



Broward County Public Schools' Above The Influence March Toolkit

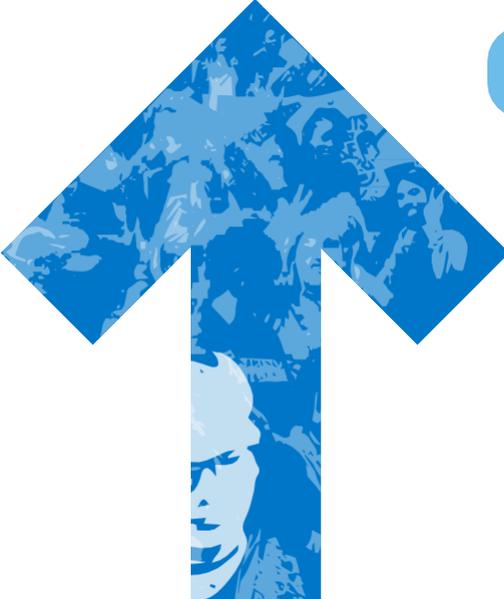
Above the Influence (ATI) is a national campaign created by the National Youth Anti-Drug Media Campaign, a program of the Office of National Drug Control Policy. Every student's life is filled with pressure - some of it good, some of it bad. Our goal is to help students stand up to negative pressures 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 choices to live Above the Influence of negative pressures. This ATI March Toolkit increases students' awarenesses 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 so they can continue to make smart decisions for themselves.

What is ATI about?

- It's 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.
- ATI...it's effective and it works!



For more information contact
Equity, Diversity & School Climate Department
(754) 321-1655 or [browardschools.com/ati](https://www.browardschools.com/ati)



How To Use This Toolkit

This Toolkit is an abbreviated lesson plan from the [Above The Influence Toolkit](#) found at the atipartnerships.com website. It can be used in conjunction with any substance abuse prevention observance, but is specifically designed to be used with students prior to attending Broward County Public Schools' (BCPS) annual [ATI March](#). Get the date and learn more about the March at browardschools.com/ati

This Toolkit contains 2 lessons for primary and 2 for secondary. The lessons are designed to be used sequentially and build upon each other conceptually. The estimated time for each lesson is 45 minutes. We encourage you to expand upon these lessons with activities from the complete [ATI Toolkit](#) (for ages 12-17) and/or by utilizing some of the 'Optional Enrichments' in each lesson.

Table of contents

Primary Lessons

- **Lesson 1:** I Am Above the Influence of.....Page 3
- **Lesson 2:** How I Stay Above It..... Page 7

Secondary Lessons

- **Lesson 1:** What Am I Above the Influence Of?Page 11
- **Lesson 2:** How I Stay Above It.....Page 15
- **Morning Announcements**Page 18

Attachments

- Above the Influence Activities Toolkit
- Above the Influence Toolkit
- Being Above the Influence Assembly
- Parent Resources
- Tim Howard Discussion Questions
- Tim Howard Worksheet
- Videos can be found at browardschools.com/ati
- Youth Participant Survey - Pre and Post



PRIMARY LESSON

1

I Am Above the Influence of _____

This lesson is designed to be a fun, easy-to-implement linkage to BCPS's annual Above the Influence March but can be used year-round. It was modified from the "Tag It" Activity, in the full [Above The Influence Activities Toolkit](#). The primary focus of this lesson is to increase students' awarenesses 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 they will remain "above". The lesson can be done individually or as a class, depending on the age of the students.

Objectives

After completing the lesson, students will:

- Be able to define the word 'influence' and provide at least 3 examples
- Understand the difference between positive and negative influences
- Feel empowered to resist negative influences, such as pressure to use alcohol or bully
- Choose to remain Above the Influence of a negative influence of their choice

Materials

- Give each student (or have them create their own) "I Am Above the Influence of _____ Worksheet" (page 6).
- Coloring tools (crayons, etc.)
- Optional Enrichment: ATI PSA videos are available at browardschools.com/ati as an optional enrichment to expand learning and enhance the activity.

Activity

Step 1: Understanding Influences

- Set the rules and expectations for the day.
- State: Today's activity will help us increase our awareness of how influences in our lives may prompt us to make decisions – positive or negative, healthy or unhealthy. We will focus on 1 negative influence you will choose to remain Above the Influence of.



- Draw the chart (not the pictures) below on the board and facilitate a discussion with the following questions as you complete the chart.
 - Ask: What does influence mean?
Definition: It is the power to change or affect someone or something (like behavior, health, character, development, ability to reach goals, etc.); the power to cause change 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, media, music, food, exercise, drugs, alcohol, bullying, cigarettes, etc. Write answers in words or pictures depending on age level.
 - Ask: How would the influences you mentioned influence or affect you?
 - Draw: 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 something 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.

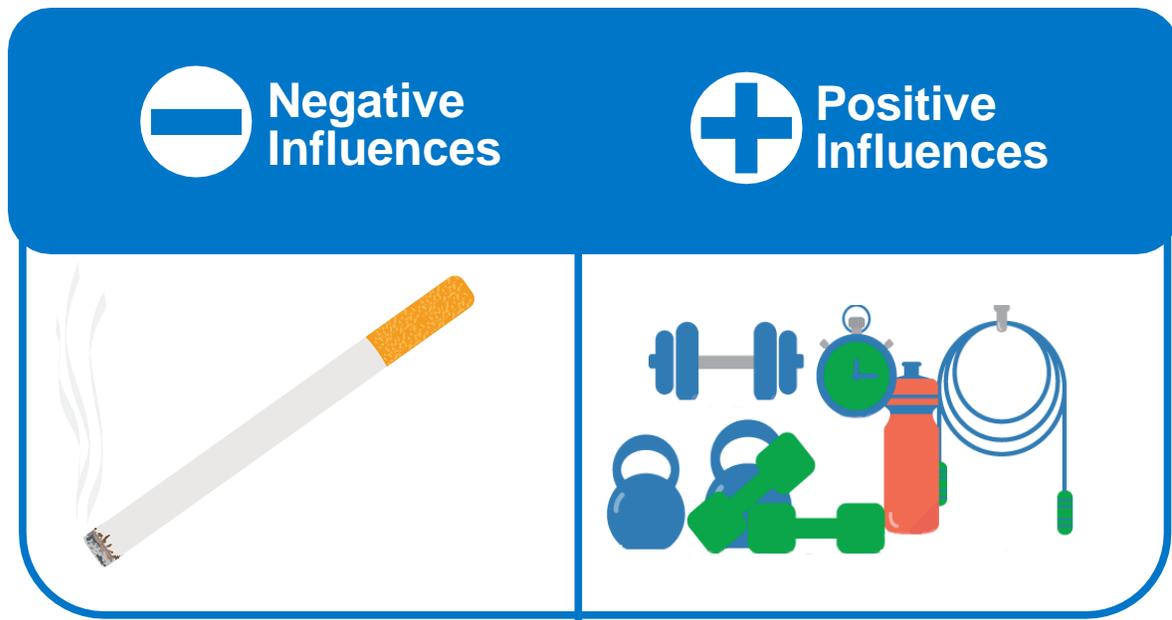
What are the Influences?

How do they influence?

Examples:



- Draw a second chart on the board (see below) 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, both short and long term. Now that we see how something or someone influences or affects us, let's take these influences we mentioned and put them in the correct column. Determine whether they affect us for the better, or for the worse. Starting with cigarettes, where does it belong - in the 'Negative Influences' column or the 'Positive Influences' column? Etc.



Step 2: Completing My Negative Influence Worksheet

- Give each student the “I Am Above the Influence of ____ Worksheet” (page 6) or have them create their own. It can be completed in class or as homework.
- State: Each of you will choose one negative influence that you want to remain above. Draw this negative influence in words and in pictures on your worksheet. Make it detailed enough that someone viewing your worksheet could identify the negative influence.
- 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 the influence of. The more aware we are of the negative influences around us, the easier it is to face and rise above them. Many students are joining BCPS and their community partners in celebrating being Above the Influence at this year’s annual ATI march. You can join the ATI march with other students on _____ (insert date, found at browardschools.com/ati).

Step 3: Conclusion & Linking to Lesson 2

- State: We all have positive and negative, good and bad influences in our lives. Today you chose one negative influence that 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 positive influence that is the most likely to make us feel good and “stay above it”.





Name _____

I am Above
the Influence of: _____



PRIMARY LESSON

2

How I Stay Above It

This lesson is designed to be a fun, easy-to-implement linkage to BCPS's annual Above the Influence March. It was modified from the "Teen Expressions Art Project Activity, in the [Above the Influence Activities Toolkit](#). The primary focus of this 2nd lesson is to increase your students' usage of positive influences in their lives. This will help them remain "Above the Influence" of the negative influence they previously chose in Lesson 1. It can be assigned as homework or completed during class.

Objectives

After completing the lesson, students will:

- Be able to identify positive influences and activities in their lives
- Choose a positive influence they will use to remain above the negative influence they chose in Lesson 1

Materials

- Give each student the ATI  arrow coloring page (page 10) or have them create their own.
- Coloring tools (crayons, etc.)
- Optional Enrichment: ATI PSA videos are available at browardschools.com/ati as an optional enrichment to expand learning and enhance the activity.

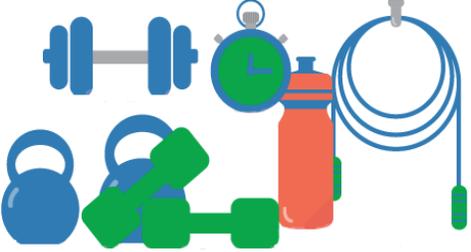
Activity

Step 1: Choose YOUR Positive Influence

- Set the rules and expectations for the day.
- State: Last lesson we discussed what an influence is – can anyone remind us of what 'influence' means? We also discussed how some influences can be positive and some can be negative. We each chose ONE negative influence that we will remain "Above the Influence" of. Today we will look at HOW we can achieve our goals and stay above this negative influence by picking a positive influence to counteract it. Positive influences are good for you, make you feel good, and can also help you avoid negative influences.



- Draw the following table on the board. Help students determine the positive influence that will help them remain above the negative influence they chose previously. 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.

 Negative Influences	 Positive Influences
	

- 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. What about exercising? How might smoking affect your ability to exercise? We know smoking hurts our lungs and we need to breathe deeply when we are exercising, so it would make it harder to exercise if we smoked. Therefore, if we chose any type of exercise like running, that would be a great positive influence to counteract smoking because it makes 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 positive influence or activity will help them remain above it?

Step 2: Can You Guess My Positive Influence?

- Once students have chosen their positive influence, have each student complete the ATI arrow  coloring page (page 10) or create their own. 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, just like with the examples below. Have the students see if they can guess each other’s influence with only 3 guesses.



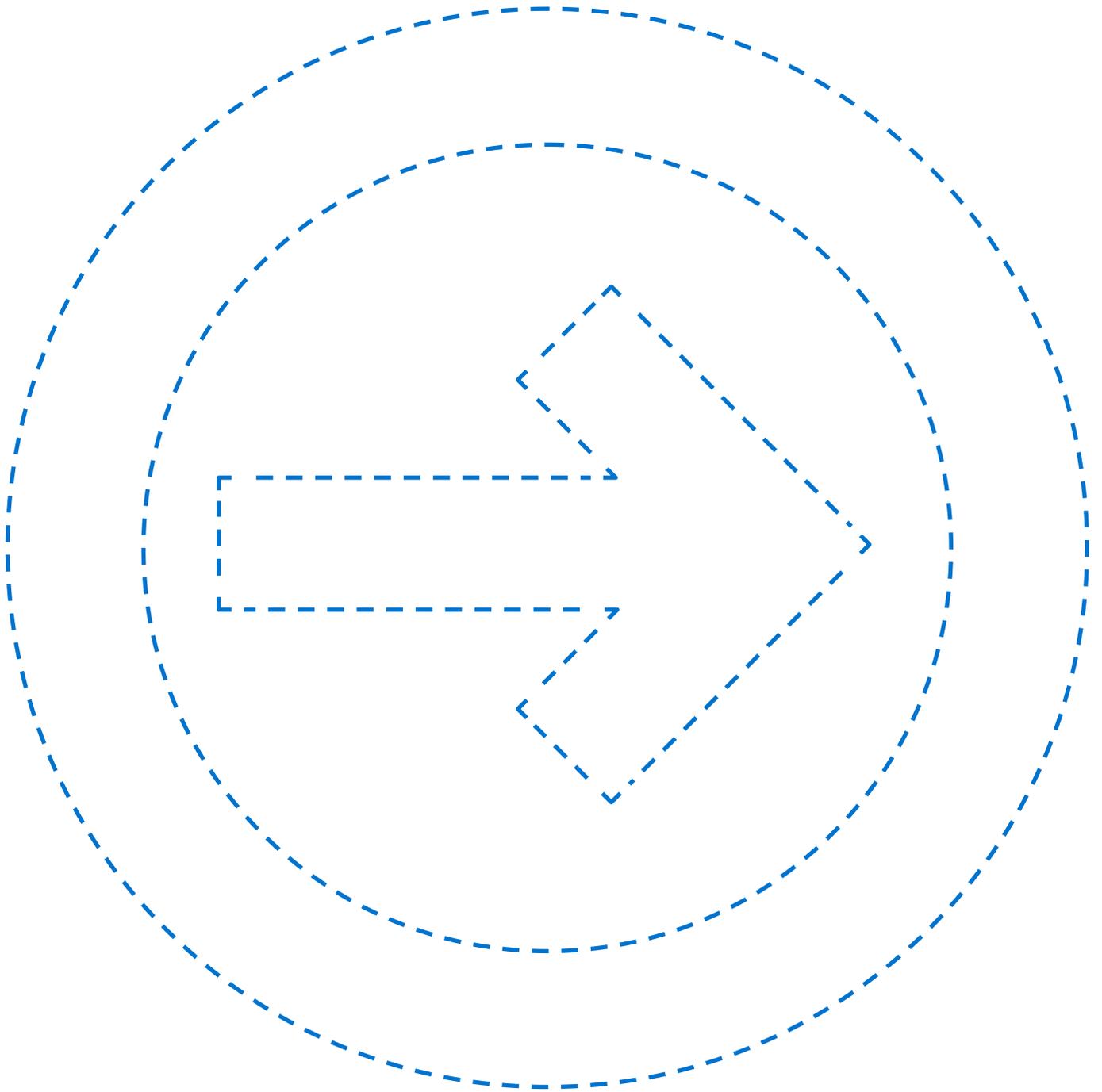


Step 3: Conclusion & Linking to the ATI March

- State: You now know the negative influences in your life you chose 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 with our school or individually (date found at browardschools.com/ati).

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 atipartnerships.com.
- The [Above the Influence Activities Toolkit](#) and the [Above the Influence Toolkit](#) have more lessons and activities. Both can be found 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 and how you did it. 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 or refusing to each lunch with another student. How did you remain above it? Maybe you told a teacher what happened, become the student's friend, or told others to stop.





SECONDARY LESSON

1

What Am I Above the Influence Of?

This lesson is designed to be a fun, easy-to-implement linkage to BCPS's annual Above the Influence March, but can be used year-round. It was modified from the "Tag It" Activity, in the [Above the Influence Activities Toolkit](#). Use this activity with your students to help them determine which negative influence they are above. It can be done individually, in teams, or as homework. 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 in Attachments.

Objectives

After completing the lesson, students will:

- 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 negative influences in the lives of some teens, and
- Feel empowered to think more critically about negative influences, like drugs and violence, as well as ways to stay above them.

Materials

- Give each student the "I AM : " Tag It Worksheet (page 14) or have them create their own.
- Optional Enrichment: ATI PSA videos are available at browardschools.com/ati to expand learning and enhance the activity.

Activity

Step 1: Understanding Influences

- 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 or negative, healthy or unhealthy. We will focus on 1 negative influence in YOUR life, such as drug use and other risky behaviors, that YOU will choose you want to be Above the Influence of.



- Ask and list on the board:
 - What is an influence?
Definition: It is the power to change or affect someone or something (like behavior, health, character, development, ability to reach goals, etc.); the power to cause change without directly forcing it to happen.
 - 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 have?)
 - 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 have?)
- 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 or who you want to be - that's a 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 and rise above them. Some of these pressures include the pressure to use drugs, bullying, violence or alcohol. BCPS 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 found at browardschools.com/ati)
- 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 share, and how they deal with the influences that shape their decisions and their lives.

Step 2: Tag It

- Give each student the “**I AM**  : ” **Tag It Worksheet** (page 14) or have them create their own. It can be completed in class or as homework, as individuals or in teams. They are to determine the negative influence they will remain above the influence of. Then they will depict this negative influence in words and/or pictures. See these examples from other BCPS students:





Step 3: Conclusion & Linking to Lesson 2

- 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?
- State: Now we know about bad or negative influences in our lives. We have each chosen one we want to remain above the influence of. In our next lesson, we will look at this negative influence and what we can specifically do to rise above it. We will look at some “natural highs” that act as positive influences and choose one we want to use.

Optional Enrichments

- As seen in the photo examples, have students take pictures of themselves with their signs or “tagging” the influence with their sign. Then post these images to social media.
- See expanded Tag It activity in the [Above the Influence Activities Toolkit](#) in Attachments.
- Find more lessons and activities in the [Above the Influence Toolkit](#) in Attachments.
- 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?





How I Stay Above It

Lesson 2 for BCPS's annual Above the Influence March expands upon your students' recognition and avoidance of negative influences. It empowers them to choose a specific strategy to help them stay above the negative influence they chose in Lesson 1. Either Lesson 2A and/or 2B can be used, as both assist students in identifying positive activities to help them remain Above the Influence. Lesson 2A is modified from the "Natural High" Activities, created by naturalhigh.org and Lesson 2B is modified from "Teen Expressions Art Project", in the [Above the Influence Activities Toolkit](#). C

Objectives

After completing the lesson, students will:

- Be able to identify the positive influences and activities in their lives, and
- Determine which 'natural high' they will use to remain above the negative influence they chose in Lesson 1.

Materials

- Lesson 2A: Download from browardschools.com/ati the "Natural High Tim Howard" video and access the Tim Howard Discussion Questions and the Tim Howard Worksheet are in Attachments.
- Lesson 2B: Give each student ATI arrow coloring page (page 10) or have them create their own.
- Optional Enrichment: ATI PSA videos are available at browardschools.com/ati to expand learning and enhance the activity.

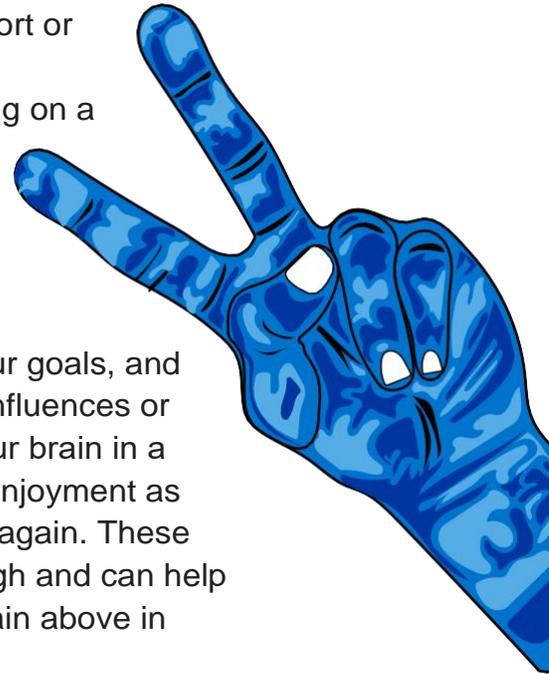
Activity

Step 1 for Lesson 2A and Lesson 2B: What Are Positive Influences?

- Set the rules and expectations for the day.
- State: In Lesson 1 we discussed influences in our lives and how some are positive and some are negative. We chose 1 negative influence in our lives that we want to remain above the influence of. Today we will look at HOW to achieve our goals and remain above this negative influence through the use of positive influences.
- Ask and list on the board:
 - 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 do to help maximize these positive influences?
- What are some of the goals you have (either short or long term)?
- What are you doing to make sure you are staying on a path to 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: The things we do that move us closer to our goals, and make us feel good about ourselves are positive influences or “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 to do them again. These positive activities we have listed act as natural high and can help us avoid the negative influence we chose to remain above in Lesson 1.

Step 2: Choose and Do Lesson 2A or Lesson 2B

- **Lesson 2A: What Are Natural Highs?**

- State: Now we are now going to view a video about someone who has been very successful at 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 complete in class the Tim Howard Worksheet.

- **Lesson 2B: Can You Guess My Positive Influence?**

- Give each student the ATI arrow  coloring page (page 10) or let them create their own. Have them complete it in class or as homework, as individuals or in teams. They are to depict their natural high or the positive influence they will use to remain above the negative influences they chose in Lesson 1. Ideally the positive influence will naturally counteract the negative one. For example, if we want to avoid the negative influence of cigarettes, we can use the positive influence of exercise. Smoking hurts our lungs and we need to breathe deeply when exercising, so it would make it harder to exercise if we smoked. Therefore, if we chose any type of exercise like running, it would be a great positive influence to make us NOT want to smoke.

A successfully completed arrow will allow someone viewing it to guess the person’s positive influence. Examples:





Step 3: Conclusion & Linking to the ATI March

- Post activity questions for discussion:
 - What did you learn from this lesson?
 - After completing this, 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 ability to stay above negative influences in order to reach your goals?
- State: Now you have chosen the negative influences in your life that you will remain above, as well as how you will do it - by using your positive influence or natural high. I encourage you to join the Above the Influence movement by attending this year’s ATI March with our school or individually (date found at browardschools.com/ati). We encourage you to create banners for the March stating which negative influence you have chosen remain above. If you want more ways to become involved, go to browardschools.com/ati or atipartnerships.com.

Optional Enrichments

- See expanded Tag It activity in [ATI Activities Toolkit](#) in Attachments.
- Encourage students to incorporate the ATI arrow images into pictures or videos taken with them doing their natural high. They can then post their pictures on social media.



Morning Announcements

Use the following statements and quotes to generate excitement and build momentum towards the Above the Influence (ATI) March. They can be used as morning announcements, as newsletter blurbs, or on your school's website.

- As a part of "Above the Influence," we believe that young adults are 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 environment where everyone feels like they belong. We encourage our students to live Above the Influence. (Name of School) is "Above the Influence!" Go to (insert staff member's name or refer them to browardschools.com/ati or atipartnerships.com for more information) to join us at this year's Above the Influence March! RISE ABOVE! CHANGE YOUR LIFE! JOIN THE MOVEMENT! CHANGE THE WORLD!
- (Name of School) is "Above the Influence!" IT'S A STATE OF MIND. It's about being yourself and not letting negative influences 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 a negative influence. If you think for yourself and want to stay above it - you've come to the right school! Go to (insert staff member's name or refer them to browardschools.com/ati or atipartnerships.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!
- 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!





For more information contact
Equity, Diversity & School Climate Department
(754) 321-1655 or browardschools.com/ati