

Broward County Public School's

Above the Influence March Toolkit

Above the Influence (ATI) is a national campaign created by the National Youth Anti-Drug Media Campaign, a program of the Office of National Drug Control Policy. Every student's life is filled with pressure, some of it good, some of it bad. Our goal is to help students stand up to negative pressures and influences such as drugs and alcohol, bullying, discrimination, or any other destructive behavior or attitude. To help achieve this goal, Broward County Public Schools, in partnership with community agencies, has an annual ATI March to help our students celebrate their choice to live *Above the Influence* of negative pressures. This ATI March Toolkit increases students' awareness of negative influences and helps them to focus on the positive influences in their lives. It's not about telling students how to live their lives, but rather empowering them with tools on how they can continue to make smart decisions for themselves.

What is ATI about?

- It's about being an individual, not a follower.
- It's standing up to negative influences.
- It's knowing the facts about drugs/alcohol, and making smart decisions.
- ATI...it's effective and it works!

For more information contact Diversity, Prevention & Intervention Department (754) 321-1655 BrowardPrevention.org



Below are the supporting activities for Broward County Public Schools choosing to participate in the [annual ATI March](#). We recommend the 2 lessons in this toolkit be taught to students in preparation for the March. These lessons have been modified from the [ATI campaign website's](#) [ATI Activity Guide](#) and will fit into one class period each. If your school or class has time, we encourage you to expand upon the activities by accessing the complete ATI Guide and/or utilizing some of the supporting activities attached in this document. To learn more about this year's BCPS ATI March, go to BrowardPrevention.org.

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Primary Lesson 1

"I Am Above the Influence of _____"

Modified from the "Tag It" Activity, abovetheinfluence.com

This lesson is designed to be a fun, easy-to-implement linkage to Broward County Public School's annual Above the Influence March. The primary focus of this lesson is to increase students' awareness of what an influence is, as well as their ability to assess whether an influence is positive or negative. They will then choose which influence of which they will remain, "Above the Influence." It can be done individually or as a class depending on the age of the students. * Common Core State Standards are listed at the end of the toolkit

Objectives:

After completing the Lesson, students should:

- Be able to define the word 'influence' and provide at least 3 examples;
- Understand the difference between positive and negative influences; and
- Feel empowered to resist negative influences, such as pressure to use alcohol or to bullying, after choosing one of which they will focus on remaining Above the Influence.

Materials:

- Give each student (or have them create their own) "**I Am Above the Influence of _____**" worksheet, attached to this document
- Coloring tools (crayons, etc.)
- Optional Enrichment: ATI PSA videos are available at BrowardPrevention.org as an option to introduce or enhance the activity



Activity:

Step 1:

- Set the rules and expectations for the day
- State: Today's activity will help us increase our awareness of how influences in our life may prompt us to make decisions – positive or negative, healthy or unhealthy. In particular, we will focus on one **negative** influence, such as drug use and other risky behaviors, of which YOU will choose to be Above the Influence.
- Draw the chart below on the board and facilitate the following discussion as you complete the chart:
 - Ask: What does influence mean? *Definition: the power to change or affect someone or something (like behavior, health, character,*

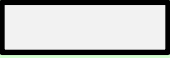


development, ability to reach goals, etc.); the power to cause changes without directly forcing it to happen.

- Ask and do: What are some examples of influences? Write all appropriate answers under "What are influences?" Answers may include friends, family, music, food, exercise, drugs, alcohol, bullying, cigarettes, etc. Write answers in words or pictures depending on age level.
- Ask and do: How would the influences you mentioned influence or affect you? Write a line from the item in column 1 to the item in column 2 (see example.) To help students understand the concept and think of HOW they might affect or influence a person, ask: Would it be good or bad for a person? What might happen to a person if they did that? What would happen right away (bad breath)? What would happen after doing it a long time (cough, cancer)? Etc.

What are Influences?	How do they influence?
<p>Examples:</p>  <p>Exercise</p>	 <p>Makes us strong and healthy</p>

- Write the chart below on the board and facilitate the extension discussion as you complete the chart:
 - State: You all have done a great job of showing how different things can influence us – for better or worse. Now that we see how something influences or affects us – let’s take these influences we mentioned and put them in the correct column. Starting with cigarettes, where does it belong - in the ‘Negative Influences’ column or the ‘Positive Influences’ column? Etc.



 Negative Influences	 Positive Influences
Examples: 	Exercise

Step 2:

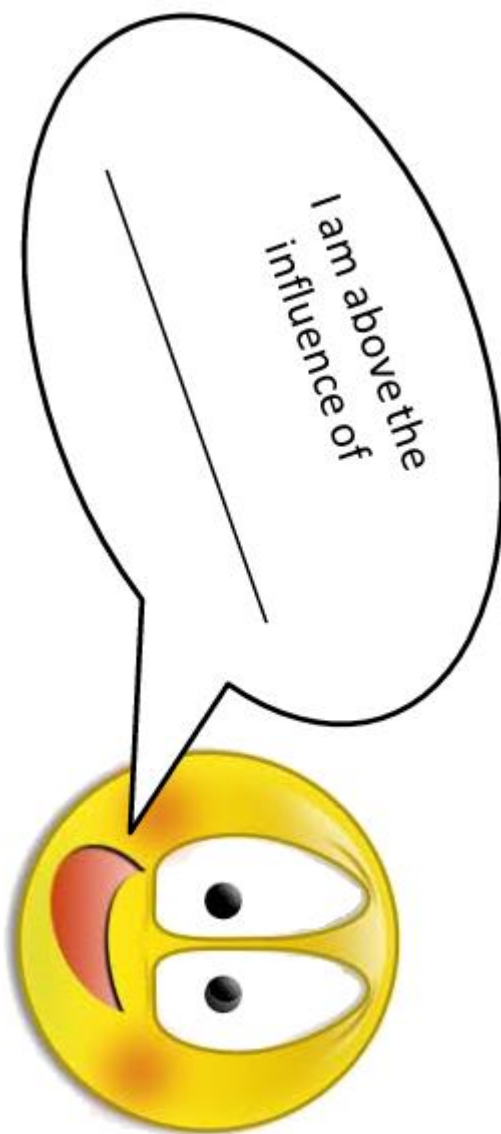
- Give each student (or have them create their own) **“I Am Above the Influence of_____”** worksheet attached to this document, to complete in class or as homework.
- State: Each of you will choose one negative influence above which you want to remain. Then you will draw this negative influence in words and/or pictures on your **“I Am Above the Influence of_____”** worksheet.
- Have students complete the worksheet.
- State: Being ‘Above the Influence’ is something we can all be proud of and celebrate! We each picked a negative influence of which we want to remain above being influenced. The more aware we are of negative influences around us, the easier it is to face and rise above them. Many students are joining Broward County Schools and their community partners in celebrating the Above the Influence movement at this year’s annual ATI march. You can join the ATI march with other students on _____ (insert date here.)

Step 3:

- Conclusion and linkage to Lesson 2
- State: We all have positive or negative, good or bad influences in our lives. Today you chose which negative influence you will remain Above the Influence of. In our next lesson, we will look at the good and positive things we can do to help us rise above this negative influence. We will pick one the thing that is most likely to make us feel good and “stay above it.”



Name: _____





Primary Lesson 2

“How I Stay Above It”

Modified “Teen Expressions Art Project” Activity, abovetheinfluence.com


This lesson is designed to be a fun, easy-to-implement linkage the Broward County Public School’s annual Above the Influence March. The primary focus of this second lesson is to increase the students' use of a positive influence in their lives. This will help them remain “Above the Influence” of the negative influence they previously chose in Lesson 1. * Common Core State Standards are listed at the end of the toolkit

Objectives:

After completing the Lesson, students should:

- Be able to identify positive influences and activities in their lives; and
- Choose which positive influence they will use to remain above the negative influence chosen in Lesson 1.

Materials:



- Give each student (or have them create their own) ATI  arrow coloring page, attached to this document. It can be assigned as homework individually or completed in class.
- Coloring tools (crayons, etc.)
- Optional Enrichment: ATI PSA videos are available at BrowardPrevention.org as an option to introduce or enhance the activity

Activity:

Step 1:


- Set the rules and expectations for the day
- State: Last lesson we discussed what an influence is – can anyone remind us what influence means? We also discussed how some influences can be positive and some can be negative. We each chose ONE negative influences of which we will remain “Above the Influence.” Today we will look at HOW we can achieve our goals and stay above this negative influence by picking a positive influence we will keep in our lives. Positive influences are good for you, make you feel good, and can ALSO help you avoid negative influences.
- Help students determine the positive influence that will help them remain above the negative influence they chose. The positive influence should naturally counteract the negative one. If they are younger, you can assist in the process by demonstrating to the class what that might look like. Start by drawing the following chart on the board:



<div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block; margin-right: 10px;"></div> Negative Influences	<div style="font-size: 2em; margin-right: 10px;">+</div> Positive Influences <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center; width: 20px; height: 20px; line-height: 20px;">↑</div>
Example: 	

- State: For example, some of you chose to always stay above the negative influence of cigarettes. You did a great job of showing us on your **"I Am Above the Influence of ____"** worksheet what smoking cigarettes would look like and why you want to avoid it! Now let's look at what positive behavior or influence might help keep us from smoking. We see a young man running here. He looks so healthy! And we know smoking hurts our lungs and makes it hard to run. So running, or any type of exercise would be a positive influence and make you NOT want to smoke. Let's take another negative and turn it into a positive. Who wants to share their negative influence and figure out what their positive influence or activity will be to help them remain above it?

Step 2:

- Once students have chosen their positive influence, have each student complete their ATI  arrow coloring page attached to this document. They are to depict the positive influence they will use to remain above the negative influence they chose in Lesson 1. A successfully completed arrow will allow someone viewing it to guess the person's positive influence. Examples:



Step 3: Conclusion and linking to the ATI March

- State: You each now know the negative influences in your life that you have chosen to remain above, as well as HOW you will do it. I



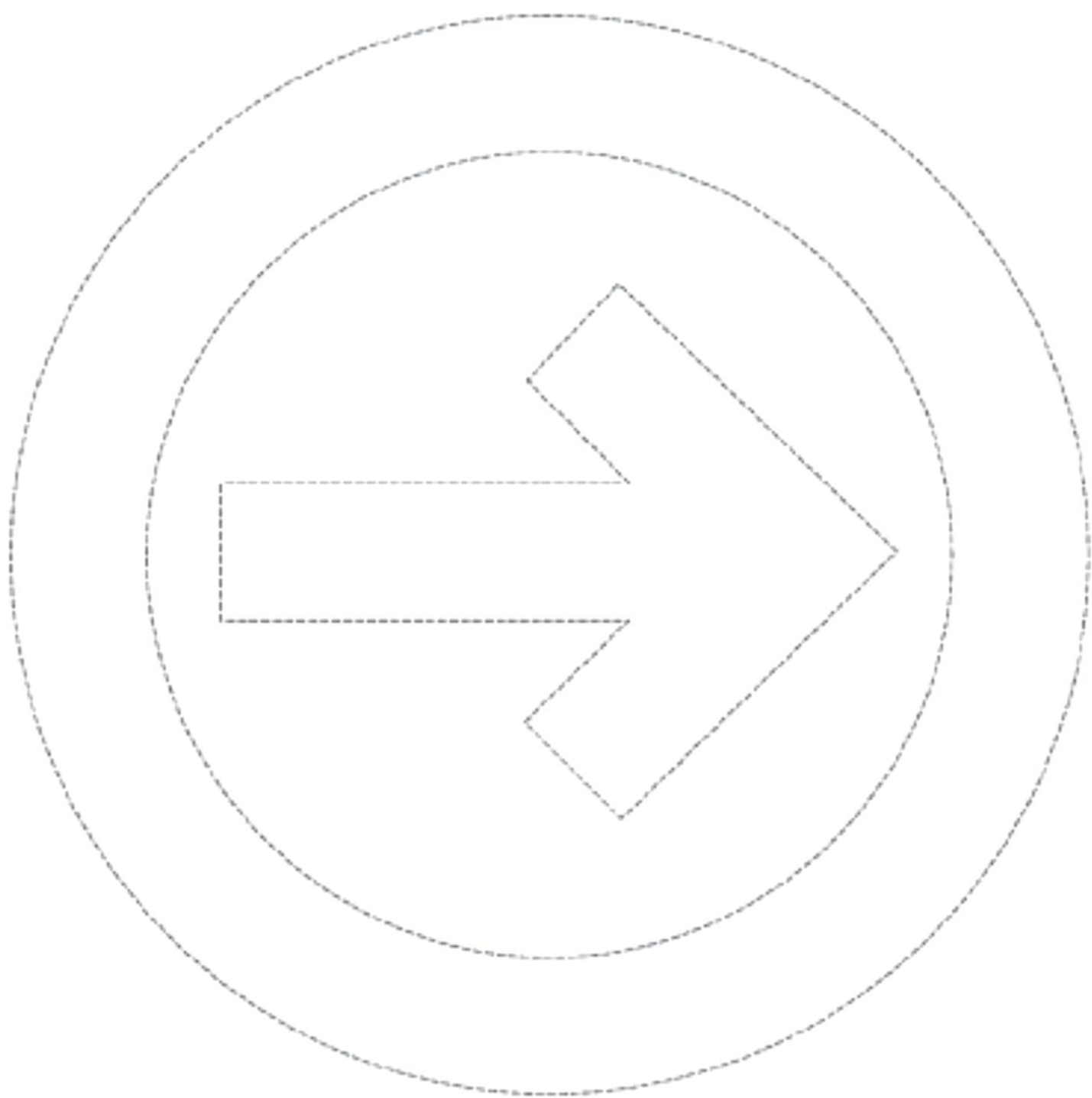
encourage you to join the Above the Influence movement by attending this year's ATI March as a group or individually.

- Optional Enrichments:

- Create banners for the ATI March stating which negative influence you have chosen to remain above. If you want more ways to become involved, go to abovetheinfluence.com.
- Above the [Influence Activities Toolkit 2013](#) in attachments
- With the older grades (4th and 5th,) activities and prompts can be used as short writing assignments instead of coloring projects.

Writing prompts:

- What are YOU Above the Influence of?
- What do YOU do to stay Above the Influence of negative pressures?
- Complete these sentences: To rise above negative influences I.... Some of the negative pressures young people face are....
- Think about a time in your life when you chose to stay 'Above the Influence.' What are some thing(s) that influenced that decision?
- How do you continue to stay Above the Influence and how would you advise your peers to stay Above the Influence?
- Tell of a time when you did not allow a negative influence into your life. For example, if bullying is your ATI, tell of a time you chose to stay above it - maybe you saw a group of kids teasing another student or refusing to eat lunch with him. How did you remain above it? Maybe you told a teacher what happened, became his friend, or told the others to stop.





Secondary Lesson 1

“What Am I Above the Influence Of?”

Modified from the “Tag It” Activity, abovetheinfluence.com


This lesson is designed to be a fun, easy-to-implement linkage the Broward County Public School’s annual Above the Influence March. Use this activity with your students to help *them* determine which negative influence they are above. It can be done individually, or in teams. 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.” * Common Core State Standards are listed at the end of the toolkit

Objectives:

After completing the Lesson, students should:

- Be able to define influence and provide at least 3 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; and
- Feel empowered to think more critically about negative influences, like drugs, and the ways to stay above them.

Materials:

- Give each student (or have them create their own) “I AM :” Tag It note, attached to this document.
- Assign it as homework, or complete in class as individuals or in teams.
- Optional Enrichment: ATI PSA videos are available at BrowardPrevention.org as an option to introduce or enhance the activity

Activity:

Step 1:

- Set the rules and expectations for the day.
- State: Today’s activity will help us increase our awareness of how influences in our environment may prompt us to make decisions – positive and negative, healthy and unhealthy. In particular, we will focus on one **negative** influence in YOUR life, such as drug use and other risky behaviors, which YOU will choose you want to be Above the Influence of.



- Ask and list on the board or a post it it:
 - What is an influence?
 - What are some positive influences in your life?
 - What makes them positive? (i.e. – what are the short and long term consequences of accepting and following that influence? How might that relate to your ability to reach goals you might have for yourself?)
 - What are some negative influences in your life?
 - What makes them negative? (i.e. – what are the short and long term consequences of accepting and following that influence? How might that relate to your ability to reach goals you might have for yourself?)
- State: Above the Influence is a movement and a state of mind. It's about being yourself and not letting negative influences get to you. Pressure to drink, do drugs or do anything that goes against who you are in order to fit in—that's negative influence. Every teen's life is filled with pressure, some of it good, some of it bad. The goal of Above the Influence (ATI) is to help students stand up to negative pressures, or influences. The more aware you are of the influences around you, the better prepared you will be to face them and rise above them. Some of these pressures include the pressure to use drugs, bullying, violence or alcohol. Broward County Schools and their community partners celebrate our students and the movement to be Above the Influence with an annual march. We can join the ATI march with other students on _____ (insert date here.)
- Show: If you have chosen to show an ATI video, do so now and explain that the videos are by students who have chosen to tell about their lives, and how they deal with the influences that shape their decisions.

Step 2:

- Give each student (or have them create their own) **"I AM Ⓢ:"** Tag It note, attached to this document. In class or as homework, as individuals or in teams, they are to determine the negative influence in their life whose influence they are determined to remain above. They are then to depict this negative influence in words and/or pictures. Examples:



- Enrichment options
 - See expanded activity in attachments - [Above the Influence Activities Toolkit 2013](#)
 - Writing prompts:
 - What are YOU Above the Influence of?
 - What do YOU do to stay Above the Influence of negative pressures?
 - Complete these sentences: To rise above negative influences I.... Some of the negative pressures young people face are....
 - Think about a time in your life when you chose to stay 'Above the Influence.' What are some thing(s) that influenced that decision?
 - How do you continue to stay Above the Influence and how would you advise your peers to stay Above the Influence?
 - Have students take pictures of themselves "tagging" the influence with their sign

Step 3:

- Post activity 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?
 - Were you surprised by some of the influences that your friends selected THEY were Above the Influence of? What were some of the most surprising influences to you? Why?
 - In what ways did this exercise make you think about the influences in your life?
- Conclusion and linking to the next class lesson
 - State: We now know all have some bad or negative influences in our lives, and you each know "What Are YOU Above the Influence Of?" In our next lesson we will look at what we are each doing to make sure we are staying on a path to doing the right thing for ourselves. In other words, what is your natural high that you use in your own life to "stay above it"?

I AM





Secondary Lesson 2

“How I Stay Above It.”

2A - Modified from the “Natural High” Activities, naturalhigh.org

2B - Modified from “Teen Expressions Art Project” abovetheinfluence.com

Lesson 2 is the second linkage lesson to Broward County Public School’s annual Above the Influence March. It expands upon their recognition of the negative influence they want to rise above, by empowering them to choose methods to “stay above it.” You can do either 2A, and/or 2B. Both Lesson 2A and 2B focus on students identifying positive activities in their lives which help them remain Above the Influence of the negative influences in their lives. * Common Core State Standards are listed at the end of the toolkit

Objectives:

After completing the Lesson, students should:

- Be able to identify the positive influences and activities in their lives.
- Choose which ‘natural high’ they will use to help keep them above negative influences.

Materials:

- Lesson 2A: On BrowardPrevention.org download the “Natural High Tim Howard” video, the *Tim Howard Discussion Questions*, and the *Tim Howard Worksheet* are in the attachments
- Lesson 2B: Give each student (or have them create their own) ATI arrow coloring page attached to this document
- Optional Enrichment: ATI PSA videos are available at BrowardPrevention.org as an option to introduce or enhance the activity

Activity:

Step 1 for Lesson 2A and Lesson 2B:

- Set the rules and expectations for the day.
- State: Last lesson we discussed influences in our lives and how some can be positive and some can be negative. We also chose that ONE influences in our lives which we will be “Above the Influence Of.” Today we will look at HOW we can achieve our goals and stay above this negative influence.
- Ask and list on the board or a post 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?
- What are some of the goals that you have for your life (either short or long term)?
- What you are each doing to make sure you are staying on a path to doing the right thing for yourself to help reach these goals?
- Which of these positive influences, that make you feel good, ALSO help you reach one or more of your goals (either short or long term)?
- State: These things we do that get us closer to our goals, and make us feel good about ourselves are positive influences and are also natural highs. They increase the dopamine in our brain in a way that lasts and we can continue to relive the enjoyment as we think about what we did, and plan doing them again. These positive activities we have listed act as a natural highs and help us avoid the negative influence we chose last lesson to rise above.

Step 2:

- Lesson 2A:
 - State: Now we are now going to view a video where someone has been very successful remaining Above the Influence of negative pressures, by focusing on his natural high.
 - Play: the "Natural High Tim Howard" video
 - Utilize the *Tim Howard Discussion Questions* to facilitate a post video discussion.
 - Assign for homework or have students complete in class the *Tim Howard Worksheet*.
- Lesson 2B:
 - Give each student (or have them create their own) ATI arrow coloring page, attached to this document. Have them complete it in class or as homework, as individuals or in teams. They are to depict their natural high or a positive influence they use to remain above the negative influences in their lives. A successfully completed arrow will allow someone viewing it to guess the person's positive influence. Examples:



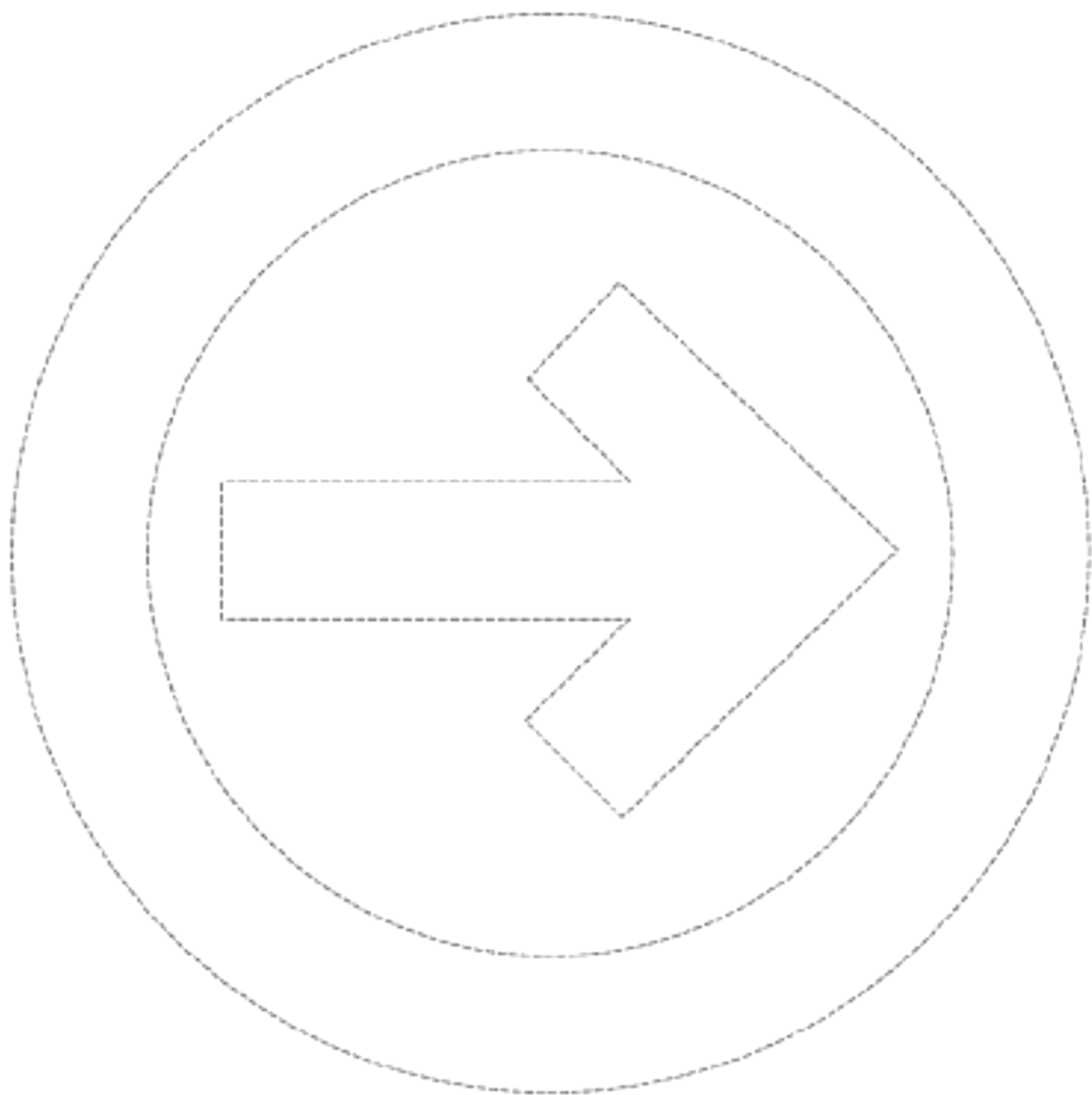


Enrichment options

- See expanded activity in [ATI Activities Toolkit 2013](#) in attachments
- Encourage students to incorporate the ATI arrows into pictures or videos taken with them doing their natural high. Encourage students to post their arrows or pictures on social media.

Step 3:

- Post activity 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?
 - Were you surprised by some of the positive influences or natural highs that your friends chose? Why?
 - In what ways did this exercise make you think about the influences in your life and your abilities to stay above negative influences to reach your own goals?
- Conclusion and linking to the ATI March
 - State: You each now know the negative influences in your life that you have chosen to remain above, as well as HOW you will do it. I encourage you to join the Above the Influence movement by attending this year’s ATI March as a group or individually. Create banners for the March stating which negative influence you have chosen remain above. If you want more ways to become involved, go to abovetheinfluence.com.





Above the Influence (ATI) March

Morning Announcements/Newsletter Blurb

Primary or Secondary

As a part of "Above the Influence," we believe that young adults should be entitled to have a great time without being pressured in any way. Students and adults stand hand in hand to promote leadership, individualism, and personal strength; building a safe and secure environment where everyone can feel like they belong. We encourage our members to live Above the Influence. (Name of School) is "Above the Influence!" Go to (insert staff member's name or refer them to browardprevention.org or abovetheinfluence.com for more information) to join us in this year's Above the Influence March! RISE ABOVE! CHANGE YOUR LIFE! JOIN THE MOVEMENT! CHANGE THE WORLD!

Secondary

(Name of School) is "Above the Influence!" IT'S A STATE OF MIND. It's about being yourself and not letting negative influence get to you. Pressure to drink, do drugs, be thin, discriminate against others, act violently, take steroids, join a gang, or do anything that goes against WHO YOU ARE in order to fit in—that's negative influence. You are one of the people who want to stay above it and you've come to the right spot. Go to (insert staff member's name or refer them to browardprevention.org or abovetheinfluence.com for more information) to join us in this year's Above the Influence March! RISE ABOVE! CHANGE YOUR LIFE! JOIN THE MOVEMENT! CHANGE THE WORLD!

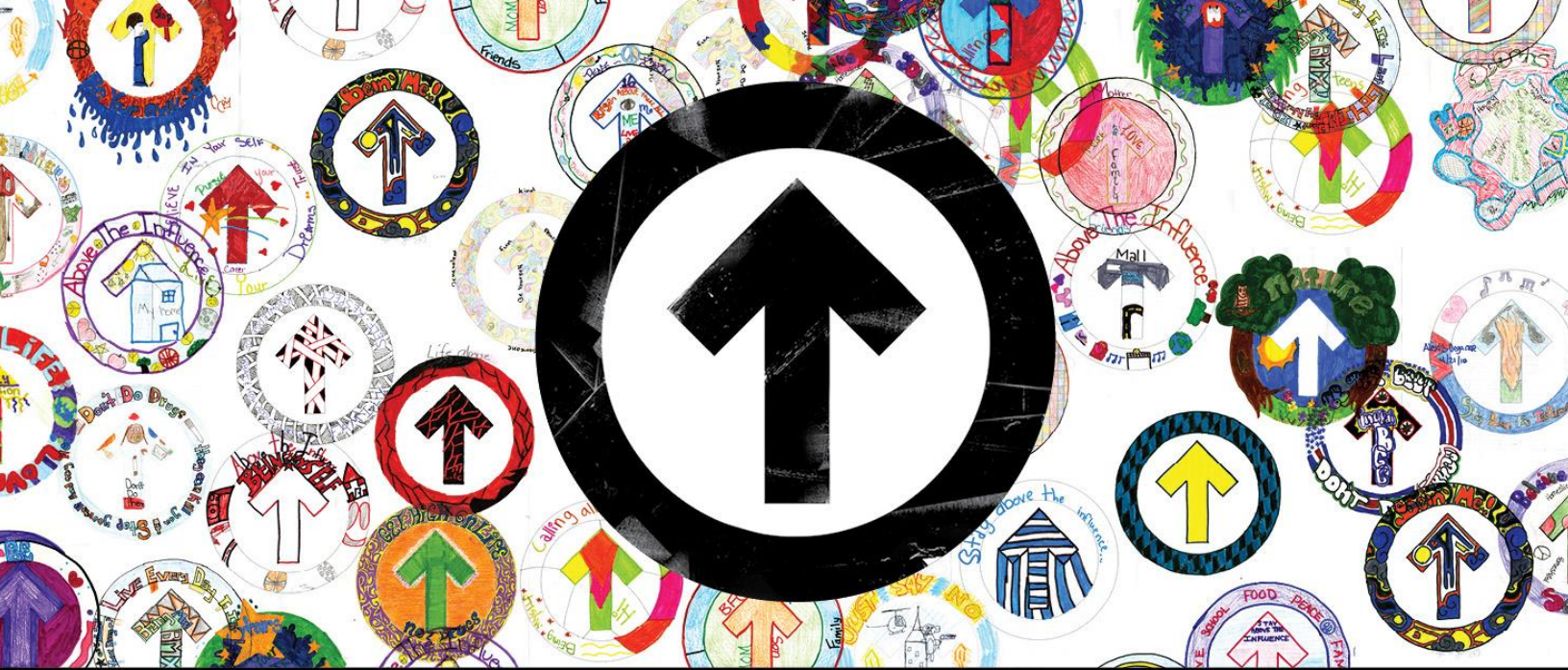
Optional Quotes

These optional supporting quotes can be used prior to the ATI March and in support of lessons, assemblies, etc.

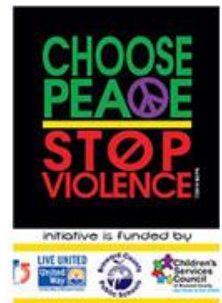
- Blessed is the influence of one true, loving human soul on another. - George Eliot
- I don't think of myself as a role model for others, but I like to live my life by my own integrity. So, in that sense, I might be a positive influence. I do believe you should get over your insecurities and just try to be the best you can. - Lily Cole



- Think twice before you speak, because your words and influence will plant the seed of either success or failure in the mind of another. - Napoleon Hill
- You don't have to be a "person of influence" to be influential. In fact, the most influential people in my life are probably not even aware of the things they've taught me. - Scott Adams
- I've learned that our background and circumstances may have influenced who we are, but we are responsible for who we become. - Author Unknown
- Surround yourself with people and activities that will only lift you higher. - Author Unknown
- Find yourself, motivate yourself, and commit yourself. Be Above the Influence!



Thank you to all our community partners who so generously share their time and funds for this annual March. They are key partners in helping to keep our students Above the Influence!



For more information contact Diversity, Prevention & Intervention Department (754) 321-1655

BrowardPrevention.org