness about broader social issues and enhances relationship skills through interactive group activities. It supports self-management through reflective exercises, contributing significantly to the holistic development of SEL competencies related to drug education.

APPENDIX F

Overall Module Score: (3.6 / 4) x 100 = 90

OBSERVATIONS

Section 6, Day 4 for Grades 4-6 shows strong effectiveness in Self-Awareness, Social Awareness, and Responsible Decision-Making while demonstrating moderate effectiveness in Self-Management and Relationship Skills. The activities are particularly impactful in fostering decision-making skills in the context of drug prevention and peer pressure, underscoring the program's focus on critical thinking and personal responsibility.

MODULE EVALUATION: Day 5

Date: 12-01-2023

OVERVIEW

Based on the content of "Section 6, Day 4 of Kiki's Red Ribbon School Celebration for Grades 4-6," the program is designed to foster various SEL competencies. Here is an evaluation based on the SEL criteria:

1. Self-Awareness Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: $4 \times 0.2 = 0.8$
2. Self-Management Evaluation (Weight = 0.2)
 - Rating: 3 (Moderately effective)
 - Weighted Score: $3 \times 0.2 = 0.6$
3. Social Awareness Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)
 - Weighted Score: $4 \times 0.2 = 0.8$
4. Relationship Skills Evaluation (Weight = 0.2)
 - Rating: 3 (Moderately effective)
 - Weighted Score: $3 \times 0.2 = 0.6$
5. Responsible Decision-Making Evaluation (Weight = 0.2)
 - Rating: 4 (Highly effective)

APPENDIX F

- Weighted Score: $4 \times 0.2 = 0.8$

Total Weighted Score: 3.6

CONCLUSION

Section 7, Day 5 of Kiki's Red Ribbon School Celebration for Grades 4-6 effectively aligns SEL elements with the module's curriculum. The activities promote self-awareness through expressive and identity-focused tasks like dressing as their "best selves." Self-management is encouraged through personal writing and reflective discussions. Social awareness is enhanced by sharing and understanding diverse perspectives. Relationship skills are fostered in collaborative discussions and assembly participation. Responsible decision-making is emphasized through themes of self-belief and drug-free choices. Overall, the day's activities integrate SEL competencies seamlessly with curriculum content, fostering comprehensive personal and social development.

Overall Module Score: $(3.6 / 4) \times 100 = 90$

OBSERVATIONS

Section 7, Day 5 for Grades 4-6 demonstrates strong effectiveness in Self-Awareness, Social Awareness, and Responsible Decision-Making. The program effectively uses engaging activities to foster these competencies, with moderate success in Self-Management and Relationship Skills. Focusing on drug-free choices and personal empowerment significantly contributes to students' SEL development.

APPENDIX G

24.APPENDIX G

Comparative Analysis of Kiki's Red Ribbon School Celebration Program vs. National Red Ribbon Week Campaign

Introduction

This comparative analysis focuses on Kiki's Red Ribbon School Celebration Program, organized by the Seymore D'Fair Foundation, and the National Red Ribbon Week Campaign. We will explore their differences in scope, target audience, duration, program components, geographic focus, and the use of role models or mascots, to provide a clear understanding of these two significant drug prevention initiatives.

Scope and Target Audience

- **Kiki's Red Ribbon School Celebration Program:** Initiated by the Seymore D'Fair Foundation, this program, operational since 2018, primarily targets elementary schools nationwide, especially in Louisiana. It aims to educate students in grades K-6 about drug prevention through an interactive and comprehensive curriculum, including parental involvement.
- **National Red Ribbon Week Campaign:** Starting in 1988 and sponsored by the National Family Partnership, this campaign mobilizes communities across the U.S. to engage in drug prevention activities. It focuses on students, parents, and communities, promoting drug awareness through the use of slogans and messages.

Duration and Timing

- **Kiki's Program:** It offers flexible implementation throughout the academic year, providing ongoing educational support.
- **National Campaign:** Occurs annually during the last week of October, marking a concentrated period of drug prevention awareness.

Program Components

- **Kiki's Program:** Provides a detailed curriculum encompassing drug prevention education, interactive activities, resources for teachers, strategies for parental engagement, and assessments for effectiveness.
- **National Campaign:** Centers around creating and disseminating drug prevention slogans, encouraging their display in various settings as visual reminders.

Geographic Focus

- **Kiki's Program:** While it originates in and has a strong focus in Louisiana, it extends its reach to schools across America.

APPENDIX G

- **National Campaign:** A widespread effort, it spans schools and communities throughout the United States.

Role Model and Mascot

- **Kiki's Program:** Features Seymore D'Fair as a mascot and role model, leveraging his appeal to connect with students.
- **National Campaign:** Does not have a specific mascot but focuses on empowering students to create impactful prevention messages.

Conclusion

The Kiki's Red Ribbon School Celebration Program and the National Red Ribbon Week Campaign, while sharing a common goal of drug prevention, exhibit distinct approaches. The former emphasizes a curriculum-based, year-round educational initiative with a mascot, targeting schools in Louisiana and nationwide. In contrast, the latter is a slogan-centric, week-long national campaign engaging a broader audience without a specific mascot.

For more detailed information on these initiatives, visit the [Seymore's Foundation](#) and [Red Ribbon Campaign](#) websites.