Motivational Basis

• The Me and the Other's Project was created in 2006 by a team from the Institute of Drug and Drug Addiction of Portugal (IDT).

• This Project was aimed at promoting a better knowledge and utilization of resources linked with drugs and drugs misuse, like the official website and the help-line (Linha1414), the dissuasion commissions, the clinical and preventive responses for adolescents...

• It can be consider as an universal preventive approach but it has also been used as a resource in selective approaches
Methodological Basis

• Played Approach – Game based on interactive narratives that take different paths according to the options/decisions of the players at the end of each segment of the story - (Rotation system of the decider)

• Computer based support – The material is presented to the players in a power-point presentation with links along the stories for interesting websites related with the themes.

• Group Intervention – The game can be played from 6 to 20 players

• The Game Masters (GM) – one or two mediators of the debate, protectors of the decision maker, “Devil’s Advocate”…

• Multicomponents - Expand topics based on information research, exploitation of resorts, group dynamics, talking to experts, life histories, study visits …

Formal Basis

• 9 Characters – stereotypes of youth cultures

• 9 Interactive Narratives – themes connected with the process of adolescence; the approach to psychoactive substances go hand in hand with a whole range of broader themes promoting an integrated view of life dynamics (ex. Sexuality, Bullying, Eating disorders, Gambling and gaming…)

• Support Manual for the game masters and National Guidelines for the support team.

• Electronic Support – Pen-Drive, Site, Box
The Characters

João “Patas” (Dread)
Maria “Sorriso” (Freak)
Emanuel “Immân” (NERD)
Jamal “Ike” (Surf)
Alice “Alle” (Street Fashion)
Daniel “Botecas” (Foreigner)
Catarina (Gótic)
Martim (Handicapped Person)
Sabrina (Snob)

The creation of the characters was done by using the site to gather people’s opinions - questionnaire with a wide range of features - name, age, family, hobbies, education, interests, personal characteristics (desires, dreams, fears, secrets, ...)

The Building of the narrative dedicated to ARP

• The narrative dedicated to the alcohol related problems was built after a elicitation research, by witch, using focus groups, pre-adolescents, adolescents, university students, parents and professionals gave suggestions about themes that should be address in a prevention program.
We will be confronted with a set of problems of organization and management of different types of crisis involving excess and risky behaviors with complicated results that we will eventually overcome without major damage.

Would you like to try it? Do you think you can do it?

Hi. My name is Martim. I'm 19 years old, I'm new in town. I'm returning to school after two years of rehabilitation due to a serious road accident as a result of excessive consumption of alcohol. As a consequence of the accident I lost the mobility of both legs. If you want to try to be on my shoes, you will find yourself in a Community Project as volunteer, developing peer to peer strategies to reduce alcohol-related problems among young people.

I'm afraid people will judge my ideas. I'm not able to put myself in a handicapped person's shoes.

Theoretical Basis

- To promote contexts of mutual influence – to argue, resist to peer pressure, confront and influence others decisions – (Social Influence Model, Bandura, 1977).

- The close determinant of the behaviour is the intention to perform it, which is determined by the attitudes, perceived norms and perceived control – Theory of Planned Behaviour, Ajzen, 1991).

- Knowledge, motivations and attitudes guide the individual in the behavioural selection supported by the skills to accomplish them – Information-Motivation-Behavioural Skills Model, Fisher e Fisher, 1992).
Personal and social skills

• **Assertiveness** - being able to say what he thinks and feels properly;

• **Communication skills** - ability to interpret, position and transmit ideas;

• **Conflict management** - identifying problems, finding compromises, (re)defining trading strategies;

• **Management of emotions** - frustration resistance, vs. sympathy, empathy, emotional resonance, ...

• **Decision-making** - Subjective assessment, assignment of meaning, anticipation of consequences, ability to read the feedback, critical analysis and be able to recast

Training

• The *Me and the Others* Project integrates a program of training with theoretical / practical 27 hours plus 27 hours of on the job training, including supervision. During the training, concepts are explore, along with the game's rules, the attitude of the Game Master, how to promote group reflection...;

• Formative programs of deepening are available by each narrative with a shorter duration (30h);

• This training can be used by the trainees as a way to get credits for the progression in their careers.
Structure

- SICAD Central coordination
- Regional Coordination
  - ARS Norte
  - ARS Centro
  - ARS Lisboa V.Tejo
  - ARS Alentejo
  - ARS Algarve
- Local Coordination
  - Prevention Teams
  - Health Promotion in Schools
- Local Teams
  - for Gender Equality
- Universities
- Youth and Sport Institute
- Police Force “Safety Schools”
- Game Masters
  (Teachers/Psychologists/Social workers/Social animators/University students )

Partnership – Education Ministry, Youth Institute, Law Enforcement, Commission for Gender Equality, Commission for Tobacco Prevention, Rehabilitation Institut,

Evaluation

- The Me and the Others Project has a very complete process evaluation that collects information on the group characterization, planning process, implementation process and satisfaction of players, game masters and support team;
- The impact evaluation has a specific evaluation instruments design to aim the objectives of the intervention – knowledge, attitudes, behaviors, self efficacy and includes also an evaluation of social-emotional skills using the *Life Effectiveness Questionnaire* of Richards, Ellis and Neils (2003)
- The design of the evaluation includes a pre and post test including a control group.
- A follow-up evaluation was performed in a small sample but the data is not yet available.
Results on the LEQ Questionnaire

Sample of 2,955 subjects — from 9 to 23 years old from the 5th to 12th of school, and from classes from the Integrated Program of Training and Education (1st and 2nd level).

The green bar represents the improved effects in our sample. It is evident in all factors the positive effect of auto efficiency in general, with the exception in motivation achievement.

<table>
<thead>
<tr>
<th>Effects</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>0.11**</td>
<td>-0.06</td>
<td>-0.06</td>
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<tr>
<td>Social Competence</td>
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<td>-0.06</td>
<td>-0.06</td>
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<tr>
<td>Achievement Motivation</td>
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<td>-0.13</td>
<td>-0.03</td>
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<tr>
<td>Intellectual Flexibility</td>
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<td>-0.02</td>
<td>-0.05</td>
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<tr>
<td>Task Leadership</td>
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<td>-0.34</td>
<td>-0.22</td>
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<tr>
<td>Emotional Control</td>
<td>0.04**</td>
<td>0.07**</td>
<td>0.03</td>
</tr>
<tr>
<td>Active Initiative</td>
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<td>-0.06</td>
<td>-0.04</td>
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<tr>
<td>Self Confidence</td>
<td>-0.01</td>
<td>-0.04</td>
<td>-0.03</td>
</tr>
<tr>
<td>Total</td>
<td>0.11**</td>
<td>-0.06</td>
<td>-0.11</td>
</tr>
</tbody>
</table>

Data from 2013/14 – Pilot Test (n=205 from 275)

Knowledge Questionnaire (20 questions - TRUE / FALSE answer)

Initial Knowledge Level - average of 13.17 (SD 2.02)
Final Knowledge Level - average of 14.77 (SD 2.18)

Significant change in players at the level of knowledge

Attitudes Scale - “Being under the influence of alcohol is...” A semantic differentiator between -4 and 4 (GOOD / BAD; POSITIVE / NEGATIVE; DESIRABLE / UNDESIRABLE; NICE / UNFORGETTABLE)

Initial Negative Attitude - Mean = -5.94
Final Attitude More Negative - Mean = -7.08

Significant change in applicants at the level of Attitudes towards Alcohol
The Program in Numbers

Since 2007 till 2015 the Me and the Others Program has involved 53,021 adolescents, from 851 institutions from whole the national territory including the autonomous regions, facilitated by 3,857 Game Masters.

It has been adapted and implemented in Cape Verde in 2015 – 10 schools, 250 adolescents facilitated by 20 game masters.

Thank you for your attention

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