

METHODOLOGIES

- ☞ Common Language – To recognize the need, locate the funding, develop the project, deliver the product and determine the effectiveness there had to be common language among all of the partners, funders, community and participants. Some of the terms necessary to be common among everyone are:
- ✓ Social norming – Marketing campaigns aimed at correcting the misperceptions that foster alcohol, tobacco and other drug abuse. By educating about the true environmental norm, communities can create a culture that gives permission for abstinence as a choice, and empowers the majority of youth to act in accordance with their healthy attitudes and values.
 - ✓ Low ropes / Initiatives – Hands on, interactive, problem solving games that deals with leadership, teambuilding, conflict resolution, and can be adapted to a variety of specific subjects.
 - ✓ Processing – Specific facilitator lead discussions designed to focus participants on what happened and what they learned from the activity.
 - ✓ Fidelity: The minimum number of sessions or segments required by the prevention program you are using. This varies with each program and must be considered outside the enrichment “arts” hour’s students participate in.
 - ✓ Model Program: A curriculum that has an effectiveness record proven through research and data.
 - ✓ Workshop: A short, intense session designed to pass on information quickly 2-8 hours. May be 1-3 sessions.
 - ✓ Classes: Longer, spaced out sessions designed to deliver a greater amount of information over a longer period of time. Generally 1-2 hours in length with sessions over 4-12 weeks.
 - ✓ Camps: Half day or full day “day” camp youth go home each day. Residence camps mean youth sleep and eat at the site.
 - ✓ Legitimate theater: Performances are live.
 - ✓ Script: The written words and directions used to create the live performance. May be purchased from a publisher or may be original material.
 - ✓ Royalties: If using someone else’s published work you are required to pay a pre determined fee for each performance, making arrangements with the publisher or author. This DOES NOT include the right to film the performance and sell copies. If you intend to sell copies or film your performance you must have prior permission and may be required to pay an additional royalty.
 - ✓ Improvisation: participants make up the content not using a written script.
 - ✓ Monologue: a scene with only one person speaking.
 - ✓ Contract instructor: staff who is paid a specific amount (generally \$20-\$50) for each class session. Negotiate with your instructor about their prep time and how much or whether you will pay for it. Sometimes a higher hourly rate is paid with the understanding that no prep time is paid. Costs for professional artists coming in for a 1 ½ to 8 hour “workshop” may be considerably higher (\$300-500). Remember these people are making their living doing this. Their prep time, knowledge, education, travel time etc... are all included in these fees, so don’t pass out from sticker shock. Check their references, demand professionalism.
 - ✓ Artist in Residence: A local artist or someone willing to come to your community for a period of time (2 weeks – several months) that will work and instruct members of your community in their particular art form. Often an exhibition and or performance will also be included by the artist as well as the work of the local students.
 - ✓ Exhibit: an art term, sometimes also called a “hanging” where visual artist’s work is put on display for the public. Could be in a public building such as a courthouse or community center, school, or park.

Creative use of activities increases the understanding and the effectiveness of prevention programming. Students participation increases and there is a deeper internalization and understanding of the teachings.

☞ Creative Thinking – Sometimes creativity is cut out at the expense of or with the explanation of the need for evaluation, fidelity, or accountability. Prevention is most effective when it is woven into the fabric of individual passions and interests. This requires creative concepts and oftentimes creative partnerships. Some of those concepts and partnerships can include:

- ✓ Access populations that are sometimes difficult to get to by turning “no” to “yes”. School Administrators are usually reluctant to let you into core classes. Help them say yes. **Make your program fit** into electives, become an elective, or find a link into health class or social studies, Child Development or family life classes. Fidelity, outcomes and adaptations: Ex. Positive Action in Drama class using role playing/character development.
- ✓ Teach basic prevention program subjects in conjunction with creative and artistic instruction.

When Teaching the following:

You can use these techniques

Trust	Low ropes, initiatives, processing games, acting scenes
Diversity	Acting, improvisational scenes, processing
Peer Pressure	Acting, improv scenes with processing.
Anger Management	Acting, improv scenes with processing, yoga, breathing techniques
Adversity & Point of View	Acting scenes, historical reading and Films
Decision making	Acting, improv, initiatives, low ropes, high ropes, Guest speakers
Coping with child abuse	drama, processing, grounding
Sexual harassment	Improv with processing, breathing techniques, visualization
Stereotyping	Character development, acting, video viewing and discussion
Relationships	Improv, theater games and processing
Image	Guest workshop, games, using photos, costumes
Role models/heroes	historical character exploration through scenes, plays, films, literature
Prevention	music and dance
Personal space	Acting, improvisational scenes, processing
	acting, character, blocking

Or another way is to identify that you have a specific resource in your community and examine how lessons and prevention programming could be incorporated into the activity. For example:

The following could be covered under Tai Chi- Qi Gong or Yoga classes:

Trust	Nutrition	Fitness
Stress Management	Anger	Eating disorders
Environment	Adversity	Role models
Study skills	Crime prevention	Personal space
Discipline	Violence	Hygiene
Alcohol and Drug Abuse	Depression	

The following could be handled through Hikes and Nature Studies:

Recycling	Environment	Volunteering
Photography	Fitness	Adversity

☞ Of special note: Students who are “artists” are considered “at risk” no matter what their socio-economic status. The majority of students who get in trouble can be identified as right brained individuals.

Resources for locating cultural enrichment staff:

- Arts councils or clubs (state and local)
- Martial Arts groups (locate these in schools, working in centers or practicing in parks. That’s where they usually begin to gather students)
- Parks and Recreation Centers (get a copy of their brochure and start calling. Try old copies as well if you can. Talk to staff in charge of recreation classes to get contacts).
- YMCA’s
- Boys and Girls Clubs
- Individual artists/performers/composers - find at fairs, special event /party planners, theatrical agencies or booking agents
- Theater groups
- Drama clubs
- Public Schools -Drama teachers, English teachers (if there’s no drama class), Talented and Gifted programs, Art teachers (including graphic arts/computer programs), Music teachers
- Private arts schools/instructors

Funding Creativity

When the grant wants to affect change in the following:

Consider these options

Community and workplace norms are accepting / tolerant of alcohol, tobacco or other substance abuse

Community night out / Educational vignettes T-shirts, Commercials , ads in magazines,

Community perception of harm from alcohol, tobacco or other substance abuse is not developed

Educational vignettes, TV commercials, newspaper articles, education through art.

Grant Resources:

In addition to the more expected funding sources such as Drug Free Communities, OJJDP, EUDL, etc.. look into your state or federal arts council funding streams. This will include your state arts council where there are opportunities for funding for:

Grants for Professional Development

‘Jackpot’ / One time grant

Artist Fellowship

Better Education Through the Arts

Folk life Apprenticeship Grants

Folk life Professional Development Grants