



ABOVE THE INFLUENCE

ACTIVITIES TOOLKIT **2013**

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WHAT IS *ABOVE THE INFLUENCE?*

Above the Influence (ATI) is a national campaign created and implemented by the National Youth Anti-Drug Media Campaign, a program of the Office of National Drug Control Policy (ONDCP). ATI informs and inspires teens to reject illicit drugs via social media engagement, advertising and, most importantly, in partnership with national and local community organizations.

ABOVE THE INFLUENCE IS A COMMUNITY OF TEENS, FOR TEENS.

IT'S ABOUT BEING AN INDIVIDUAL. NOT A FOLLOWER.

IT'S STANDING UP TO NEGATIVE INFLUENCES.

IT'S KNOWING THE FACTS ABOUT DRUGS AND ALCOHOL, AND MAKING SMART DECISIONS ABOUT DRUGS AND ALCOHOL.

Every teen's life is filled with pressure, some of it good, some of it bad. Our goal is to help teens stand up to negative pressures and influences. We want teens to live *Above the Influence*. The more aware they are of the influences around

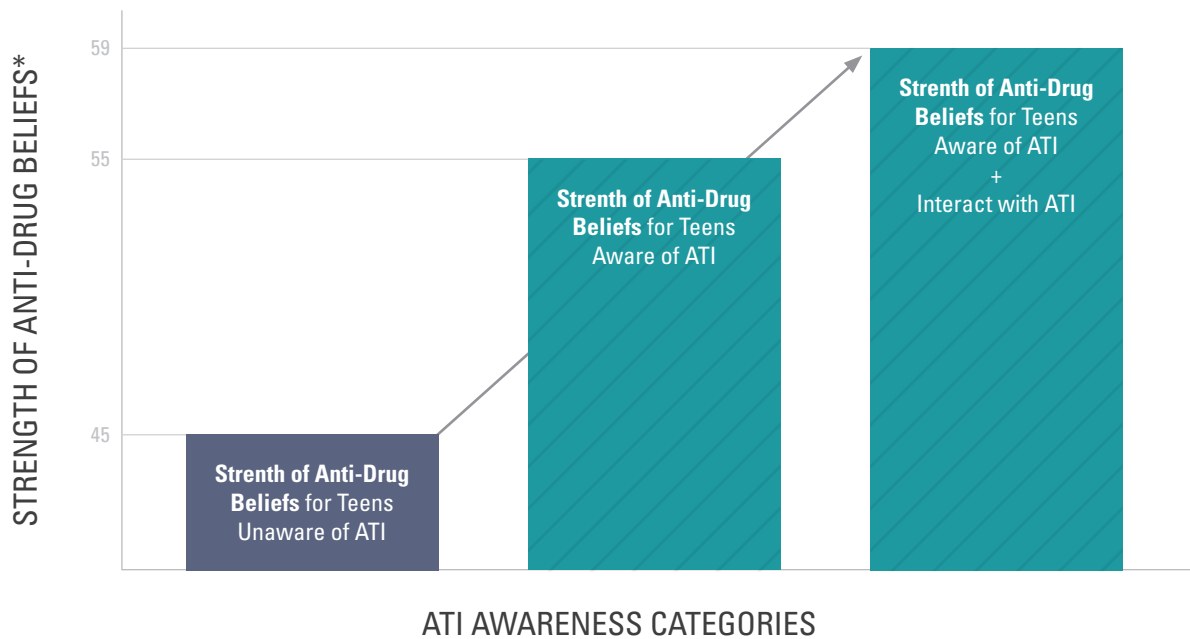
them, the better prepared they will be to stand up to them, including the pressure to use drugs and alcohol. It's not about telling teens how to live their lives, but rather giving them another perspective and the latest facts so they can make smart decisions.

TEENS KNOW ABOVE THE INFLUENCE. THEY UNDERSTAND IT. AND THEY EMBRACE IT.

ATI...IT'S EFFECTIVE AND IT WORKS.

Findings from the Campaign's FY2012 survey of teens indicate that an average of 82 percent of its target audience is aware of the *Above the Influence* brand. Additionally, and more importantly, the survey found that there continues to be a positive association between increased awareness levels of ATI advertising and stronger anti-drug beliefs. Specifically, teens that are aware of ATI hold stronger anti-drug beliefs than teens that are unaware of ATI. And, teens who engage with ATI hold even stronger anti-drug beliefs. Research validates that teens holding strong anti-drug beliefs are less likely to use substances.

Teen anti-drug beliefs increase with awareness of *Above the Influence* (ATI)
 ... increase even more when teens interact with ATI



*Percentage of teens (within each ATI awareness/interaction category) who hold strong anti-drug beliefs

Source: Media Campaign Youth Tracking Survey conducted OTX Research (June-Sept. 2010)

An independent scientific analysis published in the peer-reviewed journal *Prevention Science* in 2011 provides evidence for the effectiveness of the *Above the Influence* campaign, concluding that **“exposure to the ONDCP (ATI) campaign**

predicted reduced marijuana use” compared to those not exposed to the campaign. Another independent study, published in the *American Journal of Public Health* in March 2011, supported these findings.

BRINGING ABOVE THE INFLUENCE TO YOUR COMMUNITY

In the Spring of 2010, the Media Campaign began implementation of a multi-tiered approach to prevention that combined broad prevention messaging at the national level with more targeted efforts at the local level. By cultivating a growing community of dedicated and local youth-serving organizations around the country, teens are regularly engaged in ATI in their own communities and are given the opportunity to apply it to their daily lives in ways that are resonant and relevant to them.

ATI has partnered with more than 100 youth-serving organizations in over 60 communities across the country. In addition, ATI has provided technical assistance and training on the *ATI Activities Toolkit* to more than 8,000 community organizations through conference workshops and webinars.

These community partners (e.g., Drug-Free Community coalitions, Boys & Girls Clubs, SADD Chapters, 100 Black Men, ASPIRA, and others) have embraced the ATI campaign and have used the activities from the *ATI Activities Toolkit* as a new way to engage youth in a dialogue about the negative effects of substance use.

An evaluation of ATI's community level efforts found that 91 percent of teen participants favorably rate the ATI activities AND teens' perceptions of the risks associated with drug and alcohol use also increased after participating in ATI activities. This expanded *ATI Activities Toolkit* features two new activities that have been piloted by a number of our local youth-serving partners.

We want to make it easy for you to apply *Above the Influence* messages and activities in the work you are already doing to provide teens the foundation needed to stay safe and succeed.

We have designed this toolkit to be a user-friendly resource to help youth group leaders facilitate discussions with teens about influence and ways to stay above it. Community leaders are welcome to use these resources as designed or as a guide for developing their own strategies and tactics in addressing issues of influence, peer pressure, and risky behaviors.



**91 PERCENT
OF TEEN
PARTICIPANTS
FAVORABLY
RATE THE ATI
ACTIVITIES**

Partners have told us that the toolkit resources and activities have worked well with their existing programs and that they are able to use the ATI campaign as a valuable, nationally-recognizable asset that hits home with their teens. Local organizations also feel that ATI has a strong, positive impact on youth participants because ATI messages resonate with teens and provide a clear connection to their day-to-day lives, give teens confidence to have a positive attitude and stand up for being drug-free, and the activities allow teens to use their own creativity:

“TEENS TODAY ARE SURROUNDED BY INCREDIBLY STRONG NEGATIVE INFLUENCES IN THE MEDIA, ONLINE, AND THROUGH THEIR PEERS. ABOVE THE INFLUENCE REALLY OPENED THEIR EYES TO THE THINGS IN THEIR ENVIRONMENT – BOTH POSITIVE AND NEGATIVE – THAT MIGHT AFFECT THE DECISIONS THEY MAKE, AND DID SO IN AN INTERACTIVE WAY THAT ALLOWED THEM TO HAVE FUN AND BE CREATIVE WITH IT.”

– Sandy Olson, Executive Director, Coalition of Behavioral Health Services Houston, Houston, TX

And teens appreciate that the activities are empowering, encouraging them to speak their minds:

“‘BE IT,’ IT’S BOLD. IT WANTS YOU TO BE BOLD, BE YOURSELF. AND I LIKE THAT KIND OF STYLE.”

– Tyler, Jackson Senior High School, Jackson, MO

Numerous ATI partners have shared their successes with us, and we want to share them with you for inspiration. Please go to the ATI Partnerships website at www.ATIPartnerships.com to access the Partner Showcase (case studies), the *ATI Activities Toolkit* and supplemental materials, the latest updates from the campaign, as well as additional online resources for our community partners. We look forward to hearing about your successes as well!

Be sure to encourage the teens in your community to “like” ATI on Facebook at www.facebook.com/AbovethInfluence. The ATI Facebook community, which currently has more than 1.8 million members, is a place where teens can stand up to negative pressure, connect with others, join the discussion, and just be themselves.

Please let us know how your community is adopting ATI by sending an email to ATIresources@fleishman.com.

ABOVE THE INFLUENCE ACTIVITIES

Teens today face an ever-changing world of influence. Everywhere they turn there are negative influences that point them away from a healthier and happier future. The ATI campaign and its activities provide a new way to engage youth in a dialogue about the influences in their lives – both positive and negative – and to empower them to make healthy decisions.

Through the ATI activities, teens learn how to rise above negative influences, and adopt the ATI brand philosophy, “Anything that makes me less than me is not for me... especially drugs and alcohol.”

Community partners have embraced the ATI activities in this toolkit and have found them useful in meeting their mission to serve youth.

You will find this toolkit and supporting materials to be invaluable resources as you undertake the ATI activities in your own community and inspire local teens to live “above the influence.”

“TAG IT”

“TAG IT” ASKS TEENS TO LITERALLY TAG THE INFLUENCES IN THEIR LIVES AND SHARE THEM WITH THE WORLD.

The activity builds “influence literacy” and gets teens to recognize the power of influence. It also hints at empowerment – providing a tangible way to say, “I see it, and I’m above it.”

“Tag It” is easy for your organization to execute, and it takes only a few simple steps.

OVERVIEW

The purpose of the “Tag It” activity is to increase teens’ awareness of influences in their environment and how influences may prompt them to make decisions – both positive and negative, healthy and unhealthy. In particular, “Tag It” is focused on raising teens’ awareness of drugs as a **negative** influence in life, and in providing them with opportunities to discuss ways to avoid drug use and other risky behaviors. After completing “Tag It,” teens should:

- Be able to define influence and provide at least three examples of common influences in their lives;
- Understand the difference between positive and negative influences;
- More easily recognize the power of influence – that there are influences all around them, both positive and negative – that play into their decision-making process;
- Recognize that drugs are a common negative influence in the lives of teens;
- Feel empowered to think more critically about negative influences, like drugs, and the ways to stay above them.



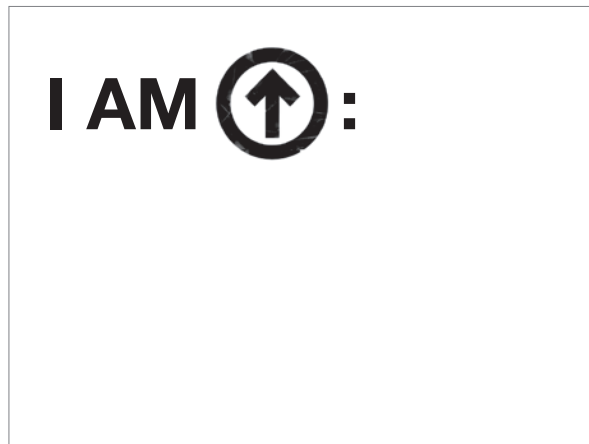
PREPARATION

Hosting and staging “Tag It” is easy for youth leaders and fun for teens. Start by finding an appropriate, comfortable space to accommodate your group. For the preliminary discussion and activity set-up, choose a location that is big enough to accommodate all of your teens and quiet enough to watch a video and facilitate a brief discussion. To implement the “Tag It” activity, you will need to send teens off in groups or pairs so they can tag and photograph their influences. Some recommended settings include shopping malls (be sure to check in with mall management and security first to get their permission), schools, parks, and the local neighborhood.

WHAT YOU NEED

- A room large enough to accommodate your group
- TV/DVD or Computer (if available)
- Printed copies of the downloadable ATI “tag” (see below)
- Markers
- Cameras or cell phones that are equipped w/cameras

Depending on the time you have available with your teen group, “Tag It” can be executed in three distinct sessions. Or, if you are planning a half- or full-day with your teens you can complete the activity as one comprehensive session.



PDF OF ATI “TAG” AVAILABLE AT
WWW.ATIPARTNERSHIPS.COM

“TAG IT”

SESSION ONE: OPEN THEIR EYES TO INFLUENCE

Start the exercise by playing the three Influence Videos available online at www.YouTube.com/abovetheinfluence or download them at www.ATIPartnerships.com. Facilitate a brief discussion with the group about the videos and influence in general.

QUESTIONS FOR DISCUSSION:

- What was the first thing that popped into your mind as you watched these videos?
- What is the main message that you are getting from them?
- What were some of the influences that were referenced in the videos? Were they positive, negative? [Continue until drugs are mentioned or probe on this topic.]
- Thinking about drugs, do you consider them a similar influence in your life? Why or why not?
- What have you heard or seen about the *Above the Influence* campaign?
- What does “ABOVE the influence” mean to you?
- What does “UNDER the influence” mean to you?
- What causes people your age or like you to become under the influence?
- What happens to them if they become under the influence?
- What are some bad influences that you see or encounter on a regular basis? They can be things you see or experience in your life that make you think about doing things that you know aren’t good for you.
- Where do you encounter negative influences most often? When do you feel pressured most?

“TAG IT”

SESSION TWO: SEND THEM OFF “TAGGING”

Start the day by bringing the teens together for a short recap of the “influence discussion” held during the previous session. Explain the “Tag It” exercise and send the teens off in groups or pairs to “tag” their influences and take photos.

1. Download, print and distribute *Above the Influence* branded “post-it” notes to teens (available at www.ATIPartnerships.com).
2. Ensure each pair or group of teens has one camera or camera phone with them.
3. Send them off:
 - Teens can find and tag influences anywhere around them: the mall, the park, their home, or school.
 - Ensure that teens put a tag on each influence, fill in the label, photograph it, and then remove the tag.
 - Appoint a designated time and meeting place for Session 3, when the group will come back together and share what they tagged.

**RECOMMENDED SETTINGS:
SHOPPING MALLS, SCHOOLS,
PARKS, AND LOCAL
NEIGHBORHOODS**



“BOTH SCHOOL ADMINISTRATORS AND STUDENTS HAVE APPROACHED ME SEVERAL TIMES DURING THIS ACTIVITY EXPRESSING THAT THEY WANT MORE THEY WANT TO BE ABLE TO ADOPT THE ABOVE THE INFLUENCE MODEL WITH IN THE SCHOOL AS A WAY TO REACH OUT AND DRAW KIDS OUT AND DRAW ON THE STRENGTH AND THE POSITIVE CHOICES OF THE KIDS THAT ARE ABOVE THE INFLUENCE.”

– Eileen Stone, coordinator of the South Kingstown Partnership for Prevention, South Kingstown, RI

“TAG IT”

SESSION THREE: SHARE THE EXPERIENCE

Gather the same group of teens again to have them share what they tagged and talk about the things that influence them in their daily lives. Ask each of them to share some of their favorite photos and ask them why they chose to tag those particular things as influences.

QUESTIONS FOR DISCUSSION:

- What did you learn from this activity?
- After doing this activity, has your definition of “influence” stayed the same or has it changed since we first discussed it in the first session?
- Were you surprised by some of the influences that your friends tagged? What were some of the most surprising influences to you? Why?

Now, show the Portland “Tag It” video available for downloading at www.ATIPartnerships.com and www.YouTube.com/abovetheinfluence, and continue the discussion using the guide below.

QUESTIONS FOR DISCUSSION:

- Now that we’ve done this activity, how were our “Tag It” influences the same or different than those in Portland?

- Do you feel that the influences of drugs here in our community are the same as in Portland? Why/why not?
- In what ways did this exercise make you think about the influences in your life?
- Did this exercise make you think about the influence of drugs in our own life? How so?
- We all have some bad or negative influences in our lives. How do you make sure that you are staying on a path to doing the right thing in your own life? How do you “stay above it”?
- Let’s talk about positive influences. What are some good or positive influences in your life? They can be people, things, activities, events, etc.
- Why do you consider these things/people positive influences?
- What can you or this community do to help maximize the positive influences in your life?



Following your final group discussion, ask the teens to upload their “Tag It” photos to your organization’s website and/or Facebook page to showcase their visuals among organizational members. Teens can also upload their photos to their personal Facebook pages to share the experience with their friends, and to the ATI Facebook page (www.facebook.com/AboveTheInfluence) to share with the larger ATI community.

There are a lot of other ways your teens and organization can use the “Tag It” photos and activity involvement to increase awareness among other teens and leaders in your community. A few examples from ATI partners include using “Tag It” photos to create a year-long calendar or to create a collage in the shape of the ATI arrow to be displayed in the community center, while others have shared the pictures with their local newspaper for a feature story. For more examples and ideas of what you can do to leverage your “Tag It” session in your community, check out the Partner Showcase on the ATI Partnerships website at www.ATIPartnerships.com.

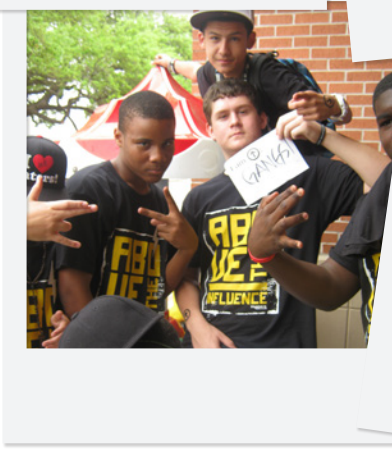
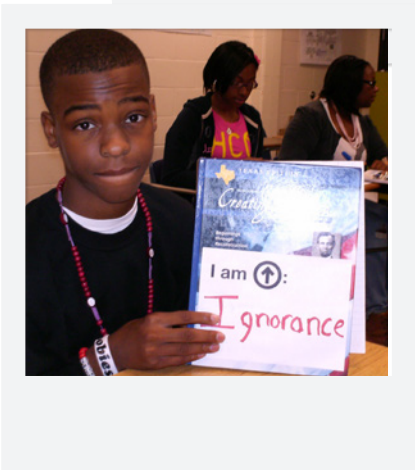
SEND US YOUR SURVEYS

After you complete the “Tag It” activity, please ask the teens who participated to fill out the paper survey included on pages 75-76 of this toolkit. Additionally, please complete the adult facilitator survey on page 77. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.

NEED MORE INFO?

For more specific guidance on working with teens and facilitating logistical details of “Tag It,” please see our companion primer, Planning Your ‘Tag It’ Day. It is also available online for downloading at: www.ATIPartnerships.com.

“TAG IT”
EXAMPLES



“BE IT”

“BE IT” ASKS TEENS TO CREATE THEIR OWN PERSONAL SLOGAN – A SHORT STATEMENT (6 WORDS OR LESS) THAT CAPTURES WHO THEY ARE AND HOW THEY LIVE THEIR LIVES TO STAY ABOVE NEGATIVE INFLUENCES.

The activity helps teens gain an understanding of brand value and how maintaining a brand’s reputation affects the influence of the brand. Teens will be empowered to “be” the positive influence by identifying their own personal brand and creating a slogan that best represents them.

OVERVIEW

“Be It” is an activity that underscores the importance of character building and addresses how one’s actions affect how he or she – and his or her personal brand – is perceived and influences others. The activity allows teens to “be” the positive influence through the slogan (e.g., a short, creative, positive statement) they create to describe themselves. It also serves as a reminder and helps reinforce consistency between their beliefs about who they are and their actions, inspiring them and others to “stay above the influence.”

“‘BE IT’ HAS BEEN A HUGE SUCCESS IN OUR COMMUNITY. THE RESPONSE FROM STUDENTS, STAFF, AND ADMINISTRATORS HAS BEEN OVERWHELMING! ‘BE IT’ EMPOWERED THE STUDENTS TO THINK CRITICALLY ABOUT INFLUENCE, PERSONAL CHOICES, AND REMINDED THEM OF THE POWER THEY HAVE TO DEFINE WHO THEY WANT TO BE.”

- Shannon Cohen, Kent County Prevention Coalition, Grand Rapids, MI

Through participation in “Be It,” teens will:

- Develop an awareness of how they want themselves to be perceived and how their actions impact how others see them
- Appreciate that their personal slogan can be helpful, powerful and vocalized when negative influences surround them
- Reflect on why staying “above the influence” is important

- Be more empowered to express the importance of staying “above the influence” and making smart choices
- Recognize how marketing helps establish and maintain brand reputation and how they, themselves, are marketed to

PREPARATION

“Be It” is a one day activity that should take one to two hours to conduct. The “Be It” activity should be fun and engaging for teens, using examples that are interesting and relevant to their lives. You’ll need an appropriate, comfortable space for your group, as well as the “Be It” activity guidelines and materials. Prior to starting the activity, facilitators may want to review the “Be It” video available for download at www.ATIPartnerships.com.

WHAT YOU NEED

- A room with enough space to spread teens around
- Copies of the Youth Participant Survey for each participant
- “Be It” ATI Thought Bubbles (available online for download and printing at www.ATIPartnerships.com)

- Markers
- Creative materials such as designed tape, stencils, stamps, etc.
- Pencils and paper
- Camera/Cell phones with cameras

Facilitators may want to set out the ATI Thought Bubbles, markers and other creative slogan materials on a table prior to starting the activity.



“BE IT”

BRAND CARDS

To help facilitate the discussion focused on brands during Part One of “Be It,” activity leaders may want to create “brand cards” prior to the start of the activity – these will offer teens examples of what a brand, slogan and logo are. Using a Word document, cut and paste the brand slogan and logo on page one, and the brand name on page two. Print the document double-sided so that it creates a front-to-back “card.” Five brand cards should be sufficient to support the conversation. There are many resources available online to help you choose popular brands that your teens will recognize. For example:

- **Ypulse**, “Tweens & Teens on the Back-to-School Shopping Scene” - <http://www.ypulse.com/tweens-and-teens-on-the-back-to-school-shopping-scen>
- **MediaPost**, “85% of Teen Brand Word-of-Mouth Occurs Offline” - <http://www.mediapost.com/publications/article/136262/85-of-teen-brand-word-of-mouth-occurs-offline.html#axzz201N9zNVI>

Alternatively, advertisements taken from teen-focused magazines may serve as aids in the discussion, or calling out the brands the participating teens are wearing themselves.



Anything that makes me less than me is not for me...especially drugs and alcohol.

Above the Influence

“BE IT” WARM UP

(Optional step)

It is recommended that facilitators show participants **ONE** of the three *Above the Influence* – Influence Videos and participate in a **brief discussion** on the topic of influence and the important role it plays in their lives. The videos are available for free download at www.ATIPartnerships.com.

QUESTIONS FOR DISCUSSION:

- What are some bad influences in your life? They can be things you see or experience in your life that make you think about doing things that you know aren't good for you.
- What are some good or positive influences in your life? How have they enriched your life? They can be people, things, activities, events, etc.
- How are you a positive influence on people in your life? Who are you a positive influence for?



“BE IT”

PART ONE

UNDERSTANDING FAMOUS “BRANDS”

1. It’s important to recognize the influence brands have on our lives. This next step will focus on discussing the role of brands in teens’ lives and the influence these brands have on them. The facilitator will want to keep the conversation moving at an engaging pace. The discussion will transition to “personal” brands later in the activity.

A. To offer teens concrete examples of brands and slogans, **use the brand cards you created** to engage the teens in a conversation about the brands. Go through each card – showing the teens the side of the card with the brand name – and ask the following:

QUESTIONS FOR DISCUSSION:

- What is the brand slogan?
- Does this brand have a logo and what does it look like?
- What is this brand known for?
- What does this brand say about the person who owns/uses it?

B. Next, discuss the importance of brand reputation.

QUESTIONS FOR DISCUSSION:

- Why is it important that these brands live up to the expectations people have of them?
- What would happen if any of these brands failed to live up to the reputation and expectations we have of them?

2. Now, transition the discussion to personal brands. Just like companies and products, people also have “brands” – we call them personal brands. Like companies and products, people must live up to the expectations of their brands.

A. Discuss a few personal brands that are culturally relevant, and how these celebrities’ actions have defined their brands. Facilitators should **choose FIVE examples** from the list below, or come up with five of their own:

- **Lebron James:** How did leaving the Cavaliers affect his brand?
- **Lil Wayne:** Do you think Lil Wayne has a positive or negative brand? How has his time in jail affected it?

- **Tiger Woods:** How has his brand changed during the past two years?
- **Justin Bieber:** How has getting tattoos affected his brand?
- **Demi Lovato:** How did coming forward about her eating disorder and emotional health issues affect how fans perceived her? Is she seen as a positive role model for how she has dealt with these issues?
- **Miley Cyrus:** How has using Salvia and posing for risky photos affected her brand image among fans? Is she upholding the expectations of her brand as a positive role model for younger teens?
- **Oprah Winfrey:** How has she established her brand? Why has the popularity of her brand helped other brands? (e.g. Oprah's Book Club's effect on the sales of books, Oprah's "Favorites" effect on the sales of certain products, Oprah's "Experts" now have their own talk shows).
- **Michael Phelps:** How did his involvement with alcohol and drugs affect the public's perception of him? How was his career affected? (Phelps was suspended from swimming competitively for three months, and Kellogg's decided not to renew his endorsement contract).
- **Fergie:** Some people think that Fergie is a great example of overcoming (meth) addiction. Do you think she has a positive brand? Why?
- **Britney Spears:** How has her brand fluctuated over the years? What has she done to improve her image?
- **Daniel Radcliffe:** How has the revelation of his issues with alcohol affected his career? What kind of comments has he made about the affect drinking was having on his life?



“BE IT”

PART TWO

BUILDING YOUR OWN BRAND

1. Activity facilitators will now aid teens with building their own personal brands that will help them “Be It” – that positive influence for others. This will involve introspection and thoughtful consideration from each teen about who they are and the importance of being true to oneself.
 - A. Ask each individual to think about how they would describe themselves (e.g., I am ___) or someone they look up to. **They may want to write down four or five words that describe themselves/their role model.**
 - B. Teens will now write their personal one-line slogans that are six (6) words or less.

Remind teens that strong slogans are:

- Short phrases
- Catchy
- Straightforward
- Easy to remember and hard to forget
- Have positive connotations

- Draw attention to an important/ unique aspect of themselves

YOU'RE EVERY BIT AS MUCH A BRAND AS NIKE, COKE, STARBUCKS, LEBRON JAMES, OR OPRAH. YOUR BRAND IS BASED ON YOUR IDENTITY AND CAN ONLY BE DEFINED BY YOU. IT REFLECTS HOW YOU WANT FAMILY AND FRIENDS TO PERCEIVE YOU - AND BY EXTENSION, EVERYTHING YOU DO AND HAVE TO OFFER.

THOUGHT STARTERS:

- What is it about you that makes you different?
 - What about you are you most proud of and want to brag about?
 - How would you want your friends and loved ones to describe you?
 - What do you want to be known/ famous for?
 - If your picture were on a billboard, what would it say?
2. Ask teens to use the ATI slogan materials laid out on the table to write their slogans on an ATI Thought Bubble. It is O.K. for them to add creative elements to their visual expression of their slogans; however it is important that their slogans still be legible.

Teens may wish to spread out for this activity and go to areas in the facility or elsewhere on the facility grounds that are conducive to being creative.

3. Bring the teens back into the main room to share their slogan with the group and discuss what their personal brand means.

QUESTIONS FOR DISCUSSION:

- What does your personal brand mean to you?
- What could you do to improve your brand?
- What could you do that would damage your brand?
- How does living “above the influence” in your daily life make you a walking positive slogan for your peers?

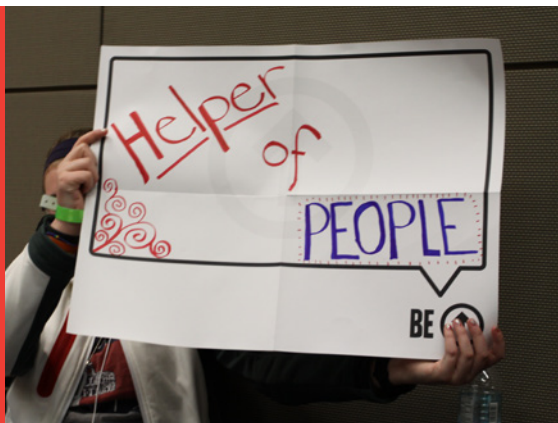
4. After the discussion, encourage teens to take a photo of their slogans and post it as their profile picture on Facebook for that day or longer. Teens may also post their pictures to the ATI Facebook page to share with the greater ATI community.

Ask the teens to continue considering their personal brand and their obligation to live up to it. Ask teens to talk to family and friends to see how they are doing when it comes to living up to their personal brand, or how they are doing when compared to their role model’s brand.

5. Conduct the **Youth Participant Survey** (available on pages 75-76), and collect the forms from the teens.

SEND US YOUR SURVEYS

After you complete the “Be It” activity, please ask the teens who participated to fill out the paper survey included on pages 75-76 of this toolkit. Additionally, please complete the adult facilitator survey on page 77. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.



“BE IT”
EXAMPLES



“EXPRESS IT”

“EXPRESS IT” CALLS ON TEENS TO CREATE A SHORT SKIT, SONG OR DANCE THAT EDUCATES AND INSPIRES THEM AND THEIR PEERS TO LIVE “ABOVE THE INFLUENCE.”

The activity helps teens gain an awareness of the influences and issues impacting youth in their community, particularly those related to substance abuse, and empowers them to use creative expression through performance to educate other youth about these issues and inspire them to live “above the influence.”

OVERVIEW

“Express It” enables teens to explore the issues affecting youth in their community and provides an outlet for them to express their concerns about and draw attention to these issues. The activity asks teens to create a song, skit, or dance that shines a light on these influences and issues and promotes positive change. Songs, skits, and dances should:

- Be approximately **two (2) to three (3) minutes** in length
- Creatively express their views on positive or negative influences, and how they stay “above it”
- Incorporate the ATI brand principle, “Anything that makes me less than me, is not for me...especially drugs and alcohol.”

Through participation in “Express It,” teens will:

- Embrace their creativity to create a performance that allows them to become the positive influence and express how they live “above it”
- Identify influences facing youth in their community and the impact of these influences
- Understand the importance of educating their peers on these issues
- Develop a positive and inspiring message that encourages their peers to live “above the influence”

PREPARATION

The “Express It” activity is a versatile activity that most groups can implement. The minimum time frame recommended for this activity is one hour and 30 minutes. While the activity is scalable and can accommodate different time allotments, facilitators and teens may wish to split this activity into separate sessions to allow more than the suggested time for the activity so teens can refine their performances. For large groups of teens, it is helpful to have several adult facilitators available to support the teens and enable productive sessions.

“Express It” should be held in a space that is large enough for the teens to break into smaller groups (i.e., six to eight teens) and move around to prepare and rehearse their performances. Not all groups have to do the same “Express It” activity; some teens may wish to develop/perform a skit while others may wish to write/sing a song or come up with a new dance.

Some spaces may allow for better acoustics or viewing. Examples of possible spaces to conduct this activity:

- Music Classroom
- Auditorium
- Community Theatres
- Recording studio (many high schools, colleges and youth centers have studios that can be reserved)
- Outdoor amphitheater (check weather forecasts first)
- Cafeteria, library, or gymnasium

It is important to remember that not all youth are expected to “perform.” Some teens may have an interest in contributing “behind-the-scenes” by writing lyrics or generating creative ideas on how to incorporate fun, visual elements.

The teens in the group who are comfortable with “taking the stage” can serve as the “performers.” All teens are encouraged to participate in the post-activity discussions.

Your feedback, and that of your teens, is important to us. Once you have concluded the activity, please complete the questionnaires located at the back of the *ATI Activities Toolkit*.

WHAT YOU NEED

Materials needed for the activity may vary based upon the style of performance (skit, song, or dance) selected. Pen and paper for each group will be required to write the scripts, songs, or choreography.

The following materials may also be helpful:

- Props
- Costumes
- Musical instruments
- Speaker/Stereo that is able to connect to an iPod or other MP3 player
- Recording devices or equipment

***Please note, these are not required, however they can help teens more readily achieve their creative visions.*

“EXPRESS IT”

PART ONE: WARM UP

(Approximately 15 minutes)

1. Influence Discussion (optional)

It is recommended that facilitators show **ONE** of the three *Above the Influence* Videos to get the participants thinking about what influences them every day.

The video will help jump start the discussion and provide a basis for choosing the topic(s) to perform. The videos can be downloaded at www.ATIPartnerships.com.

QUESTIONS FOR DISCUSSION:

- What are some bad influences in your life? These can be things that you’ve experienced personally or those you’ve seen affect others.
- What are some of the positive influences that affect you and your peers?
- Name some specific examples of what your favorite entertainers (actors, musicians, dancers, etc. . . .) do that you think influence you and your peers.
- How do you influence those around you?

Time permitting, consider conducting the ATI “Tag It” or “Be It” activity as follow up to the Influence Discussion to better familiarize the teens with *Above the Influence*.

2. Topic/Selection

Now, turn the focus of the discussion toward the specific issues facing your community. These will be the topics the group use to develop their performance(s). Through the course of the discussion, work with the teens to create a list of their top three to five topics/issues.

EXAMPLES:

- If one of the influences you’re discussing is how magazines depict the perfect guy or the perfect girl, the specific topic may be eating disorders.
- If the discussion is focused on drug use in music videos, a specific topic could be club drugs or marijuana.



3. Place Participants Into Groups & Break The Ice

Once the group has decided on the topics, place participants into smaller groups of **five to eight teens** and assign the topic for each group to address. You may assign the same topic to more than one group if you have more groups than topics. This is a great way to show how multiple approaches can be taken to positively influence peers on a single issue.

If possible, have a mentor or youth leader assigned to each group who has already been instructed on the activity. This will help ensure the groups stay focused.

Ice Breaker

An Icebreaker helps participants become more comfortable with the group – especially those who are not already familiar with each other –and will get creative juices flowing. Two examples of ice breakers that work well with this activity are included on page 30 of this activity, but you are welcome use any you feel appropriate for your group.



“EXPRESS IT”

PART TWO: EXPRESSING YOURSELF

(Approximately 30 minutes)

1. **Choosing A Performance Style**

The first step is to choose the performance style that will best relay the message you are trying to convey. Groups need to decide whether they will create a skit, song, or dance (see pages 31-36 for tips on creating skits, songs, or dances).

THOUGHT STARTERS:

- Does anyone in your group have experience or special talents with any of these styles?
- What would capture the most attention from the entire group?
- Has there been a recent event or incident relating to the topic that we should be thoughtful of? (Ex: A comedic song about the dangers of drugs may not be appropriate if the community recently experienced the death of a student due to drug use, however other styles of expression may be more suitable for addressing the incident/issue.)
- Is there a popular song, dance, movie, etc., whose success you could imitate or create a parody of?

2. **Creating the Performance**

Instruct each group to create a two to three minute skit, song, or dance.

Tips for creating skits are located at the end of this activity starting on page 32, and are available for download separately. The tips provide recommendations for three separate performance styles, along with ideas on how each can be created into a masterpiece. The “Express It” tip guide may be photocopied and shared with the teen groups and/or other facilitators.

3. **Rehearsing**

Practice will help the teens work out any kinks in their performances, make sure the performance will resonate with the audience, and make sure everyone is on the same page, beat, or note.

“EXPRESS IT”

PART THREE: PERFORMING & DISCUSSING

(Approximately 45 minutes)

1. The Performance

The topics have been selected, styles chosen, and the masterpieces created and rehearsed. It is now time for the groups to “Express It” and share their performances with the larger group.

It may be beneficial for the teens to record their performances with a video camera. A teen may volunteer to use their cell phone video cameras, if one is available to document the performance. The video can be used for fine tuning the performances, sharing with friends and family, or edited together with each group’s video for use in future discussions.

If there is a group that does not have enough people to record the performance themselves, assign someone from another group to do so. Take photographs as well if possible. Each group should give a brief introduction to their performance.

2. Creating the Performance

Once each performance is complete, the facilitator should say something encouraging and engage the entire group in a discussion about what they

learned from developing and watching it. Allow the teens to reflect on what they have learned and share their new understanding of the topic as well as their ability to educate their peers.

QUESTIONS FOR DISCUSSION:

- What was the performance style uses?
- Why was this style an effective way to communicate with other teens?
- What was the topic(s) this performance addressed?
- What did you learn about the topics that you didn’t already know?
- After performing and/or seeing the performance, how does this affect your views on ways to be the positive influence and helping to promote living above negative influences?
- Does this performance inspire you? How so?
- What are you going to do to continue spreading this message?

3. **“Express It” Beyond the Activity**

Often times, these short activities are the beginning of something even greater. If you have permission of the participants and their parents, post the videos on popular social networking or video sites and engage local teens in a discussion about the performances. You may also continue to refine the performances and add more elements to make them even more impactful. Sometimes all that’s needed is more rehearsal rather than changes to the performance itself. Listed below are several potential opportunities facilitators and teens may wish to leverage to continue to “Express It.”

- School assemblies
- Organized Teen Nights or youth groups
- For local elementary schools
- At other youth serving and partner organizations
- Before school performances or during event intermissions
- At community fairs, festivals, carnivals, and expos
- Anywhere where their message can be heard or seen!



SEND US YOUR SURVEYS

After you complete the “Express It” activity, please ask the teens who participated to fill out the paper survey included on pages 75-76 of this toolkit. Additionally, please complete the adult facilitator survey on page 77. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.

“EXPRESS IT”

ICEBREAKERS

Strike a Pose

Begin with everyone in the group standing up and forming a circle. Then one person will say their name while they step forward into the circle, striking a pose that shows off their personality. This is followed by everyone copying that person.

FOR EXAMPLE:

John steps into the circle saying “JOHN!” and doing a goofy body builder pose because fitness is important to him. Everyone else follows suit, saying “JOHN!” and copying John’s pose.



Circle Toss Name Game

For this Ice Beaker you will need a couple of random objects that can be tossed around a circle like a Nerf ball or stuffed animal. With everyone in a circle toss the object to the first person who says a descriptive word that starts with the same letter as their name followed by their name. They then throw it to another person who will repeat what they said and then do the same for their own name. The first time around, participants only need to repeat the person before them and say their own. If you want to make it more interesting, each time the object gets tossed, that person has to repeat everyone’s name that has come before them and their own.

FOR EXAMPLE:

The object gets tossed to Justin who says, “Jumping Justin!” He then tosses the object to Colin who says, “Jumping Justin, Creative Colin!” This continues until everyone in the group has gone and can be repeated again with multiple objects being tossed around at the same time.

“EXPRESS IT”

TIPS: SKITS

A. Delegate Responsibilities

Each participant may have different comfort levels when it comes to acting in front of their peers but there are plenty of ways to be involved in the performance without acting.

Some responsibilities may include:

- Writing the script
- Creating costumes or props
- Videotaping the performance
- Directing the actors
- Serving as the skit emcee

B. Brainstorm Themes & Create Script

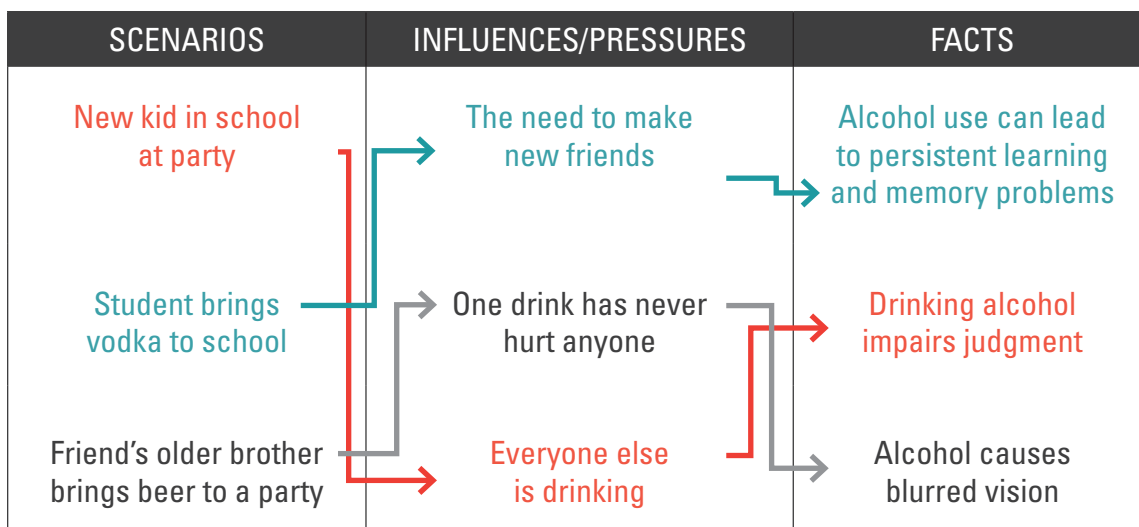
The group may already have an idea of what they want to do and can dive straight into writing the script. If not, have the teens conduct a quick brainstorm session to think of possible ways to incorporate their **topic/issue** (from the exercise in Part One, section 2) and how to include an *Above the Influence* message.

Conducting the brainstorm

1. Ask a teen to volunteer to be the note taker. Provide a chalk board, dry erase board or oversized easel pad of paper and markers for note taking.
2. Have the volunteer create three (3) columns on the board: **SCENARIOS**, **INFLUENCES/PRESSURES**, and **FACTS** (see example chart on following page where the topic/issue is “underage drinking”).
3. Ask the teens to populate the columns. Perhaps each teen can give one idea for each column; the note taker will write the ideas down.
4. Once ideas are on the board, discuss which Scenario might work best with which Influence/Pressure, and which Fact(s) goes best with that combination. The note taker can keep track by using arrows to connect the different ideas in each column.
5. Have the teens vote on which combination set they like best and would like to use as the basis for their script.

EXAMPLE:

Let's say the topic is underage drinking:



Teens can find facts and information on different topics and influences by visiting www.abovetheinfluence.com

Using one or more of the combinations sets, teens can then begin to develop a rough outline of the skit, including key points, actors' lines, and facts the group feels are important. Don't worry about perfecting the script.

c. Rehearse Skit

Rehearse the skit as soon as there is a solid script outline to build the scene(s) on. This will help the script process and the participants will become more comfortable with the skit. Don't worry too much about the details when rehearsing, and remember the point is for the teens to have fun while learning about influences and educating peers.

“EXPRESS IT”

TIPS: SONGS

A. Delegate Responsibilities

Determine who is comfortable singing in front of their peers – the best approach for the group may be singing together. Those who aren’t comfortable with singing can still be involved in the creation of the song, serve as an impromptu drummer with an upside down bucket or other instrument, or serve as the producer to ensure everyone that the lyrics and melody line up, etc.

Some responsibilities may include:

- Writing the lyrics
- Finding or writing the score (instrumentals) for the lyrics
- Producer
- Sound recorder (if recording the performance)
- Videotaping the performance

B. Discuss Genre

Any genre is the right genre when it comes to being the positive influence through music; just make sure the genre is a good fit for the audiences the teens will perform for to ensure the music

will resonate with the audience. Have the teens think about what music most influences them and their audience.

One style that is often fun and well received is a parody of an already well known song. Teens may use an existing song and replace the lyrics with those they draft. Facilitators should be conscientious of the intended uses for the song and copyright limitations on uses.

GENRE IDEAS:

- Spoken Word (Also referred to as performance poetry)
- Parody (Uses an existing song and replacing lyrics)
- Military Style Cadence (Call out and response)
- Traditional Styles (Country, Pop, Rock, Hip Hop, etc.)

C. Write Lyrics/Select Music

After the genre is selected, the group should begin writing the lyrics and decide what music should accompany them. Have everyone list facts relating to the topic while a teen volunteer writes them all down. The songwriters can refer to these facts and incorporate them into the song as they write the original lyrics or parody. If possible incorporate this phrase into the lyrics: "Anything that makes me less than me is not for me."

Facilitators may want teens to consider the questions below as they write the lyrics/score.

THOUGHT STARTERS:

- What do you want the audience to take away from this song?
- What are the three main points/facts we want to emphasize?
- Are we staying on topic throughout the song?
- Is our song inspiring?

D. Rehearse Song

Once the lyrics are complete and the music is selected or originally produced, the group should rehearse the song. This will help ensure the music and lyrics work well together and that the overall performance is on target. The group should practice the song several times and continue to refine and make changes to it as they go along. Remind participants that they're not trying to win a Grammy; rather they are helping to change their community for the better by living "above the influence," "Expressing It," and having fun along the way.



“EXPRESS IT”

TIPS: DANCE

A. Delegate Responsibilities

While some may not be comfortable dancing in front of audiences or being in the spotlight, there are many possibilities for all teens to be involved in the dance performance. For instance, some participants may have a creative vision or ideas on how to incorporate the group’s message into movement.

Some responsibilities may include:

- Choreographing the dance
- Researching and providing back up music
- Introducing the dance performance topic, style and rationale for style
- Videotaping the performance

B. Brainstorm Style & Themes

There are a variety of dance styles ranging from ballet to modern – such as lyrical, step, and hip-hop. “Dance” simply means the expression of your message through movement. Sometimes expressing an idea solely through movement can have an even greater impact than explaining it directly through words.

DIFFERENT STYLES OF DANCE THAT CAN BE INCORPORATED INTO THE PERFORMANCE INCLUDE:

- Step dance (Tap, stepping, Irish step dance)
- Hip Hop (Jerkin’, break dance, locking)
- Latin styles (Mambo, salsa, rumba)
- Native American dance (Hoop dancing, stomp dance, etc.)

Briefly discuss any ideas for themes of the dance as well as specific styles. It may be helpful for the teens to have three to five key points about their topic written down for reference, as well as influences that they want to express through movement. Trying to include too many into this style of performance can often take away from its effectiveness. The brainstorm activity under the Skit section can help jump start the creative process if the teens are stuck.

C. Select Music & Create Choreography

Teens may wish to select the music before starting the choreography as it can significantly help the process. The music can help set the tone, rhythm, and steps.

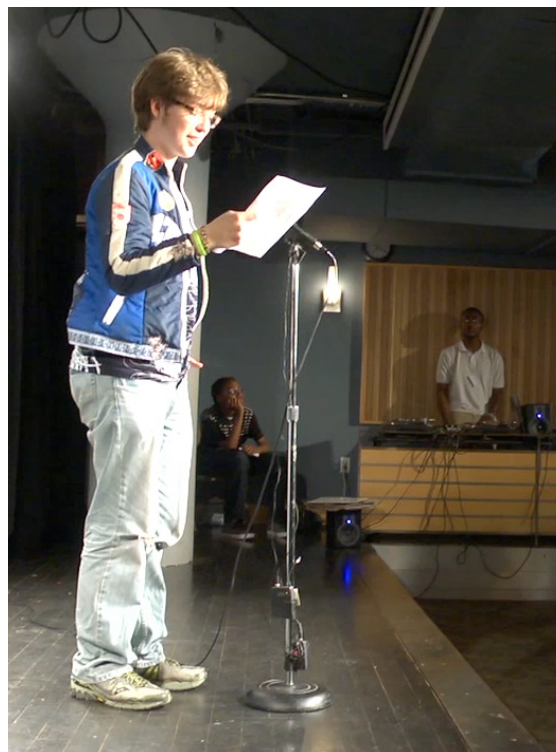
The teens should start choreographing the dance once they have an idea of what style and theme they want to perform. Let participants know that their movement can be big and exaggerated to help get their point across. Remind teens that this dance should also communicate to the audience, “Anything that makes me less than me, is not for me.”

D. Rehearse the Dance

Choreographing and rehearsing the dance go hand-in-hand. The group should practice the movements and steps as they go through the choreography process to ensure that the audience will understand what it is they’re trying to express.

Facilitators may consider having one participant act strictly as an observer to provide input on the meaning of the performance. The group can make adjustments as needed. The teens may continue practicing until it is time to perform.

Let the show begin!





“I’M HOPING THAT THE STUDENTS WILL TAKE FROM THE ‘EXPRESS IT’ PORTION OF THE ABOVE THE INFLUENCE CAMPAIGN A NEW PART OF THEMSELVES. I THINK THEY TALK ABOUT WHAT THEY FACE EVERY DAY, AND THEY TALK ABOUT DANCE A LOT. AND THIS IS AN OPPORTUNITY TO EXPLORE THINGS THAT THEY MIGHT NOT BE AWARE OF ABOUT THEMSELVES OR EVEN THEIR PEERS. AND I THINK IT ALLOWS THEM TO EXPLORE THAT IN A REALLY SAFE ENVIRONMENT.”

– Katrina Toews, Director, Washington Ballet at THEARC, Washington D.C.



“PICTURE IT”

“PICTURE IT” ENGAGES TEENS IN A DISCUSSION AND A PHOTO-SHARING EXERCISE THAT HIGHLIGHTS THE POTENTIAL PRESSURES AND RISKS THEY MAY FACE DURING THEIR PROM AND GRADUATION SEASON.

The activity asks them to thoughtfully reflect on what these events mean to them, and what they can do to live up to their own expectations of these celebrations.

OVERVIEW

For teens, prom and graduation season is a time for reflection, but it is also fueled by excitement for the future. It is a time to celebrate accomplishments – particularly for graduating seniors. But with so many celebrations—from prom to graduation parties—it is also a time of increased pressure to fall under the influence of drugs, alcohol, and other risky behaviors.

“Picture It” aims to help teens to remain “above the influence” during this exciting time by raising awareness of the added risks and challenges youth face during this time. The activity provides teens the opportunity to recognize and articulate their excitement, fears, and even disappointments from these end-of-year events and celebrations. Teens will also realize that remaining above negative

influences that can get in the way of a fun and safe celebration puts them in control of whether these events meet their excitement and expectations. *Above the Influence’s* Facebook page and Instagram will also provide teens with a national platform to share their thoughts and see how others are making safe and healthy choices. Instagram has grown in popularity with teens because it allows for greater personal expression. In 2012, Instagram ranked as the most popular photo-sharing technology for teens ages 12-17 and compels teens to be content creators.

Through participation in “Picture It,” teens will:

- Have an opportunity to discuss and understand the negative influences most likely to impact their end-of-year celebrations, and the skills to stay “above the influence” during these major party times.
- Understand that they are empowered to control the outcomes to live up to their own expectations of end-of-year celebrations.

PREPARATION

“Picture It” will be completed over the course of three steps.

1. The first step is a discussion that will take place before the prom and graduation season. It will introduce teens to the idea of being “above the influence” during this unique time in their lives. We recommend that this be a one-hour discussion to engage teens on the key issues, expectations, influences, challenges and motivations that affect them most during this specific period in their lives.
2. The second step will ask **teens to take pictures before and during their prom, graduation, and other end-of-year celebrations. They will be encouraged to post them to ATI’s Facebook page and on Instagram using the hashtag #ATImoments.** Teens will also be asked to consider thoughtful captions for their photos that tie the photos back to the ATI brand. *Sparking online discussions about these photos is a key objective here.*
3. Ideally, the third step **will gather teens one more time after their proms, graduations, and/or other celebrations are over** to provide a forum for either an in-person or most

likely in an online discussion after the season. If meeting in person is a challenge with summer schedules, we encourage your group to take part in these conversations on the **ATI Facebook page and Instagram.**

For different teens, celebration means different things. Not everyone may be looking forward to end-of-year celebrations such as attending prom or graduation. These teens will be encouraged to plan and capture an “alterna-prom” night, or other celebration or activity they are looking forward to, showing how they have chosen to spend the night “above the influence.”

WHAT YOU NEED:

- A room large enough to accommodate your group
- Camera or cell phones that are equipped w/ cameras
- Paper and pens in case teens want to write down discussion points



“PICTURE IT”

SESSION ONE: VISUALIZING THE EVENTS

Gather teens and lead them in a group discussion, asking them to visualize their graduation day, prom night, “alterna-prom” night, or other end-of-year celebration, and what it would ideally look like.

The goal of this conversation is for teens to have a clear picture of their hopes and expectations for their end-of-year events and celebrations.

QUESTIONS FOR DISCUSSION:

- What are your overall expectations for this event?
- What do you hope to do and accomplish?
- Who will be with you?
- What will you wear?
- If you’re not going to prom, what are you doing instead?
- If you aren’t yet a senior, what do you think this time of the year will be like when it’s your turn?

Once teens have a vision of their ideal celebration, shift the focus of the discussion to the lead-up to this special event. Discuss expectations and realities of the season, the pressures teens face at this busy and exciting time of year, and how they might deal with them.

QUESTIONS FOR DISCUSSION:

- How does it feel to be on the cusp of graduation/prom?
- What positive influences have gotten you to this point, and helped with this accomplishment?
- What pressures are you facing right now? (For instance, final exams, relationships, “making your mark”, choosing the right outfit, fear of not being asked to prom, finding a job, etc.)
- Does graduation/prom mean something different to girls versus boys?
- How might drugs/alcohol and other influences and pressures affect the experience you visualized for yourself earlier in our conversation?

Questions for Discussion (continued)...

- If you are at prom or an event where your friends might offer you drugs or alcohol, how would you handle this situation?
- If you are doing something other than prom, how might alcohol or drugs interfere with those plans?
- Is staying away from the prom/ graduation after-party scene a realistic option? What alternatives are there to parties?



“PICTURE IT”

SESSION TWO: TEENS ENGAGE IN END-OF-YEAR EVENTS

Following the discussion in session one, encourage teens to take pictures before and during their prom, graduation, and other end-of-year celebrations.

Pre-Event

Ask teens to remember the visualization they shared during your conversation and take pictures of what their ideal prom or graduation might look like. Teens can take pictures of each other, themselves, other people, places, or things they feel capture what their ideal celebration will be. These pictures can be literal—a pre-prom dance party, a trip to the mall to try on outfits—but are also open to artistic interpretation, allowing teens to use their imagination.

During the Event

Ask teens to capture photos of their celebration. Encourage them to choose moments that capture their visualization of the event, or perhaps a moment where it was particularly hard to remain above the influence.

Encourage teens to share their photos from both before and during the event with ATI on social media, whether it is just one or a collection that tells the story of their end-of-year celebrations. Here are some ways teens can share their photos on ATI social media:

1. On Facebook, in addition to posting photos on their own timelines and being a positive influence to immediate friends, teens can also visit the ATI Facebook page (www.Facebook.com/AbovetheInfluence) to post and share their photos with the larger community. By sharing with the ATI Facebook community, they become a positive influence to tens of thousands of other teens. Teens should also feel free to share their photos on your organization’s Facebook page.
2. On Instagram, teens can share their photo using #ATImoments including captions on their photos that capture their celebration and how they lived up to expectations by staying “above the influence.” ATI will collect and feature these photos in a gallery on Facebook to help teens gain encouragement from one another.

3. Whether sharing on the ATI Facebook page or on Instagram using the hashtag #ATImoments, teens are encouraged to include a meaningful caption to explain how and why being “above the influence” was an important part of their end-of-year celebration.

Some suggested captions include:

- “I was able to rise above negative influence at...”
- “My prom/graduation was better ‘above the influence’ because...”
- “I chose to be ‘above the influence’ at prom/graduation because...”
- “My positive influence at prom/graduation was...”
- “I overcame a negative influence at prom by...”
- “Tonight, I was ‘above the influence’ because...”

4. In addition, encourage teens to incorporate the ATI arrow into their pictures by:

- Posting pictures of the ATI arrow drawn on their hand or on their caps at graduation on ATI’s Facebook page and on Instagram using #ATImoments.

ATI will highlight particularly creative photos and posts that capture teens’ visions for their events and give shout-outs to those who submit compelling photos of themselves and their friends while staying “above the influence.”

“PICTURE IT”

SESSION THREE: SHARE THE EXPERIENCE

If teens are available, gather the same group again for a post prom, graduation, or event discussion, focusing on the influences they faced and how they remained above them to live up to their expectations of the prom and graduation season.

After the group shares their photos, engage them in a short follow-up discussion.

QUESTIONS FOR DISCUSSION:

- What positive influences factored into your plan for prom, graduation, or any other event?
- What negative influences did you have to overcome to live up to your visualization?
- If you could re-live the big night, what would you do the same? What would you do differently?
- If you were not able to go to prom, or have not graduated yet, but will soon, what have you learned from friends and others that might shape your own experience?

If your teens are unavailable to meet in person, encourage them to take part in the conversations before, during, and after prom and graduation season on the ATI Facebook page and on Instagram using the hashtag #ATImoments.



“BRING IT”

“BRING IT” ASKS TEENS TO “ROLE PLAY” A VARIETY OF SCENARIOS THAT PORTRAY REAL AND CHALLENGING SITUATIONS THEY MIGHT FACE IN THEIR DAILY LIVES.

The activity helps teens develop actionable tools and ideas for how to make the best choices in the most difficult – and sometimes unexpected – situations. By performing and discussing scenarios related to challenging decisions youth face each day, from dating to substance use to how they use technology, teens have the opportunity to consider the long- and short-term consequences and rewards for their choices, before they make them.

OVERVIEW

“Bring It” builds resistance skills that empower teens to address difficult situations and make healthy choices that help them stand firm against the pressures they face, including the pressures to use drugs and alcohol. Teens will use improvisational (improv) acting techniques to develop and practice resistance skills and engage in discussions about how best to negotiate challenging scenarios in order to stay “above the influence.”

After completing “Bring It,” teens should:

- Possess better resistance skills and tools to be strong in withstanding peer pressure
- Be able to think more creatively about how to remain “above the influence” in challenging situations
- Have more confidence in their ability to resist negative influences in their lives

PREPARATION

The activity requires at least six (6) youth participants; however, it can accommodate a larger group of teens as well. It is important to remember that not all people are predisposed to “perform.” The teens who do not want to act/role play can participate in the pre- and post- discussion of the scenarios.

“Bring It” can be completed in a two-hour session, or facilitators may prefer to conduct the activity in two one-hour sessions. This will provide enough time to facilitate a thorough discussion of all the scenarios presented in the activity.

WHAT YOU NEED

- A room with enough space and privacy to encourage performance
- Copies of the Youth Participant Survey for each participant
- “Bring It” Scenario Card Deck (available online for download and printing at www.ATIPartnerships.com)
- A Timer
- Flip cam or phone cam/recorder (if available)

When a flip cam or video recorder is available, teens can shoot the performance and play it back for the group. The video may be used as a teaching tool for the group and can be stopped and started at key moments of the scene. It can also be used in later discussions.

WARM UP

Engage the entire group in a warm-up activity that gets teens comfortable with the idea of unrehearsed acting in front of a group. Teens need to be comfortable enough with their peers and the activity facilitator(s) to want to perform and have candid discussions about the scenarios presented during “Bring It.”

Variations on charades may be a good choice as they are a quick, easy and a fun way to put teens in a creative mindset and make an improvised performance easier. For example, each teen can think of a movie, TV Show, song or celebrity and write it down on a piece of paper to be placed in a bowl. The teens then take turns drawing a piece of paper from the bowl and trying to get their peers to guess what is on the paper by using acting and non-verbal clues.



“BRING IT”

WHAT WOULD YOU DO?

1. Explain to the teens that they will now be asked to “Bring It” by improvising/ acting out real life scenarios. Fourteen scenarios are available in the “Bring It” Scenario Card Deck – each card describes a distinct scenario, including brief profiles and roles of ‘characters,’ and a description of their environment and situation.

In addition, **two blank Scenario Cards have been included** in the deck to allow facilitators an opportunity to address situations or circumstances that have arisen recently in their own community. The facilitator should fill the cards out using the same format as the original “Bring It” Scenario Cards, along with fake character names.

Though the Scenario Cards indicate genders and ages, facilitators are free to alter this to accommodate their group or flip the roles to allow teens different opportunities to address the scenarios. Some of the scenarios address sensitive issues that boys or girls may feel more comfortable discussing exclusively with those of their gender. **Facilitators may wish to split the group up by gender or remove those cards from the Scenario Card Deck.**

It's Summertime

Adam, 15,
thinks Jade is the hottest

Jade, 15,
thinks Adam is...Adam

School's out, it's hot, and the days are long and slow. Jade wants to spice things up by smoking some weed so sends Adam a text with an invite to join her...

abovetheinfluence.com



First Date

Jessica, 14,
can't believe Thomas asked her out

Hannah, 16,
thinks Thomas is looking to add
another girl to his list

Jessica tells Hannah about her date with Thomas, who tried to get her to go back to his place and sneak into his bedroom...

abovetheinfluence.com



2. A teen should randomly choose a scenario from the “Bring It” Scenario Card Deck without looking, and give it to the facilitator. The facilitator will ask for volunteers to act out the scenario.
3. The volunteers will have one minute to review and discuss the scenario.
4. After they’ve had the opportunity to review, the facilitator will tell them to “Bring It” and the scene will begin. The facilitator should start the timer, giving the volunteers **2-3 minutes** to complete their scene.

Whether they are being true to their own experiences or just trying to entertain their peers, teens may drive their scenes and performances to involve drugs, alcohol or other risky behaviors. **These are all part of the teachable moments designed to emerge in this activity. As the facilitator, you should refrain from criticizing the choices they make.**

Instead, several methods allow you to move the scene in a more beneficial direction:

- Step in and fast-forward the scene to a time when negative outcomes may be more apparent to the teen actors.
- Step in and offer an exact consequence that may result from the choice made and ask the teens to pick the scene back up. For example, if two teens drink, what happens when mom comes home and catches them? What happens the next day in school when there’s a test first period? What happens when regular drinking prevents them from graduating?
- Stop the scene and have a dialogue with the whole group to discuss the choices made. What does everyone think the implications are? What would they have done differently or the same?

Facilitator tips are provided at the end of the activity, along with a reference on resistance skills.

5. Following each scenario, youth leaders should guide the group in a thorough discussion about the choices made and resulting consequences in the scene. To maximize engagement and achieve the greatest impact, the discussion should be focused on resistance skills, with teens assessing how their peers chose to say no or what they could have said or done differently.

QUESTIONS FOR DISCUSSION:

- Did this scenario make you think about a time when you faced a similar influence in your life?
- In this scenario, were the decisions made and the consequences realistic?
- What would you have done the same or differently from the performers?
- What alternative (other route) could have been chosen?

If your group recorded their performances, consider posting them on YouTube for the teens to link to on their Facebook pages. Share the links with the *Above the Influence* team by email to ATIResources@fleishman.com.

6. Conducting “Bring It” in two sessions? Ask the teens to return for Session Two with two new scenarios they’ve created. Use a few “Bring It” scenarios from the Scenario Deck to get the teens warmed up at the start of Session Two, and then switch to the teen-developed scenarios.
7. Conduct the Youth Participant Survey (copy available on pages 75-76), and collect the forms from the teens.

SEND US YOUR SURVEYS

After you complete the “Bring It” activity, please ask the teens who participated to fill out the paper survey included on pages 75-76 of this toolkit. Additionally, please complete the adult facilitator survey on page 77. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.



“BRING IT”

ACTIVITY TIPS FOR FACILITATORS

Many teens lack resistance skills and techniques to help them resist drug use and other risky behaviors. Facilitators may find teens revert to the “Just say no” approach, which, while important, is more effective when combined with other refusal techniques.

Facilitators may want to assign a resistance skill from the list below to the teen if s/he is stuck on how to address the scenario – this should be done only after the performer has attempted to address the scenario themselves. These resistance skills leave both parties with self-respect and a clearly-understood message from the teen who is being pressured.

RESISTANCE SKILLS

FRAMING

Acknowledging the other person’s point of view before saying it’s not for me.

- “I realize why you’re interested in XX, but I am just not interested in doing that.”
- “I know you’re stressed right now and want to blow off steam, but this just isn’t how I like to relax.”

EMPATHY

Put the other teen in your shoes and help them see why you’d prefer to take a pass.

- “That stuff would make me lose control – and you know I’m a control freak, I wouldn’t like it at all.”
- “My mom knows everything. It’s like she’s psychic. I can’t risk getting caught.”

tone

To keep the situation peaceful, teens may avoid aggression and instead be calm or use humor (e.g., make a joke to diffuse or back away from a situation).

- “Yo, your momma called and she said, ‘Busted!’ Just kidding, but seriously, my momma would freak on me if I did that.”
- “Listen, I respect that it’s your body and you can do what you like to it, but I’d rather not do that to mine and I hope you can respect that too.”

DISPLACEMENT

Teens may put a better option on the table for themselves and/or their friends.

- “Nah, I’d rather go shoot hoops. Want to come?”

- “Thanks, but I was planning to hit the mall before it closes. I’d love for you to come with; my mom can drop us off.”

REMOVAL

Teens should always feel that it’s OK to get out of dodge: When all else fails, they should try to keep their cool and find a way to physically get out of the situation.

- “Thanks for the invite, but I have plans to meet up with my cousin in 20 minutes and need to get home.”
- “Honestly, I’m not feeling it. But, I’ll be at the arcade playing games if you decide you want to do something else.”

SOCIAL NORMS

Teens can find strength in numbers and use examples of how and why others aren’t going down that path.

- “I know you think everyone’s doing it, but I have a lot of friends who don’t.”
- “My basketball team made an agreement with each other to stay away from XX. It’ll affect our performance on the court and kill our shot at the state title.”

CONSEQUENCES

Teens can lay out for themselves and their friends what could happen because of taking the risk (emphasizing the short-term and then long-term consequences).

- “Dad would lose it if he found out we had a party, and then kill us when he found out people were drinking.”
- “If you went back to his place, it could send a signal that you want to fool around and he might expect stuff.”

D.DRIVER

D.DRIVER PUTS TEENS IN THE DRIVER'S SEAT BY USING VIDEO GAMES AND REAL-LIFE SCENARIOS TO HELP THEM GAIN A BETTER UNDERSTANDING OF THE POTENTIAL CONSEQUENCES OF DRIVING AFTER USING DRUGS AND ALCOHOL OR WHILE DISTRACTED.

OVERVIEW

While most teens today are aware of the consequences of driving drunk and surveys show fewer teens are getting behind the wheel after drinking, driving after using drugs or while distracted are growing threats to safety on the roads. D.Driver aims to raise teens' awareness of the ways in which these three "D's" — drugs, drinking, and distractions — can affect their ability to drive. By using video games, gaming systems and mobile devices that teens are already familiar with, D.Driver offers teens a better understanding of the potential consequences of driving drugged, drunk, or distracted, for themselves and those around them. Through an elevated awareness and follow-up discussions, D.Driver helps teens think critically about the potentially life-altering effects of driving under the influence or while distracted, and brings to the forefront alternatives to help them remain "above the influence" of these behaviors.

LEARNING OBJECTIVES

Through participate in D.Driver teens will:

- Have a better understanding of the more subtle symptoms and side effects of substance use that affect driving;
- Understand the potential effects of drugged, drunk, and distracted driving, and how they affect passengers, pedestrians, and other drivers on the road; and
- Gain awareness of their alternatives when faced with potential drugged, drunk, and distracted driving and passenger situations.



PREPARATION

D.Driver is a flexible activity that can be completed in one and a half to two hours, but also may be extended to allow enough time for as many youth who are interested in taking a turn in the “driver’s seat.” This includes time to dedicate to a thorough discussion of all the scenarios and outcomes presented in the activity.

The activity can be done with as few as three (3) teens or more, though it is recommended the size of the group be capped at 10-15 teens to enable an engaging and thoughtful conversation. While pre-licensed and licensed drivers will benefit most from this activity because they have some experience with real-life driving situations, younger teens will also benefit from this activity as they frequently ride in vehicles driven by older teens and adults.

There are six (6) scenarios provided with this activity, but it is recommended that facilitators select three (3) to four (4) scenarios for the teen participants to complete. Conducting the activity with three to four scenarios supports robust, post-scenario discussions while being mindful of time constraints. However, facilitators may have teens complete and repeat as many scenarios as time and participant interest allow.

Using existing video gaming systems and games is beneficial because these resources are easily attained and guaranteed to get teens’ interest. For the purposes of this activity, a list of suggested games is provided – these games achieve the appropriate first-person driving simulation experience and are suitable for a young audience. Facilitators should use their judgment and resources when selecting a game and keep in mind these two qualifications, if choosing a game other than those provided on the list below.

Some facilitators and organizations may not have access to a gaming system or television setup. In this case, D.Driver can be performed in a smaller group, using a driving simulation game/mobile application (app) on a smartphone device. Facilitators may also ask participating youth leaders to bring in their personal gaming system from home; however, discretion should be used, as gaming systems may be broken and can be expensive to replace.

It is important to remember that not all teens may want to be in the spotlight by volunteering to be in the driver’s seat. There are several opportunities during the activity for all teens to participate in the discussion, scenario selections, etc.

Additionally, facilitators may find it helpful to have an assistant facilitator to monitor game play and note teachable/learning moments while the other focuses on managing the discussion and follow-up questions that occur naturally among the group. Teen volunteers may also help monitor game play by keeping track of “above the influence” and under the influence scores, how many crashes occur, distance traveled, time-keeping, etc.

WHAT YOU NEED

- A room with enough space and privacy for the teens to spread out and observe game play, and where loud noise won't distract others. It would also be helpful to be able to control the room lighting;
- Video gaming system (recommended: Xbox, PlayStation, Wii) or a mobile device with the ability to download apps, along with necessary equipment (e.g., game controller/paddle). Some gaming systems offer controllers in the shape of a steering wheel for use with racing games; facilitators may want to consider using such devices if available/accessible for the gaming system in use;
- A first person, driving simulation game, either one for a gaming system or a mobile phone app. Please see the full list of suggested games at the end of this activity;
- D.Driver Scenario Card Deck, **available for FREE download at www.ATIPartnerships.com**. The scenarios are also included in the **Facilitator Discussion Guide** section of this activity (see below);
- Four (4) chairs;
- Cell phone (either a prop or teens can volunteer their own);
- Anything capable of playing very loud music (stereo, iPod, smart phone);
- Alcohol impairment goggles – if these are not available, very dark sunglasses with something smudged on the lenses (e.g., dish soap or Vaseline);
- Blindfold or scarf; and
- Facilitator Discussion Guide provided with this activity (see below).

THE ACTIVITY

Set up your space. Make sure the television and gaming system are placed in the center, with room enough for one teen to play while others have room to observe. If implementing D.Driver using a mobile app, set up the room with a space for the “driver” in a central location, with room for others to observe as he or she plays. Facilitators may also want to arrange four (4) chairs for the driver and any “passengers” they might have (per the scenarios) to sit on – two in the front and two in the back, such as you might find in a vehicle.

After setup, explain to the teens that they will now be asked to participate in D.Driver by either:

- Taking a turn in the “driver’s seat.” These teens will complete one round of the driving simulation game under normal conditions, and one round under the conditions described on the scenario card;
- Being the scenario navigator – making sure the teen in the “driver’s seat” follows instructions given, specifically on how to recreate the conditions of drugged or distracted driving;

- Monitoring scores, crashes, time-keeping, etc.; and
- Participating in the post-scenario discussions.

Ask for a volunteer to be in the driver’s seat and a volunteer to be the “navigator.” Also ask for volunteers to monitor performance. All participation should be voluntary to enable an environment for meaningful connections to be made and open discussion after the activity.

The teen in the driver’s seat should complete one round of the driving simulation game under normal conditions – a.k.a. “above the influence.” Upon completion, the volunteers will document the player’s score, crashes, and any other driving errors. *(Note: If the selected game has longer “rounds,” the facilitator may want to cap each turn in the driver’s seat at two minutes OR per the recommended time provided with the scenario.)*

The driver should select a card, face down, from the D.Driver Scenario Card Deck and read the card out loud to the group. The navigator then oversees the driver, making sure he or she completely complies with the instructions given on the card to approximate drugged, drunk or distracted driving. *(Note: Some of the tactics for approximating the physical side effects of*

drugs are not long lasting. Make sure the video game or mobile app is set to go so the teen can begin playing immediately after completing the physical activity provided in the scenario – the game’s pause feature will be most useful.)

The D.Driver scenarios factually describe side effects of substances and distractions, alongside real life, emotionally driven situations that may impact a teen’s choice to drive under the influence. This allows teens to have a full understanding of the hypothetical without implicating that they ever have, or ever would, put themselves in the situation presented.

Once the teen in the driver’s seat has followed the instructions of the scenario, he or she should complete the same course of the simulated driving game.

Whether they are being true to their own experiences or just trying to entertain their peers, teens may exaggerate their efforts to recreate the scenarios and side effects. The facilitator should redirect the teens’ focus, whether it is moving on to the next volunteer for the driver’s seat or taking a moment to reiterate the seriousness of the scenario given and the potential consequences of the situation presented.

After each turn, take the time to lead teens in a discussion to allow them to fully understand the consequences of choosing to drive after using drugs, alcohol, or while distracted, the safety implications on all affected, and the tactics and options available to help avoid driving under the influence or being the passenger of someone who is.

Refer to the **Facilitator Discussion Guide** provided with this activity. It includes scenario-specific questions to enable relevant discussions and reflections and capture desired lessons learned.

(Please note: There is a possibility that there may be instances where the teens’ scores don’t decrease from their baseline score or that the tactics to replicate the side effects of drugged or distracted driving do not have a *significant* negative impact on how well they perform in the game. If this is the case, the facilitator should focus on specific instances where their driving was affected and how it was affected. It only takes one slow reaction, missed turn, or crash to change their lives. Focus on this incident rather than the score to demonstrate the effects of negative influences on their driving.)

Repeat the activity with at least two (2) to three (3) youth or with as many additional teens as time permits.

D.DRIVER

FACILITATOR DISCUSSION GUIDE

At the end of each round of D.Driver, when the experience and implications of driving under the influence is fresh, engage students in a discussion around each scenario. For some groups, a prompt may be all they need to begin an in-depth conversation around the experiences and observations they have from participating in a round of D.Driver, but for others, starting the conversation may be more of a challenge.

In these cases, below are discussion points and facts, some tied to specific scenarios themselves, that may provide a better launch into the type of conversation that allows teens to best understand the reasons for staying “above the influence” in situations of drugged, drunk, and distracted driving.

SCENARIO 1

Over-the-Counter Drugs

Taking over-the-counter cough medicine, especially without following the proper instructions, can result in impaired motor function, dizziness, disorientation, numbness, nausea or vomiting, increased heart rate and blood pressure, and a sense of distance from reality.

What’s going on?

Bree hasn’t been able to kick the cold she’s had for three days. She thought “doubling up” the dosage of her cold medicine might do the trick, but now she’s feeling dizzy and off-balance. And she just remembered her dad asked her to pick up her little brother from school today. She doesn’t have far to drive, but it’s 3 p.m. and the streets are full of kids walking home and busy daytime traffic.

Recreate the dizziness and loss of coordination Bree is experiencing from taking over-the-counter drugs improperly by spinning in place rapidly for 30 seconds. Begin driving immediately after spinning. PLEASE NOTE: The effects from spinning wear off quickly; both rounds of play should be limited to 30 seconds for maximum effect and accurate comparison between rounds.

DISCUSSION QUESTIONS:

- Are you surprised that over-the-counter drugs, like cold medicine, can affect your ability to drive and make decisions?
- Have you ever felt a little “out of it” after taking something over the counter? How do you think that might affect your ability to drive?

SCENARIO 2

Driving Drunk or Drugged

Alcohol and marijuana affect the part of the brain that controls coordination and judgment. These substances may also increase tiredness and drowsiness.

What's going on?

Ashley got a ride with Emily to Staci's house where they chilled for the night. They stayed out much later than planned, and Emily fell asleep on the couch after having a joint and a beer. It's 3 a.m. and they're finally hitting the road to get home.

Recreate the side effects Emily is experiencing from drinking and smoking marijuana by completing the race course with your eyes almost fully closed or with a blindfold/scarf partially covering your eyes. Have another volunteer play the role of Ashley, who is trying to help Emily stay on the road and avoid hitting objects.

DISCUSSION QUESTIONS:

- Sometimes you're not the driver, but your ride home might be under the influence. What would you do in this situation?
- What do you think the driver thinks when they're about to drive friends home if they've been drinking or smoking marijuana? What might make them give up the keys?

SCENARIO 2


Driving Drunk or Drugged

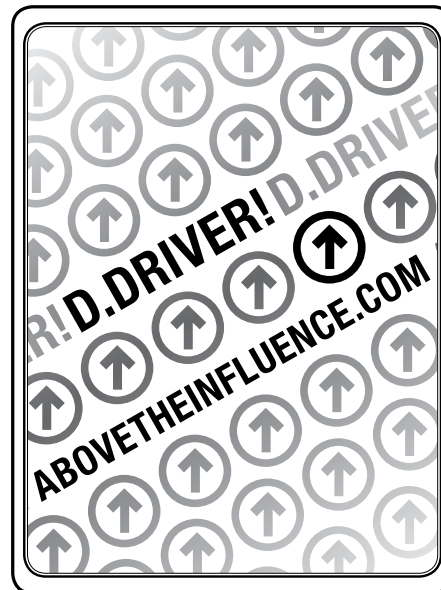
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D.DRIVER  abovetheinfluence.com



SCENARIO 3

Texting While Driving

A person who texts while driving, on average, takes their eyes off the road for four and a half seconds out of every six. At 55 miles per hour, this means they are driving the length of an entire football field without looking at the road once.

What's going on?

Maddie and Jake's relationship has been great, until recently. They've decided to hang out separately tonight and Jake's been getting updates from a friend telling him that she has been all over someone else. He needs to see this with his own eyes and find out what's really going on, so he hops in his car and starts to send her a text message on his drive over.

Recreate the experience of texting while driving by typing the following message on a cell phone while driving the course – you may abbreviate these words: Seth told me you're all over someone. On my way. Can't believe you'd do this to me.

DISCUSSION QUESTIONS:

- When might it seem more important to make a call or send a text, instead of keeping your eyes on the road? How would you handle a situation when you are driving and need to get in touch with someone? In what way would your decision affect your ability to drive?
- Did you know that studies have shown that texting while driving impairs your driving as much as drinking and driving?

SCENARIO 4

A Crowded Car

Driving with multiple passengers can create a distracting environment in the car.

What's going on?

It's the end of a night out and everything went okay until Stephanie's best friend found out that her boyfriend cheated on her with Katy, Stephanie's other best friend. Stephanie's driving both of her friends home while they argue and keep trying to pull her into the middle, wanting to know whose side she's on.

Recreate the distractions of traveling with an excited group of passengers by having two other volunteers act out the above scenario and argue constantly around the person in the driver's seat.

DISCUSSION QUESTIONS:

- How would your friends react if you tried to change their behavior in the car (e.g., asking them to be quiet, turning off music)? How would you handle this?
- Have you ever been at a movie or watching television and been annoyed at someone talking so much that it's hard to pay attention to the movie? Do you think the same kind of thing happens in a car?

“WITH DRIVING SIMULATORS, IT'S REALLY DIFFICULT TO ENGAGE KIDS WHO DON'T HAVE A LICENSE. THIS ALLOWS THE FACILITATOR TO ENGAGE DRIVING TEENS AND PRE-DRIVING TEENS BECAUSE THEY'RE ALREADY COMFORTABLE WITH IT AND IT'S ACCESSIBLE TO THEM. WE'VE USED DRIVING SIMULATORS BEFORE BUT HAD NEVER THOUGHT TO DO A NON-'DISTRACTED' ROUND FIRST SO THE TEENS CAN SEE THE DIFFERENCE IN SCORING AND DISCUSS THE DIFFERENCE IN THE EXPERIENCES.”

– Robyn Block, IL SADD, Springfield, IL

OVERALL DISCUSSION QUESTIONS AND CONSIDERATIONS:

- Did the D.Driver scenario make you think about a time when you or your friends faced a similar situation?
- Before this activity, how aware were you about the dangers of drugged, drunk, or distracted driving?
- How did you feel when “driving” after recreating the feeling of being under the influence of drugs, alcohol or distractions? What did these situations and side effects do to your ability to concentrate?
- What pressures do teens face when they are in situations of potential drugged, drunk, or distracted driving?
- How are other people impacted by someone’s choice to drive under the influence or while distracted? Before this activity, were you aware of the impact not just on you, but on passengers, other travelers on the road, and pedestrians?
- What alternatives can be chosen to getting in the driver or passenger seat when facing situations of potential drugged, drunk, or distracted driving?
- At the same time, the effects of some drugs and alcohol can take time to set in. While you may feel fine, side effects that impact your ability to drive may set in. You may think you feel fine when you get in the car but five minutes later it’s a different story. What can you do then?
- When you drive drunk, drugged, or distracted, you’re not only endangering yourself, but anyone else in the car with you, other drivers, and any pedestrians on the street. Who in your life would you never want to hurt?
- The effects of things spinning around or trying to play a mobile game while blindfolded can wear off quickly. But the impact of drugs and alcohol can stay in your system for hours, even if you’re not aware of it.
- If your score wasn’t so bad, or even better, when you drove today after recreating drunk, drugged or distracted driving, remember that it only takes one time to seriously impact your life, your passengers’ lives, or the lives of others on the street.

D.DRIVER

FACILITATOR DISCUSSION TIPS

To maximize engagement and achieve the greatest impact, the discussions should be framed in a way that allows teens to comfortably and candidly make connections between the physical effects of driving under the influence and the potential consequences and impact on themselves, their passengers, and other travelers and pedestrians. This is especially the case with the scenarios surrounding drugged and distracted driving, where teens tend to have less awareness around the side effects of these influences and their impact on driving.

1. **Framing and Tone:** Teens may want to share instances in which they did not choose to be “above the influence” in a driving situation. Creating a non-judgmental environment should support this kind of honesty. Choices to not remain “above the influence” in the past become opportunities to learn, not reprimand.
2. **Shared Experiences:** If not willing to share their own experiences, teens can find strength in numbers when they realize that they are not alone in struggling with the influence of drugs, alcohol, and distractions in driving and passenger situations. This is where guiding the discussion to

allow them to discuss the pressures that cause teens to drive under the influence can be constructive, making the struggle with these choices a more universal experience.

3. **Consequences and Empathy:** Teens should realize that when they choose to get behind the wheel under the influence of drugs, alcohol, or distractions, there are consequences for themselves AND others. Guide their anecdotes and discussion of personal experiences in a way that highlights the role that others play in the choices they make to get behind the wheel.

D.DRIVER

SUGGESTED DRIVER SIMULATION GAMES

Below is a list of video games that the *Above the Influence* team has reviewed and finds appropriate for use in this activity, both for content and the ability to recreate driving mechanisms. While any of the systems listed below will work with reinforcing the idea that one's motor skills and ability to concentrate are affected when driving under the influence of substances or while distracted, some of the gaming systems may offer a more authentic driving experience than others.

If these games/systems are unavailable, facilitators are encouraged to utilize whatever makes participation in D.Driver possible, including easy-to-access mobile apps on smartphone devices.

When selecting a game, look for one that provides a "street racing/driving" experience and incorporates obstacles such as people, buildings, lamp posts, and stop signs/lights, rather than straight racetrack driving.

Please ensure that the content of the selected game is appropriate for a young audience. The Entertainment Software Rating Board (ESRB) provides ratings on all video games. These ratings are designed to provide concise and impartial information about the content in video games and mobile apps so consumers, especially

parents and other adults, can make informed choices. ESRB ratings have two equal parts: rating symbols suggest age appropriateness and content descriptors indicate elements that may have triggered a particular rating and/or may be of interest or concern. Please go to http://www.esrb.org/ratings/ratings_guide.jsp for more information.

PlayStation: F1 2011, Need for Speed, GRID

Xbox: F1 2011, Kinect Joy Ride, Forza Motorsport, Project Gotham Racing, Dreamworks Super Star Kartz

Wii: Mini Desktop Racing, Speed Racer, Sonic & Sega All-Stars Racing, TrackMania: Build to Race

Mobile Apps: Sonic & Sega All Stars Racing, Real Racing 2, GT Racing Motor Academy

INFLUENCE DISCUSSION

ENGAGE TEENS IN YOUR SCHOOL OR COMMUNITY IN A DISCUSSION ABOUT “INFLUENCE.” CHALLENGE YOUR LOCAL YOUTH TO THINK CRITICALLY ABOUT THE ADVERSE EFFECTS OF DRUG USE AND THE POTENTIAL NEGATIVE INFLUENCES SURROUNDING THEM IN THEIR SOCIAL AND MEDIA ENVIRONMENTS.

OVERVIEW

The *Above the Influence* campaign has some great tools that can help you spark your local discussions:

The *Above the Influence* – Influence Videos showcase what teens in the Bronx, NY, Portland, OR, and Milwaukee, WI, think about influence in their lives and hometowns and how they stay “above it.” Show these videos before you engage your group of teens in discussion to help them start thinking more critically about the influences around them. The videos can be downloaded at www.ATIPartnerships.com or www.YouTube.com/abovetheinfluence.



INFLUENCE DISCUSSION

VIDEO DISCUSSION GUIDE

The “Influence Videos” feature real teens engaging in intimate conversations about their thoughts and perspectives on the topic of influence. The videos provide teens, parents, educators, and others with a first-hand look at the various issues and influences teens face in different parts of the country.

These videos and the accompanying discussion questions can be used as instructional tools and a centerpiece for dialogue about teen influences, along with other materials provided in this toolkit. In a large- or small-group setting, we suggest you play the videos first, and then lead a conversation with the group.

QUESTIONS FOR DISCUSSION

- Let’s talk about your life. What does life look like for you on a daily basis? Who is a regular part of your life?
- Let’s talk about you. What are some words you would use to describe yourself? Or, if it’s easier, what are some words your friends would use to describe you?
- What are some of your dreams and goals?
- Who supports you in achieving your dreams and goals?
- Who are your heroes? Who do you look up to? What makes them so special to you?
- What’s the best thing about living in your neighborhood?
- What does the word “influence” mean to you?
- What are some good or positive influences in your life? They can be people, things, activities, events, etc.
- What are some bad influences in your life? They can be things you see or experience in your life that make you think about doing things that you know aren’t good for you.
- We all have some bad or negative influences in our lives. How do you make sure that you are staying on a path to doing the right thing in your own life? How do you “stay above it”?

NOTE: All teens featured in these videos have given the Media Campaign permission to use this footage for educational and promotional purposes. Parents and guardians have signed release forms for children under the age of 18.

INFLUENCE DISCUSSION

VIDEO PROJECT GUIDE

If your teens view the “Influence Videos” and are inspired to produce their own videos highlighting their views on positive and negative influences, there are a few low-budget ways to help them coordinate production:

1. Borrow a flipcam or video camera from a local school or community college with a multimedia department.
2. Teens can record each other answering the discussion questions recommended on the previous page. Encourage teens to be creative and make the videos their own unique expression.
3. For a larger group of responses, the teen production team can host a panel of teens for a town hall or back to school night event, inviting more teens to share their influences on camera for this project.

4. Work with the same school or a local television outlet to use their multimedia department as an editing room and learning experience for your teens.
5. Post the resulting video on your organization’s website, YouTube, or Facebook page, thanking the partnering school or TV outlet for their support.

Once your organization has posted the teen-produced video, tell us on Facebook and we’ll promote your project:

www.facebook.com/AbovethelInfluence or send us an email at ATIresources@fleishman.com.



There are a lot of other ways your teens and organization can use the video discussion to increase awareness among other teens and leaders in your community. For instance, you can host a Video Premier Event and invite teens, parents, key community stakeholders and the media to attend. You can take this a step further and host a live teen panel discussion about influence as a part of the event. You may want to work with your local media to air the video as part of their afternoon programming. You may also want to take the video on tour around your community, with stops at local high schools, community centers, and malls. For more examples and ideas of what you can do to leverage the Influence Discussion Video in your community, check out the Partner Showcase on the ATI Partnerships website at www.ATIPartnerships.com.

SEND US YOUR SURVEYS

After you complete the Influence Discussion activity, please ask the teens who participated to fill out the paper survey included on pages 75-76 of this toolkit. Additionally, please complete the adult facilitator survey on page 77. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.

TEEN EXPRESSIONS ART PROJECT

GO STRAIGHT TO THE SOURCE –TEENS THEMSELVES– TO SEE HOW THEY REPRESENT THEIR IDEAS FOR STAYING ABOVE THE INFLUENCE.

The Teen Expressions Art Project asks teens in your community to create their own visual expressions of the *Above the Influence* symbol.

Facilitators will find the *Above the Influence* logo template available for download at www.ATIPartnerships.com. Activity leaders may photocopy the template as much and as frequently as needed. As community youth leaders, art teachers, and other adults who work with teens, you can spread the word about this activity and encourage local teens to participate.

Work with local art clubs, movie theaters, malls, or other community spaces to host an art exhibit. Offer prizes for the best

or most original art. Check in with local businesses – they may be willing to offer prizes!

After your contest or event, feature the best art in your clubs or organization meeting rooms.

To ensure submissions can be featured, make sure that teens know there should be no profanities, no corporate logos or name brands, and no overt symbols of violence (guns, gang signs or symbols, etc.), or any other rules that apply to the activity in your community.

There are a lot of other ways your teens and organization can use the teen generated art to increase awareness among other teens and leaders in your community. A few examples from ATI partners include using scanned images of the artwork to create a holiday greeting card to be sent to key stakeholders, using scanned images of the artwork to create an organizational banner, creating a collage of the ATI symbols to hang in the local community center, or having a group of teens work together to create a large ATI symbol mural rather than individual art projects. For more examples and ideas of what you can do to leverage the Teen Expressions Art Project in your community, check out the Partner Showcase on the ATI Partnerships website at www.ATIPartnerships.com.

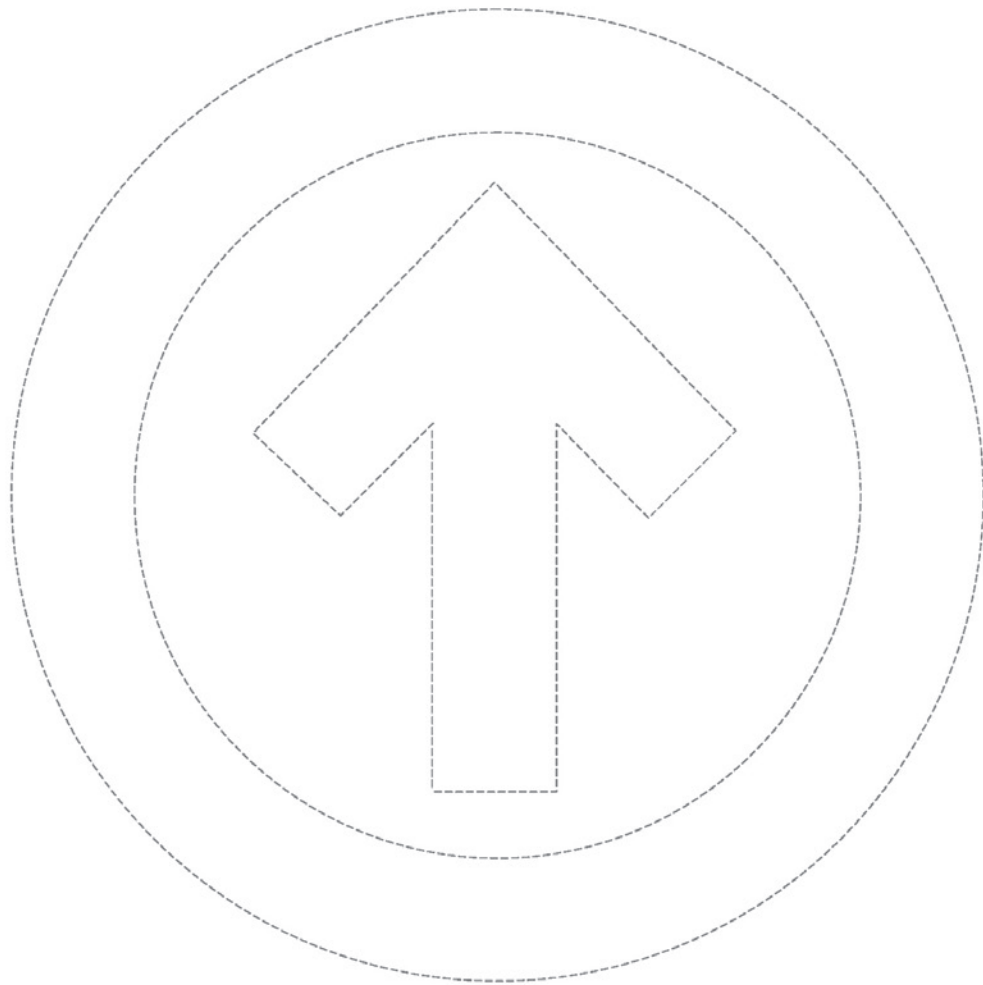




SEND US YOUR SURVEYS

After you complete the Teens Expressions Art Project activity, please ask the teens who participated to fill out the paper survey included on pages 75-76 of this toolkit. Additionally, please complete the adult facilitator survey on page 77. Please mail these surveys to us at the address provided. Your feedback is important to us and will help us refine this activity and inform future ATI planning.

NOTE: You may download the Art Project template at: www.ATIPartnerships.com



PDF VERSION AVAILABLE AT WWW.ATIPARTNERSHIPS.COM

TEEN EXPRESSIONS ART PROJECT

EXAMPLES





“THE KIDS LEARNED A LOT MORE ABOUT THE ABOVE THE INFLUENCE CAMPAIGN THROUGH THIS EXPERIENCE BY CHALLENGING THEM TO THINK ABOUT WHAT IT REALLY MEANS TO BE ABOVE THE INFLUENCE – WHERE A TEEN CAN LOOK AT THEIR OWN EXPERIENCES, FROM THEIR OWN PERSPECTIVE. IT HELPS CHALLENGE THEM TO BE MORE CRITICAL THINKERS AND LOOK AT THEIR SURROUNDINGS, THEIR ENVIRONMENT, AND EVEN LOOK AT THE ADULTS IN THEIR LIVES AND THINK ABOUT WHAT THE CONCEPT OF ABOVE THE INFLUENCE REALLY MEANS.”

– Emily Moser, director of parenting programs for the Oregon Partnership, Portland, OR

PURPOSE OF SURVEYS

In order for us to improve these activities, we need input from you and your youth participants! We ask that after the teens complete each of the ATI activities, please have them take a few minutes to complete the youth surveys (using paper and pen), included on pages 75-76 of this toolkit. The information that we gather from teens will provide us with helpful information as we design other *Above the Influence* activities.

We also value YOUR opinion as a youth development professional and ask that you please complete the facilitator survey on page 77 of this toolkit and return it with your youth surveys.

After you complete each activity, please gather all of the completed youth and adult facilitator surveys and return them to the address provided below. Or, feel free to email a scanned copy of your surveys to ATIResources@fleishman.com.

Fleishman-Hillard, Inc.
ATTN: Crystal O’Neill
National Youth Anti-Drug Media
Campaign
1615 L Street, NW
Suite 1000
Washington, DC 20036



Above the Influence Activity Youth Participant Survey

Thank you for participating in today's *Above the Influence* activity! We'd like to hear what you thought about it. Please complete the questions below. Your answers are anonymous.

1. My age (circle your answer): 10 11 12 13 14 15 16 17 18

2. My grade (circle your answer): 5th 6th 7th 8th 9th 10th 11th 12th

3. Before today, how familiar were you with *Above the Influence (ATI)*?

(Check the answer that **best** describes you.)

- Not at all familiar: "I had never seen/heard of *ATI* before."
- A little familiar: "I had seen/heard of *ATI*, but don't really know much about it."
- Somewhat familiar: "I had seen/heard of *ATI* and basically know what it's about."
- Very familiar: "I had seen/heard of *ATI* and been affected by its message."

4. Before today, had you participated in any of the following *Above the Influence* activities?

(Check **all** of the activities that apply. Check the bottom box if you had **not** participated in any *Above the Influence* activities before today.)

- "Tag It"
- "Be It"
- "Express It"
- "Picture It"
- "Bring It"
- D.Driver
- Influence Discussion
- *Above the Influence* Logo Art Project
- I had not participated in an *Above the Influence* activity before today

5. Based on your *Above the Influence* experience, for each of the statements below, please circle the **one** response that best describes how much you agree or disagree.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
<i>Above the Influence</i> messages hit home for me and my community	1	2	3	4	5
<i>Above the Influence</i> makes me more aware of the risks of letting other people or things influence my decisions	1	2	3	4	5
<i>Above the Influence</i> makes me more confident in my ability to make decisions without being influenced by other people	1	2	3	4	5
<i>Above the Influence</i> makes me think about the impact of my decisions on myself and others	1	2	3	4	5



Above the Influence Activity Youth Participant Survey

6. For each of the statements below, please circle the one response that best describes if you will be taking these actions.

	No, I'm not planning to do this.	Yes, I might do this.	Yes, I am definitely planning to do this.
I plan to share photos or videos of today's <i>Above the Influence</i> activity	1	2	3
I plan to blog, post or share online about <i>Above the Influence</i>	1	2	3
I plan to discuss <i>Above the Influence</i> with my friends	1	2	3
I plan to go to the <i>Above The Influence</i> website to learn more	1	2	3
I plan to help <i>Above the Influence</i> get the word out	1	2	3

7. If you answered "No, I'm not planning to do this" or "Yes, I might do this" for any of these actions, what is holding you back from taking those actions? _____

8. What Above the Influence activity did you participate in today and would you recommend it to your friends? **Why or why not?** _____

9. What else can *Above the Influence* can do to help you be more empowered or confident about your own decisions? _____



***Above the Influence* Activity Facilitator/Youth Development Professional Survey**

We welcome your feedback regarding *Above the Influence* activities. Your answers are anonymous. Please do not sign or print your name on this form. Please indicate how much you **agree or disagree** with the following statements about *Above the Influence*.

I facilitated the _____ activity for _____ (number) youth participants in _____ (name of your city).

Please select one answer for each item.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
1. <i>Above the Influence</i> is relevant to the teens I work with	4	3	2	1
2. I know more about how to speak to/engage teens about not using drugs or alcohol	4	3	2	1
3. I plan to go to the <i>Above the Influence</i> website to learn more about the campaign	4	3	3	1
4. I plan to do this activity with other teens	4	3	2	1
5. I plan to share this activity with others I know who work with teens	4	3	2	1
6. I would like to do more <i>Above the Influence</i> activities in the future	4	3	2	1
7. Please tell us what else the <i>Above the Influence</i> campaign can do to support you in your work with teens.				

NATIONAL YOUTH ANTI-DRUG MEDIA CAMPAIGN BACKGROUND

The White House Office of National Drug Control Policy's National Youth Anti-Drug Media Campaign created *Above the Influence* (ATI) to capture the attention of youth when they are most likely to be first exposed to substances of abuse and are most vulnerable to negative social and cultural influences. The brand has become a philosophy for teens and inspires them to think critically about drug use and the influence of their social environment so they can make more informed choices.

The *Above the Influence* campaign is a critical component of the Nation's prevention efforts, as outlined in the National Drug Control Strategy, and includes broadened messaging to focus on substances most abused by teens. It delivers prevention messaging at the national level as well as more targeted efforts at the local community level. This two-tiered approach allows the Campaign to continue reaching out to teens across the country with a highly visible national media presence, while fostering the active engagement and participation of youth at the community level.

While a national campaign remains a valuable asset to which communities can anchor their individual programs, the Campaign recognizes that it is at the community level where youth substance abuse prevention must ultimately occur.

Above the Influence targets youth ages 12-17, with an emphasis on ages 14-16, the critical transition years from middle school to high school when teens are most likely to initiate drug use.

Youth who are aware of the *Above the Influence* advertising are consistently more likely to have stronger anti-drug beliefs compared to those unaware of the Campaign's advertising. Seventy-five percent of teens (both genders and all ethnicities) say that *Above the Influence* speaks to someone like them and 82 percent of teens are aware of ATI advertising. The strength and high levels of brand awareness of *Above the Influence* allow communities to localize and customize the Campaign's messages to address local drug issues.

MEDIA CAMPAIGN

ATI RESOURCES

The National Youth Anti-Drug Media Campaign offers a range of downloadable resources to help teens stay “above the influence.”

These resources help teens, parents, educators, and community groups recognize the signs and symptoms of substance abuse and other risky behaviors, kick-start discussions, and get help when it’s needed.

Please visit www.ATIPartnerships.com Resources to download our toolkit, activities, posters, and other materials.

And, visit www.YouTube.com/abovetheinfluence to view the latest *Above the Influence* videos.

MEDIA CAMPAIGN

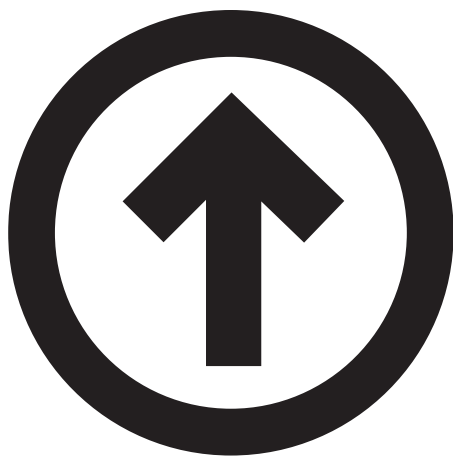
ABOVE THE INFLUENCE (ATI) BRAND & LOGO GUIDELINES

**“ANYTHING THAT MAKES
ME LESS THAN ME IS NOT
FOR ME...ESPECIALLY
DRUGS AND ALCOHOL”**

KEY ATI BRAND PRINCIPLES

Following are key brand principles that will provide guidance as you conduct ATI activities with your youth.

- **ATI is not a typical scare tactic or “just say no” anti-drug campaign...** it’s a philosophy, a way of life, an attitude and a commitment by teens to stay above the influence of drugs and alcohol.
- **ATI serves to inspire...** it’s about educating/informing teens that drugs and drinking (and other related risky behaviors or “negative influences”) stand in the way of them making good choices and achieving their goals in life.
- **ATI is more peer-to-peer...** rather than telling kids what to do in an authoritarian adult-to-child style, ATI should come across as teens sharing with, learning from, and supporting other teens.
- **ATI is non-judgmental and respectful...** while ATI as a philosophy will never condone or approve of being under the influence of any substance, ATI doesn’t overtly condemn, reject or show disrespect to those who may not live ATI. Instead, for teens struggling with or dabbling with substance use, ATI empathizes with their difficulties and supports their struggle to rise above.
- **ATI is attainable by all...** being ATI is not strictly for kids who are perfect role models. ATI messaging should demonstrate that the ATI attitude is accessible to anybody, and desirable by all. It’s something that teens should inherently want to do – the decision to live their lives ATI is ultimately up to them and should not be forced upon them.



USING THE ABOVE THE INFLUENCE LOGO

When using the logo, the arrow is always pointed straight up.

- If you place the logo on any giveaway item, be mindful that it should only be given to or worn by youth (ideally ages 12-17).
- This will help keep the brand identity as being seen as teen-to-teen and “cool.”
- Adults wearing or displaying the ATI symbol may lessen the “cool” factor.

YOU & THE ATI BRAND:

Local partners have an important role in representing the *Above the Influence* brand.

- Engaging teens with ATI at the local level is a critical extension of the ATI brand.
- The youth you serve are the “faces” of the ATI brand.
- Your organization engages teens with the ATI brand in a unique and meaningful “hands-on” fashion.

YOU ARE AN AMBASSADOR OF THE ATI BRAND:

- Local partners have an important role in protecting the integrity of the ATI brand.
- Your local activities reinforce the principles of the ATI brand and provide a national platform for your local efforts.
- Creating local events and activities that are consistent with what teens already know about ATI and what they expect from ATI can help further your organization’s mission.
- ATI’s key brand principles provide a helpful framework for your local efforts.



Office of National Drug Control Policy / National Youth Anti-Drug Media Campaign