



# Facilitator's Guide

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## Intended Audience:

The lesson is intended for a parent group or a group of parents together with their teens. It is not intended for a teen-only group. See suggestions in this Facilitator's Guide for how to facilitate a group of parents and teens together.

## Lesson Contents:

- ✓ *Facilitator's Guide*
- ✓ *Setting the Stage*
- ✓ *Research Background for Facilitators*
- ✓ *Handout: But You and Dad Drink...*
- ✓ *Handout: There's a Party, Can I Go?*
- ✓ **Activities:**
  - *Family Values*
  - *Myths and Facts – How Much Do You Know?*
  - *Myths and Facts Answer Sheet*
  - *Family Influences Case Study*
  - *Ethnicity and Culture Case Study*
- ✓ *Presentation*
- ✓ *Presentation Handouts*
- ✓ *Presentation Notes*
- ✓ *Resources for Facilitators*
- ✓ *Resources for Parents*
- ✓ *Resources for Teens and Young Adults*
- ✓ *Participant Evaluation*
- ✓ *Media Release (template)*
- ✓ *Families with Teens Resources*

## Supplies:

- ✓ Nametags
- ✓ Index cards or paper; pencils
- ✓ Flip chart or large pad of paper; markers (or black/white board)

## Preparation:

- ✓ Refer to *Setting the Stage* as background and general guidelines for working in a group setting.
- ✓ Review the lesson materials (*Research Background for Facilitators, Facilitator's Guide, handouts, and activities*) to decide how best to use them with your participants. The Facilitator's Guide includes suggestions for what to "Say" or "Ask." These are only suggestions. Facilitators are encouraged to use their own words to convey the intent of the lesson to participants.
- ✓ Read other materials, if needed. Please refer to the resource lists for suggestions.
- ✓ Use the references provided in *Research Background for Facilitators* to find the most recent statistics on teen alcohol use.
- ✓ Duplicate handouts, activity sheets, and case studies, one for each participant.
- ✓ Use of the presentation is optional. It can be used for the lesson with a small group or it can be used in a shorter, more formal presentation. If used as part of the lesson, the presentation can help the facilitator stay on task and keep the group focused. Another option is to use just a portion of the presentation. For example, the Myths and Facts activity can be easily facilitated with the relevant slides. In a formal presentation, the presenter can simply go through the slides. *Presentation Handouts* could supplement the *Presentation*. Notes are applicable to a parent group. Adjust your presentation as needed for other groups.

### Thinking about the Topic:

Teen alcohol use is a complex topic. In your group, you may have family members with widely varying opinions and experiences. Plan for how you will acknowledge and respect those opinions and experiences. For example, there may be families who have experienced alcohol abuse or parents who drink socially but struggle with how to set limits with their teen. Consider carefully how you will facilitate helping families accomplish the lesson objectives and pass their family values on to their teen.

### Lesson Time:

Contents and activities are enough for 45 to 90 minutes, depending on activities selected by the facilitator and length of discussion in the group.

### Lesson Outline:

#### *Introductions (5 minutes)*

Begin by introducing yourself as the facilitator and welcoming the group. If desired, ask for introductions by first name with age and gender of their children.

Involving Teens in the Group – Teens can introduce themselves and tell siblings' first names and ages.

Go over shared responsibilities outlined in *Setting the Stage*.

#### *Objectives (5 minutes)*

Start the session by talking about how complicated this topic can be.

Say:

“Teen alcohol use is influenced by family, peers, the school, and community. Cultural values, religion, and traditions also play a part in how each family views alcohol use. The complexity is also increased by the fact that alcohol is both a legal and illegal drug. As participants in this session, your objectives are to:

- ✓ Identify reasons teens use alcohol.
- ✓ Explore and talk about your and your family's values related to alcohol.
- ✓ Identify ways in which families influence teen alcohol use.
- ✓ Consider strategies for supporting your teens in making healthy decisions.”

Ask:

“Do you have other concerns about this topic? Do the objectives cover what you would like to talk about?”

If the group indicates more concerns, you might want to list additional objectives on the flip chart. Discuss what can be realistically covered in the session and what might be best discussed in a different setting.

#### *Motivation Discussion (5 – 10 minutes)*

It can be helpful for participants to discuss what motivates teens to use alcohol. Make two columns on a flip chart. Label one as “Motivations Then” and the other as “Motivations Now.”

Say:

“Think back to when you were a teen. What motivated teens to drink at that time? Do you think it is the same or different now?”

Involving Teens in the Group – Ask:

“What do you think motivates your peers?”

“What do you think motivated your parents when they were teens?”

List responses on the flip chart.

#### *What keeps parents from talking with their teen about alcohol? (5 – 10 minutes)*

A key part of this lesson is supporting parents and teens in communicating together about alcohol issues. To do that, it's important to keep in mind what prevents parents from talking with their teen about alcohol. Parents will likely express some of these same concerns. As the facilitator, acknowledge and respect their concerns and fears, but remind them this lesson is meant to support them in learning how to communicate with their teen. Encourage parents to ask questions throughout the lesson to help ensure they leave with the skills, information, and resources they need.

Involving Teens in the Group – Ask the group what barriers there might be from both the parent and teen perspective. Share the list with the entire group at this point. Or, refer to the concerns as the discussion proceeds.

Researchers have identified these barriers to parent and teen communication about alcohol issues. As a facilitator, you can share the list at this point in the lesson or you can refer to these common barriers as discussion proceeds. Common barriers include:

- ✓ Waiting until there is a problem or concern.
- ✓ The attitude that “other teens drink, but not my kid.”

- ✓ Worries over their own past behavior.
- ✓ Fear of embarrassing their teen or being accused of prying.
- ✓ Concern about not being taken seriously.
- ✓ Fear of questions they don't know the answers to.
- ✓ Lack of knowledge about what to say.

#### *Communicating Family Values (10 – 15 minutes)*

Talking about values with one's children is on-going. This activity is meant to encourage communication. Note that just a few of the 14 statements on the *Family Values* activity sheet are specifically about alcohol. However, all of the statements contribute in some way to family values around alcohol use.

Distribute the *Family Values* activity. Review the instructions and give participants time to complete both columns.

**Involving Teens in the Group** – Have two parent/teen pairs work together discussing each point.

Ask:

“Are there widely different responses for the same statement from your perspective as a parent compared to what your teen's perspective might be?”

“What are the possible reasons why?”

“Are differences...

- understandable because of being a teen or being a parent?”
- because the topic has never been discussed before?”
- due to lack of understanding each other?”

Give parents extra sets of the *Family Values* activity sheet for their teen to complete at home (if they are not present). By doing the activity sheet and discussing it together, parents and teens can start communicating about difficult issues. Parents can continue using these points as conversation starters. Discussing the statements can lead to a better understanding of each other's opinions.

#### *Myths and Facts (10 – 15 minutes)*

Through this activity, participants will learn facts about alcohol and statistics about alcohol use and abuse.

Distribute the *Myths and Facts – How Much Do You Know?* activity. Review the instructions and give participants time to complete the worksheet. Review the answers found on the *Myths and Facts Answer Sheet*. Allow time for discussion.

Ask:

“Have you heard people say things similar to these statements?”

“Are there other things you have heard teens or parents say about drinking?”

“Do you respond to those people or state your own views? If so, how?”

**Involving Teens in the Group** – Have parents and teens work together to discuss other statements they have heard.

List any other statements on a flip chart or large sheet of paper. If these are issues that will be addressed through the remainder of the session, tell the group. If you don't know whether the statements are myth or fact, tell the group you will try to find the information for them. If you commit to do this, be sure to follow up with participants.

#### *Case Studies (10 – 25 minutes)*

The two case studies are an opportunity to explore situations that come up in families. You may choose to use the *Family Influences Case Study*, the *Ethnicity and Culture Case Study*, or both. Consider the needs of your group.

**Involving Teens in the Group:** Use one or both case studies as described below. Teens in the group will have much to contribute from their point of view.

**Family Influences Case Study** – The purpose of this activity is to examine family influences on teen alcohol use. Hand out the case study to each participant. Instructions are on the case study activity sheet.

**Ethnicity and Culture Case Study** – The purpose of this activity is to examine stereotypes about ethnicity, culture and alcohol use. This activity focuses on ethnic and cultural stereotypes related to alcohol use. There are two options for this activity. This activity can be done as a whole group or in smaller groups. The group facilitator may select any of the case studies (A, B, or C) that seem most relevant to the needs of the group.

Option #1:

Hand out case study A to each participant and allow participants time to read it. As a whole group, facilitate a conversation about the case study using the first set of discussion questions. After the group has discussed the case study, distribute either case study B or case study C. After reading the second case study, have participants discuss the second set of questions.

## Option #2:

Divide the group into smaller groups of 3-5 each. Assign each group one of the case studies (A, B, or C) giving each group member their own copy. Have each small group discuss the first set of questions. After allowing time for the small groups to discuss the questions, bring the whole group back together and allow each group to comment on their case study. Record the key points of their discussion. After each group has an opportunity to share, hand out the second set of discussion questions for the whole group to discuss, thinking about the differences in each case study.

### *Supporting Teens (10 minutes)*

Distribute the handout, *But You and Dad Drink...*, to participants. Discuss these points, which come directly from the handout.

- ✓ It is important to remember what it was like to be a teen.
- ✓ It can be helpful for parents to share their own experience, but without lecturing.
- ✓ As parents talk with their teens about alcohol, key points to remember are: find out the facts, be a good listener, encourage independent thinking, state the family's position on alcohol use, and model that position.
- ✓ There are many ways teens can say no, but it is important for teens to practice with a parent.

Involving Teens in the Group – Have parent/teen pairs discuss the points below.

- ✓ Expectations within the family.
- ✓ Ways teens can say **NO**. Practice these.
- ✓ How teens can use family rules as an excuse to say **NO**. Practice these.
- ✓ What new interests teens might have and how parents can encourage and support them.

### *Next Steps for Families (5 – 10 minutes)*

Distribute the handout, *There's a Party, Can I Go?*. Discuss these areas which come directly from the handout.

- ✓ Teen parties at your home
- ✓ Liability laws
- ✓ Teen parties away from home
- ✓ Teens home alone

## Ask:

“Are there other strategies you have used?”

**Involving Teens in the Group:** Suggest parent/teen pairs discuss a current family issue around hosting or attending a party.

For parent-only groups, distribute index cards or paper to each person. For parent/teen pairs, distribute index cards or paper to each pair. Have participants write down what activities they will do or discussion they will have with their teens in the next week.

### *Closing & Evaluation (5 minutes)*

Distribute the *Participant Evaluation* and ask participants to complete it. Encourage participants to do their “homework” and thank them for coming. Send all evaluations to the address below.

## **Evaluation:**

### *Background*

In today's world, accountability is very important. As you use the evaluation for the Take and Teach Lesson, you may have multiple goals: 1) finding out what participants learned, 2) evaluating your teaching, 3) assessing future needs, and 4) gathering information to report to supervisors or funders. We have similar needs.

As University of Minnesota Family Relations campus and field faculty it is important for us to collect evaluation data. These data will help us develop new resources for families, will allow us to share what we learn about families across the country, and will help us report to our funders how resources are used and what difference they make to families and communities. You are a key part of helping us collect these evaluation data.

### *Instructions*

At the end of the lesson, please have group participants take a few minutes to complete the evaluation. Be sure to mention that the evaluation form has questions on both sides. Collect the evaluations. Thank participants for taking the time to fill out the evaluation. Announce future sessions and topics as appropriate. If you wish to keep the originals for your own needs, please make copies. Send evaluations to:

Colleen Gengler, Extension Educator  
University of Minnesota Extension Regional Office  
1567 McMillan Street, Suite 6  
Worthington, MN 56187

*Comments or Questions*

If you have comments, questions or general feedback regarding the evaluation, please direct questions to:

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Phone: 612-624-3732  
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Thank you for including the evaluation in your work!