Thank you all for attending our Table Talks Facilitator Training.

I am *[your name]* from *[your organization]*.

These training materials were prepared for the Maine Office of Substance Abuse by staff from MESAP and 21 Reasons at Medical Care Development.

Training agenda:

1. Introduction and Warm-up
2. Overview of Table Talks
3. How to facilitate a Table Talk
4. How to prepare for a Table Talk
5. Questions
6. Evaluation forms

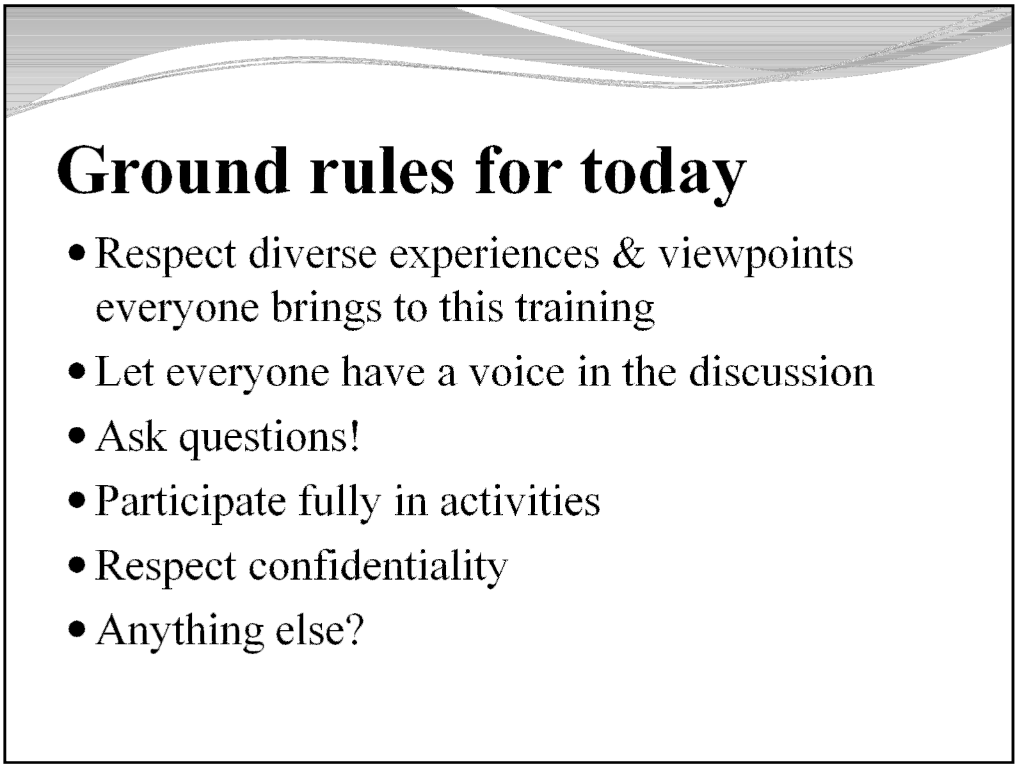
Here is our agenda for the day *[read through the agenda items on the slide]*.

We will have time for questions at the end of the training, but please, if you have questions, be sure to ask them throughout the training.

Objectives:

- Become familiar with the purpose, format, and content of "Table Talks" model
- Obtain general tips for facilitating Table Talks
- Practice Table Talk activities
- Strategize around how to handle challenging facilitation scenarios

Our objectives for today are that by participating in this training you will:
[read objectives from the slide]



Before we begin, I would like to go over some ground rules for the training. The ground rules today are: *[read through points on slide]*

Does anyone have a rule that they would like to add to the list? *[Write additional ground rules on flipchart paper, and post on the wall]*

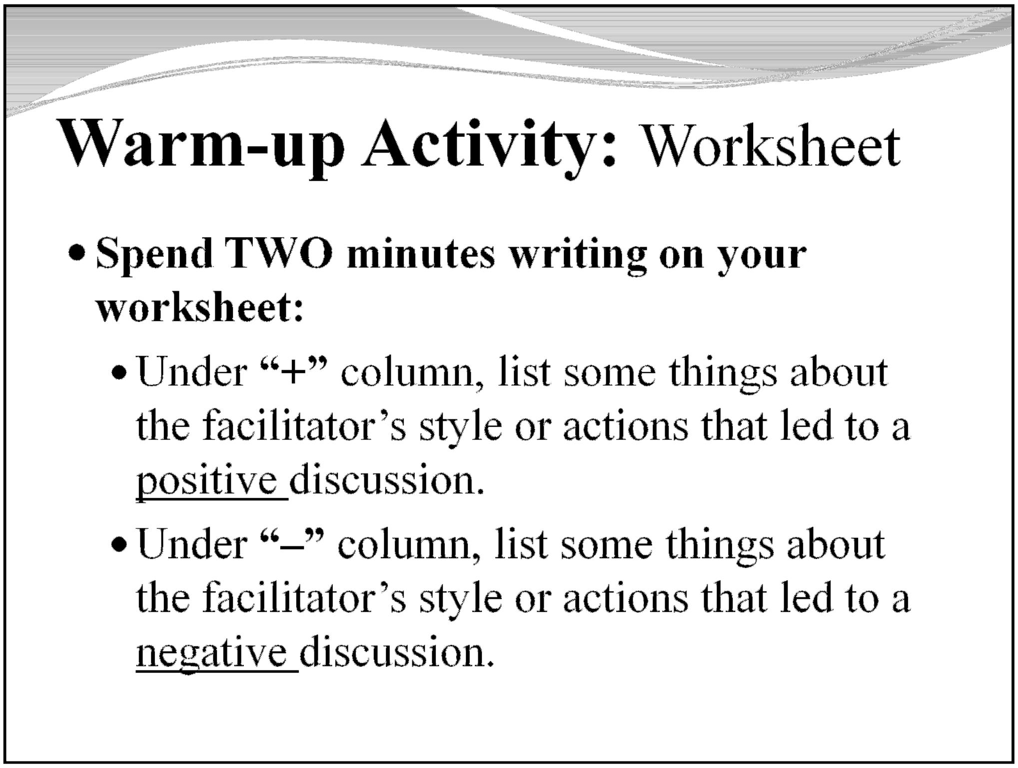
Part 1 – Introduction and Warm-Up

Let’s get started and introduce ourselves by doing a quick warm-up activity.

Warm-up Activity: Instructions

- Reflect for a moment on all of the trainings and meetings you've ever been a part of.
- Think about the facilitators for those meetings, and what it was about their **actions** or **style** that made the meeting either a positive or negative experience.

Take a moment and reflect on all of the trainings and meetings you have ever been a part of, including the really good ones, and the really terrible ones! Think about the facilitators for those meetings, and what it was about their actions or style that made the meeting either a positive or negative experience for you.



Now, everyone should have in front of them a Warm-up Activity handout that looks like this *[hold up handout]*.

You'll see that there are two columns, one with a plus sign and one with a minus sign. Under the column with the plus sign, list some things about the facilitators' styles or actions that led to a positive meeting or discussion. Under the column with the minus sign, list some things about the facilitators' styles or actions that led to a negative meeting or discussion. No names, please! Spend two minutes filling out your worksheet. Once you have a few items listed, circle ONE item from each column to share with the group.

Warm-up Activity: Intros

- **Please share with the group:**
  - your name,
  - the organization you are with,
  - ONE positive and ONE negative item from your worksheet

Feel free to add items you agree with to your list as they are shared!

Great! Now, we're going to go quickly around the room. Please say your name, the organization you are with, and one positive item and one negative item from your worksheet. Please be brief so that we have time for everyone to share. As we're going around, if someone says something that resonates with you, be sure to add it to your list!

…

Thanks for sharing your thoughts, everyone. Be sure to keep your "plus" and "minus" lists in mind as we go through today's training.

Part 2 - Table Talk Overview

Now, we are going to move on to a review of the Table Talk model.

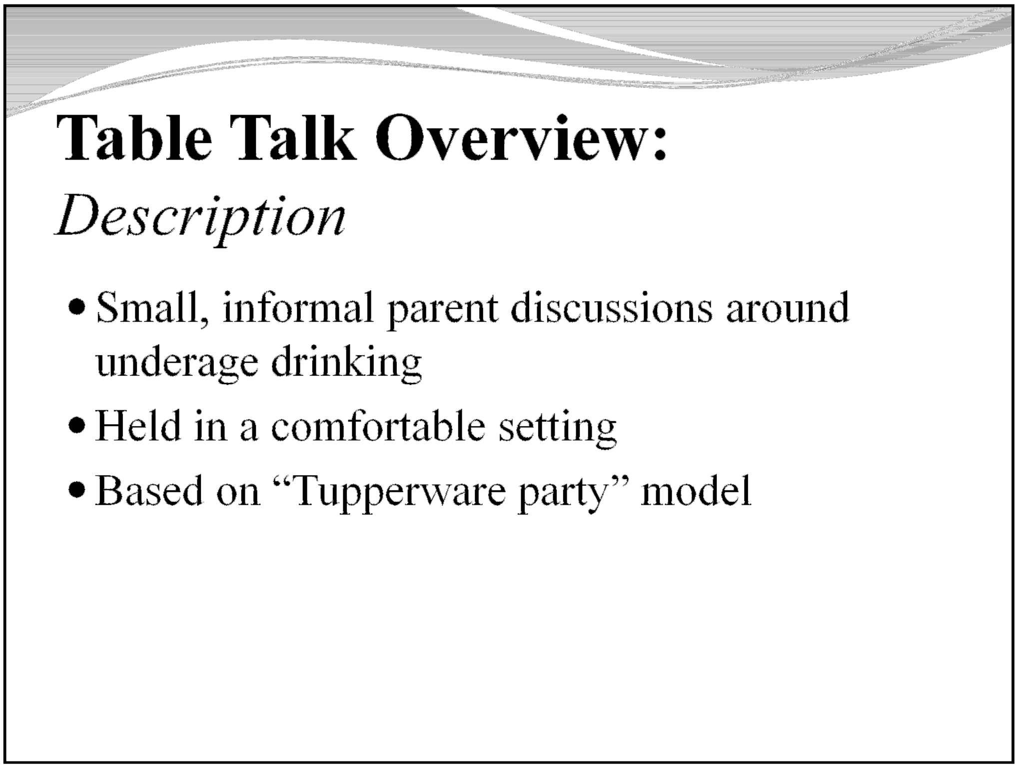


Table Talks are small, informal parent discussions centered around underage drinking that are held in a comfortable setting—for example, a living room at someone's home, or a community room at the local YMCA.

Table Talks are based on the "Tupperware party" model. A parent host brings together a small group of 5-10 friends for a discussion led by a trained facilitator, then those friends can host a meeting of their own in the future with a different group of parents. Table Talks are aimed at parents of 5^{th}-8^{th} graders, however, the information provided in Table Talks is useful for parents of younger and older kids as well.

Table Talk Overview:

Objectives of Table Talks

- ☑ **Connect** with other parents who care about underage drinking prevention
- ☑ **Learn** new information about underage drinking and how to prevent it
- ☑ **Share** challenges and ideas for preventing underage drinking
- ☑ **Get** practical tips to use at home and share with other parents

The specific objectives of the Table Talks are for participants to: *[read points from slide]*

The goal is to really get parents networking and on the same page. The hope is that they're able to come up with some common rules or practices during the discussion that they can agree on together and put into use right away with their kids

Table Talk Overview:

Development: A Joint Effort

- Maine Office of Substance Abuse (OSA);
- 21 Reasons Coalition, a project of Medical Care Development (MCD);
- Maine's Environmental Substance Abuse Prevention Center (MESAP), a project of MCD
- Piloted in Cumberland, Waterville, and Raymond by local coalitions

The Table Talks model was developed as a joint effort by the Maine Office of Substance Abuse, 21 Reasons Coalition, and Maine's Environmental Substance Abuse Prevention Center.

Before being rolled out statewide, the Table Talks model was piloted in the towns of Cumberland, Waterville, and Raymond. The program was refined based on feedback from participating parents and facilitators.

Table Talk Overview:
Roles and Responsibilities

Three roles are critical for a successful parent Table Talk:

1. **Sponsoring Agency**
2. **Facilitator**
3. **Parent Host**

To have a successful Table Talk, there are three roles that need to be filled; that of the sponsoring agency, the facilitator, and the parent host. I will go through each of these in more detail in the slides that follow.

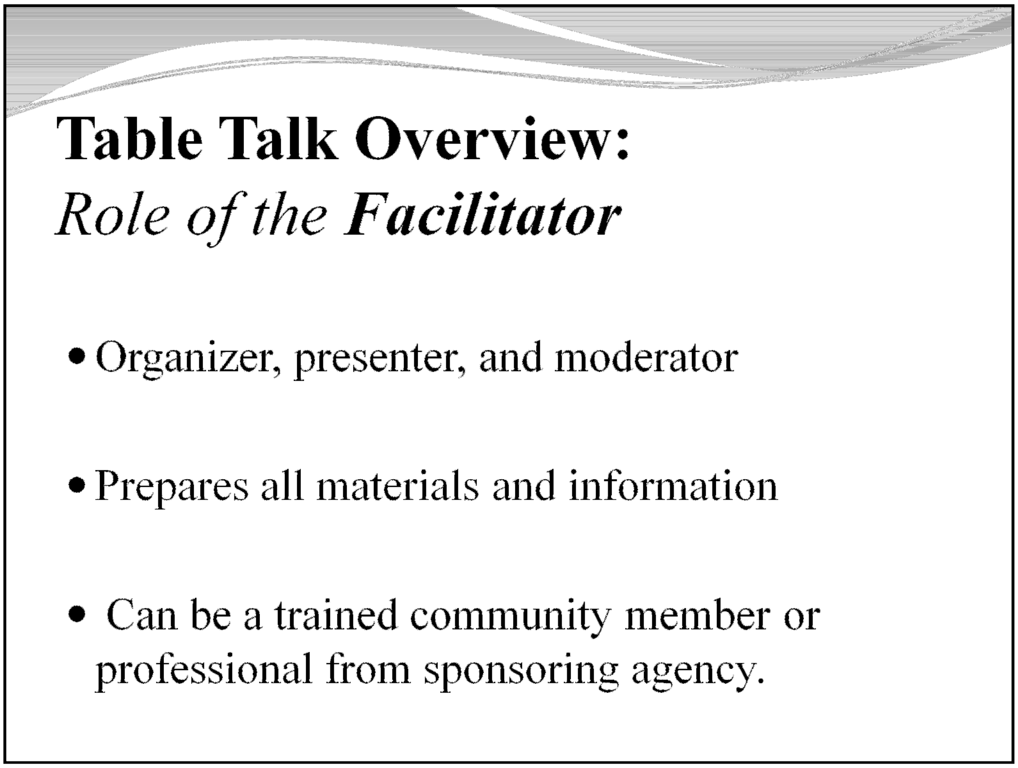
Table Talk Overview:
Role of the ***Sponsoring Agency***

- Administrative support
- Financial sponsorship, where needed
- Could be a local coalition, parent association, school, etc.

The sponsoring agency is responsible for providing administrative support for things like mailings, printing/photocopies, and making handout packets for participants. The sponsoring agency also provides financial support for things like food, supplies, and possibly facilitator stipends and host incentives. This group is also responsible for recruiting hosts and facilitators and pairing each host with a facilitator so that they can work together to plan their Table Talk.

Some examples of a Sponsoring Agency could be a local community coalition, a parent association, a school, a non-profit agency, or a neighborhood group.

If there is not a sponsoring group involved, the facilitator would take on the role of the sponsoring group.



This is all of you! The role of the facilitator is to organize, present, and moderate these Table Talks. The facilitator is responsible for preparing all materials and information for the discussion ahead of time so that they will know the topic and be comfortable moderating a group discussion on underage drinking.

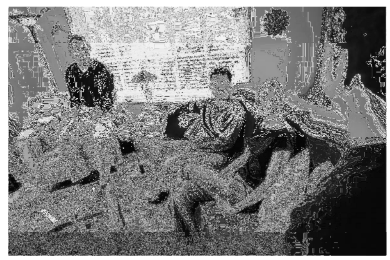
Possible facilitators might include prevention professionals; community members, such as health educators, teachers, or coalition members; and other experienced group leaders.

It is important to note that the host and the facilitator should not be the same person for a single event to avoid the awkward position of a parent host telling their friends and peers "what to do." For this reason, it is best to use a neutral outside facilitator for each Table Talk. Also, so that parents can talk openly, youth should not be used in the role of facilitator.

Table Talk Overview:
Role of the ***Parent Host***

- Provides/secures location
- Sends out invitations & reminders to friends
- Purchases & serves refreshments

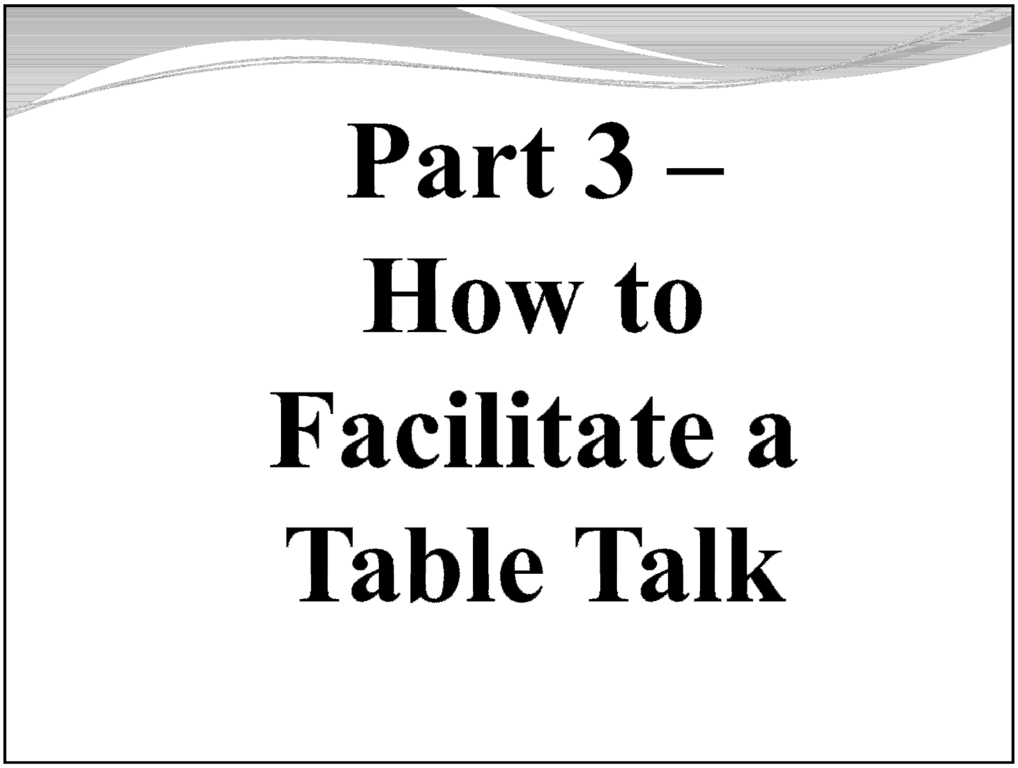
- Can be any parent concerned about underage drinking



The parent host is the person who provides a location for the Table Talk and invites their friends to participate. This can be their own home or another comfortable community space. The parent host is responsible for sending out invitations and reminders—basically, making sure that people will come. Depending on the space available, hosts should aim to have 5-10 parents or so at each discussion. The parent host may also be the one who purchases and serves refreshments, sometimes using a gift certificate provided by the sponsoring agency. However, the facilitator could also be the person to pick up refreshments for the Table Talk.

A parent host can be any parent in the community who is concerned about underage drinking.

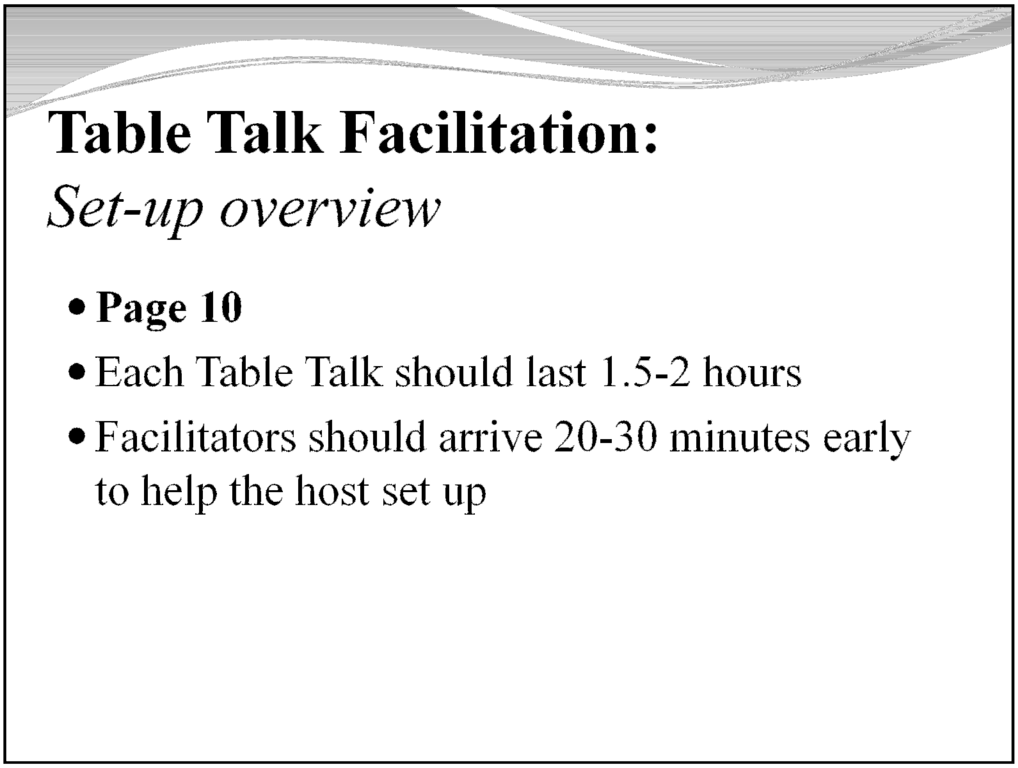
It is important to note that, to allow parents to speak freely, youth should not be present at the Table Talks. Also, due to the subject matter, alcohol should not be served at the Table Talks. It is important to set up these guidelines before the Table Talk, but to remember that if something unexpected comes up during the Table Talk, be calm and respectful in how you handle the situation.



Now, everyone should have in front of them a copy of the *Table Talks How-to Guide*. If everyone can take that out, we're now going to start going through what a Table Talk looks like and how you can use the *How-to Guide* to plan your Table Talk.

If you look at the Table of Contents of the *How-to Guide,* you can see that it is divided into sections. Sections I and II cover the background of the initiative and the basics of the different roles of parties involved, which is all of the information that we just went over. You can read through that more carefully later on.

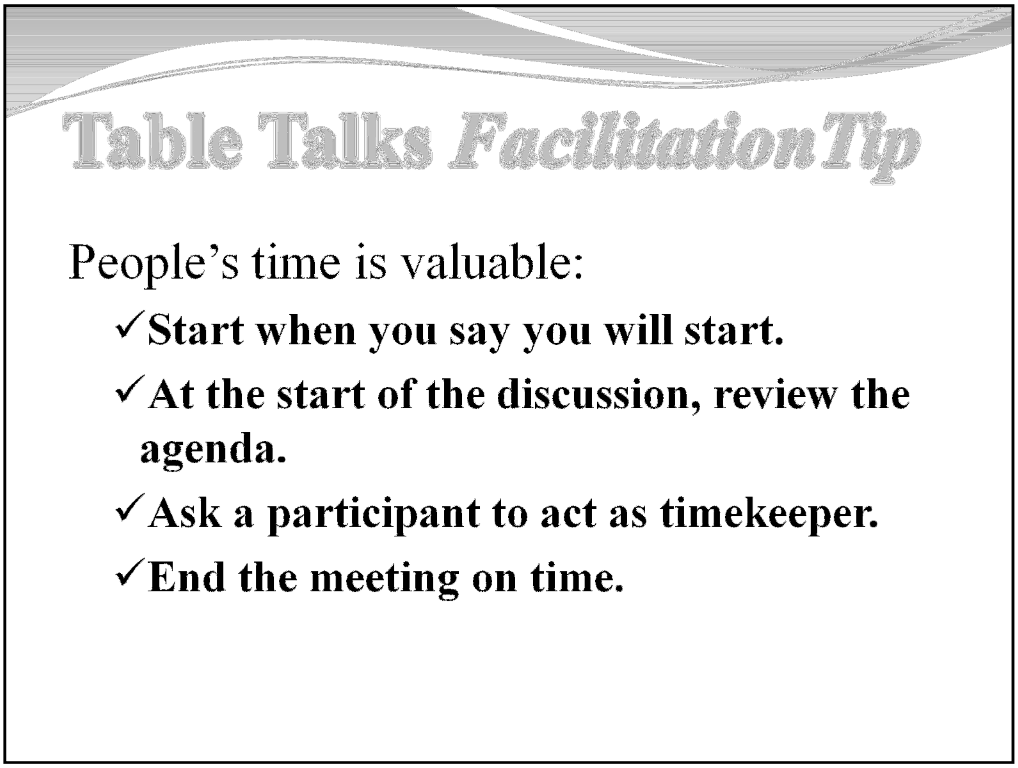
The next section, Section III: Discussion Guide, brings you through the actual content of a Table Talk and how to lead one. We're now going to go in depth into this topic area.



If you look at page 10 of your *Table Talks How-to Guide*, you will see a description of how to set up for your Table Talk.

Each Table Talk will last about an hour and a half to two hours. This may seem like a long time, but in the pilot program it was found that when discussions were scheduled for just an hour, parents were consistently staying late and giving feedback that they wanted more time.

Facilitators should arrive at the location about 20 to 30 minutes early to help the parent host set up the location. To set up, you will want to help the host set out the food and arrange chairs around the room. You will also want to spend some of this time organizing yourself, setting up your flipchart if you choose to use one, and putting out participant packets on each chair.



Throughout the training today, we are going to give you general facilitation tips that will be useful for these Table Talks.

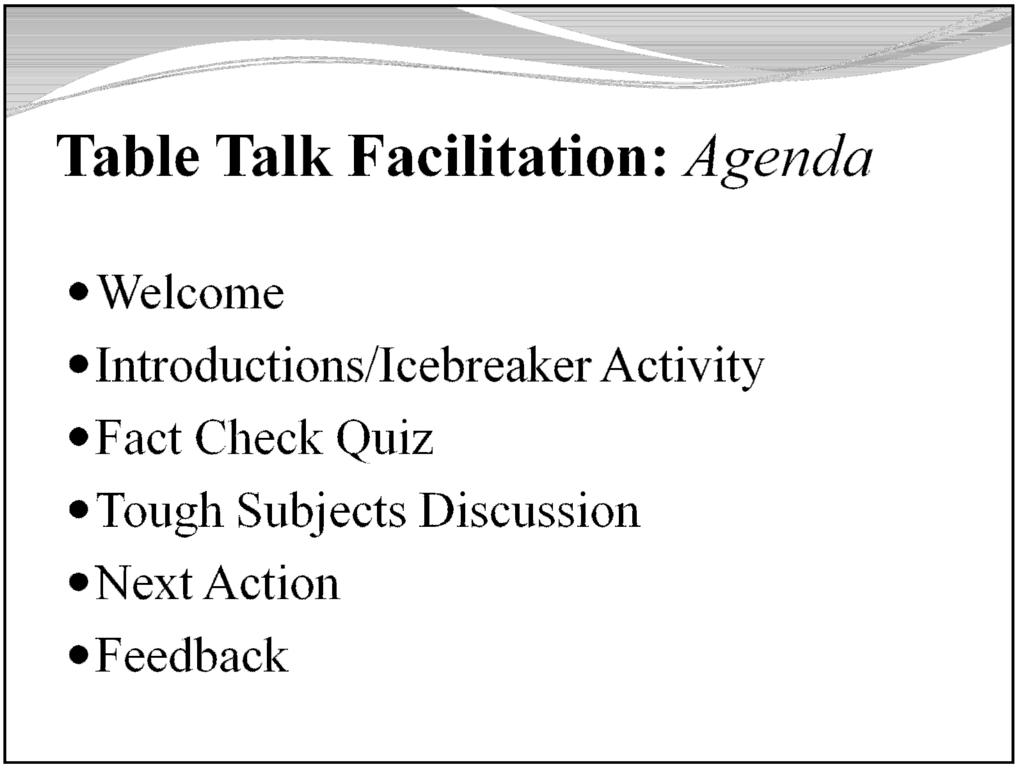
So, in thinking about getting the Table Talk started, you want to remember that people's time is valuable. You can respect this by:

a)Making sure that you start when you say you will start. People may filter in after you've begun, but that's ok. They can quickly be brought up to speed.

b)At the beginning of the meeting, review the agenda so that everyone is on the same page and knows the basic timeline that you are trying to stick to.

c)One option for keeping on time is to ask a participant to act as timekeeper. It can be difficult to keep on time while facilitating, so you can ask a participant to give you a signal when you have five minutes left for each activity.

d)Make sure you end on time. Some people may stick around and continue to talk, but it's important that you let people who need to leave at the end time leave without feeling like they are interrupting or cutting out in the middle of the discussion.



So, keeping that facilitation tip in mind, this is what the agenda of a Table Talk looks like. It includes: *[read points on slide]*

We will now go through what is included in each of these six sections of a Table Talk and how to facilitate each section.

Table Talk Facilitation:

Welcome overview

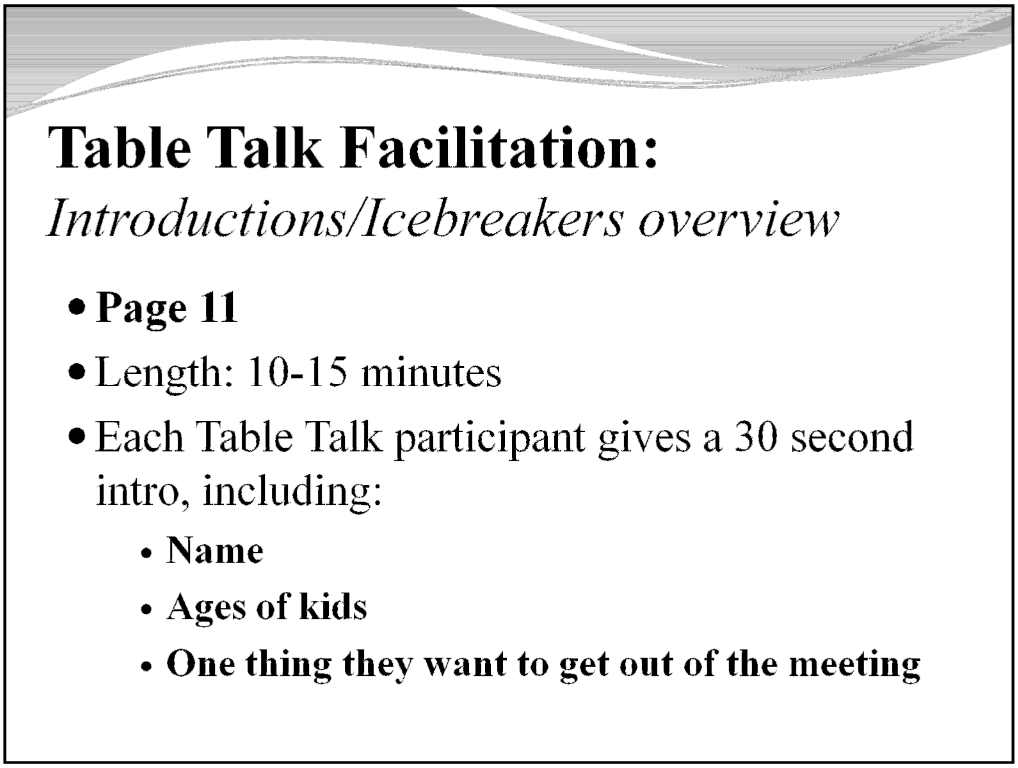
- **Page 10**
- Length: 5-10 minutes
- Introduce Facilitator & Sponsoring agency
- Review agenda, objectives, & ground rules
    - **Page 40**→Agenda/Objectives Handout
- Introduce "parking lot"

If you look again at page 10 of your *How-to Guide*, you'll see an overview of the Welcome for the Table Talk. The Welcome should last about five to ten minutes.

The facilitator should begin by welcoming the participants and then introducing themselves and, if applicable, the agency that they work for or volunteer for. This is a good opportunity to talk about any efforts that your organization is conducting and promote your work as well as give participants an idea of who you are and your role in underage drinking prevention.

Facilitators should then review the agenda, objectives, and ground rules with the participants. A handout with this information should be provided to participants in their participant packets. You can see a sample of this handout on page 40 of your *How -to Guide.* It is important to go through these items early on in the Table Talk so that participants know what to expect and are able to stay focused.

You can also use this time to choose a timekeeper to help keep things moving, as was mentioned in our Facilitator Tip. Lastly, you may also use this time to set up a "parking lot." Here, you can write down ideas and topics that don't get fully explored at the discussion, but could be addressed in a future meeting, follow-up email or conversation.



If you turn to page 11 of your *How-to Guide,* you will see the Introductions/Icebreakers section. The Introductions/Icebreakers should take about 10 to 15 minutes.

Each Table Talk participant will give a brief 30 second introduction, including their name, the ages of their kids, and one thing that they want to get out of the Table Talk.

The Introduction/Icebreaker gives Table Talk participants the opportunity to introduce themselves. It also serves as an icebreaker so that each Table Talk participant has a chance to speak right from the start, and can begin to feel more comfortable speaking in the group. When introducing this icebreaker, make sure to ask participants to only take 30 seconds to share their information. This will help ensure that the meeting stays on track and doesn't turn into personal storytelling! There will be plenty of time for discussion later on in the Table Talk.

As you can see on page 11 of the *How-to Guide*, the guide provides facilitators with "sample scripts" to help give you an idea of how to introduce each activity. If you're just starting out, these scripts can help you figure out what to say! Once you get more comfortable, you can use the scripts as a starting point and re-work them using your own words.

Table Talk Facilitation:

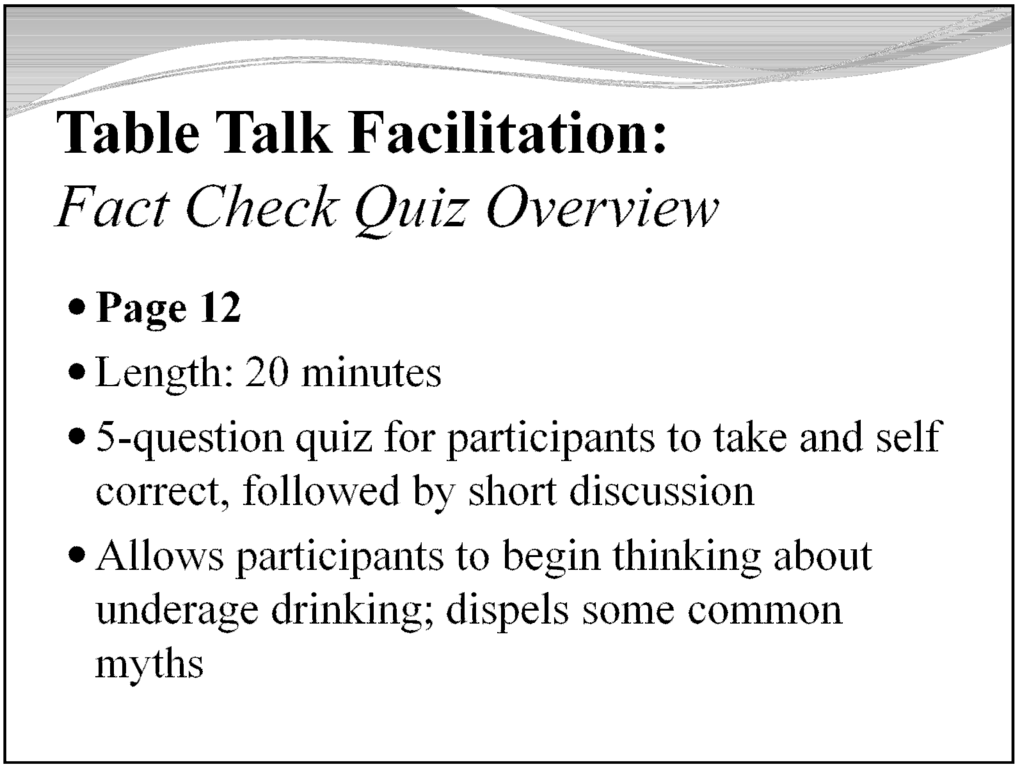
Introductions/Icebreakers –
2 minute review!

- Read through the sample script on page 11 of the How-to Guide

Now, we're going to give people a chance to take a closer look at how the *How-to Guide* is set up and become more comfortable using the sample scripts that are provided in the *How-to Guide*.

Please take two minutes to read through the Introductions/Icebreakers activity to yourself, focusing on the sample script on page 11.

Ok, does anyone have any questions about how the Introductions/Icebreakers activity should be facilitated?



Ok, hopefully you all got an idea of what the icebreaker activity will look like. After the Introductions/Icebreakers activity, you will move on to the Fact Check Quiz. This activity is described on page 12 of your *How-to Guide* and will last about 20 minutes.

For this activity, there is a 5 question quiz that participants will take. As the facilitator, you will introduce the activity, and then give them 5 minutes to take the quiz. You will then run through the answers with them, allowing people to self-correct. This way, nobody has to be embarrassed if they got something wrong. Only they will see it. Then, either as you go through the answer to each question, or after reviewing the entire quiz, you can spend the remaining time leading a short discussion around the information that was presented in the quiz.

The Fact Check Quiz allows participants to begin thinking about underage drinking and start discussing the topic. The information presented in the quiz also dispels some common myths around underage drinking and provides Table Talk participants with some common knowledge around underage drinking.

You might find that many parents are surprised or resistant to the information presented in this section. This is natural, considering that a lot of this information is relatively new, and our society has many deeply ingrained beliefs about underage drinking. Pages 12 and 13 of the *How-to Guide* have some useful pointers around responding in a tone that is respectful and positive. On page 33 of the *How-to Guide* you also have the Fact Check Quiz Answers as well as citations for each fact used, which may aid you in responding to participants' questions or responses.

Table Talks *Facilitation Tip*

It's important to promote positive communication by:

- ✓ **Setting the appropriate tone.**
- ✓ **Keeping in mind the importance of both non-verbal and verbal listening.**
- ✓ **Asking clarifying questions.**

So, since this is the portion of the Table Talk where you will really start to get into discussion based activities, it's important to remember to promote positive communication. You can do this by:

a)Setting the appropriate tone – have the room prepared when people arrive, greet guests as they come in, and maintain an upbeat attitude.

b)Keep in mind the importance of both non-verbal listening, such as nodding and smiling, and verbal listening such as summing up what the speaker just said.

c)Ask clarifying questions such as, "You say you're worried about X. Can you say more about that?"

Table Talk Facilitation:

Fact Check Quiz Facilitation Activity (10 min)

1. Break up into small groups
2. Choose ONE volunteer to act as the **facilitator**
3. Choose ONE volunteer to act as a **role play personality**
4. **Rest of group members:** You will act as Table Talk participants!

Keeping in mind our last facilitation tip about promoting positive communication, we're going to do an activity to let everyone have a chance to practice the Fact Check Quiz Activity. Please break up into groups of 4 or 5 *[or, if your group is too small for this, stay together as a large group].* In your groups, choose one volunteer to act as the facilitator, and one volunteer to act as a Role Play Personality. We'll explain exactly what we mean by that in a minute.

Table Talk Facilitation:
Fact Check Quiz Activity (10 min), cont.

1. **Facilitator**: Role play using script, p. 12.

   While participants take the quiz, read through the rest of sample script pgs 12-13.
2. **Role Play Personality:** Use personality card to act out during the activity.
3. **Rest of group:** Go through the activity as if you were a participant at a Table Talk.

Ok, is everyone all set? You should all have a Fact Check Quiz in front of you. It looks like this. *[Hold up Fact Check Quiz]*.

Can our facilitators please raise your hands? You are going to role play leading the Fact Check Quiz Activity using the sample script on page 12 of your *Table Talks How-to Guide*. Facilitators, after you introduce the activity, and while participants are taking the quiz, you can read through the rest of the sample script on page 12 and 13, and review the Fact Check Quiz Answers on page 33.

Now, who are our Role Play Personalities? I will give you a Personality card. Your job is to read your card and act out this "personality" during the activity. Remember, while you should be role playing your personality, the goal is to help the facilitator feel more confident, so don't be afraid to step out of that role somewhat if that feels right. The rest of the group members, your job is just to act as you would if you were actually a participant at one of these Table Talks. *[Hand out Personality cards]*

You have 10 minutes to go through the quiz and discuss the information and then we will come back together as a group to share how it went.

Table Talk Facilitation:

Fact Check Quiz Activity Review (5 min)

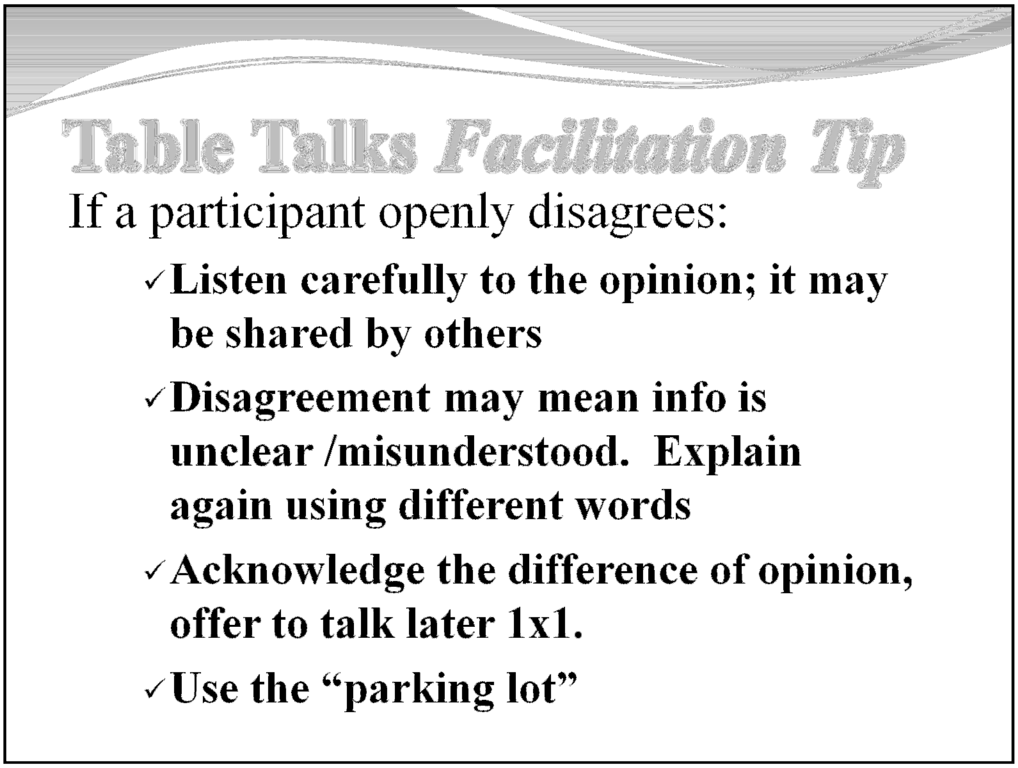
- **Facilitators:**
  - How did you handle the “personality” in your group?
  - What worked well in this exercise?
  - What was difficult?

Time’s up! Let’s come back together as a group.

Can we have a Role Play Personality volunteer to read out loud your Personality card? Facilitator, how did you handle that difficult scenario? What went well in this activity? What was difficult about this activity?

Let’s hear from a different Role Play Personality. Can you please read out loud your Personality card? Facilitator, how did you handle that difficult scenario? What went well in this activity? What was difficult about this activity?

[Be sure to discuss both Role Play Personalities that were used by the groups.]

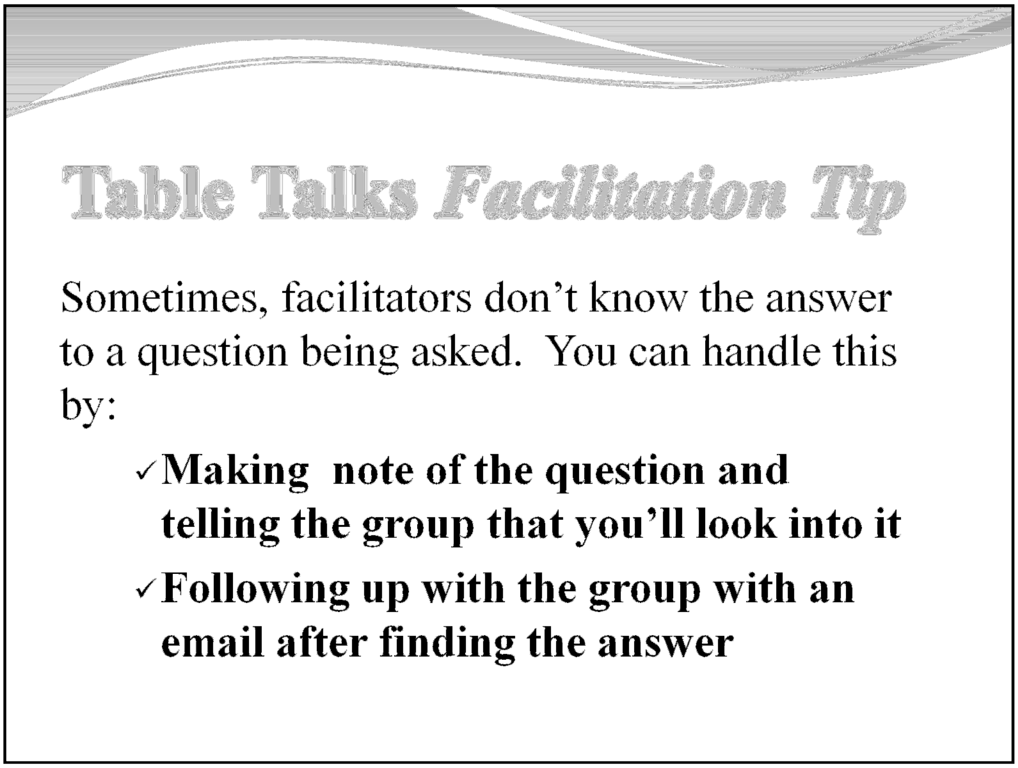


So, in this last exercise you got to see what happens if a participant disagrees with the information that the facilitator is presenting. We heard some great solutions from our groups on how they handled that scenario. Here are some other tips for working with someone who doesn't agree with the information:

a)Listen carefully to the opinion that is being expressed. Often, even though only one person is voicing the disagreement, it is an opinion that is shared by others in the room.

b)Sometimes, disagreement is actually a sign that the information you're presenting is unclear or misunderstood. Listen carefully to figure out what is being misunderstood and take the opportunity to re-explain the information using different words.

c)Rather than engage in a debate, just acknowledge the difference of opinion. You could say, "I see that we have some disagreement on this point. I would be happy to continue this conversation later on, as well as put together any background information that might be helpful." The item could also be put into the "parking lot" that was mentioned before.



We also saw what it is like when the facilitator is asked questions that they don't know the answer to. Just to reassure you, facilitators don't have to know everything!

So, if a question comes up that you don't know the answer to, you can:

a)Make a note of it and tell the group that you will look into it. It's fine to say something like, "That's a very good question. I will see if I can find any information and will let you know what I find out."

b)After you find out the answer, be sure to follow up with the group via email or a follow-up discussion.

Table Talk Facilitation:

Tough Subjects Overview

- **Page 13**
- Length: 45 minutes
- Time for open discussion amongst participants
- Use Tough Subjects Question Cards, p. 34
- Allows parents to engage in open discussion with other parents

Now we're going to move on to the next section of the Table Talk – the Tough Subjects Discussion. If you're following along, this is on page 13 of your *How-to Guide*. This is really the main part of the Table Talk, and should last 45 minutes.

This portion of the Table Talk is devoted to open discussion among participants about underage drinking. Facilitators will lead this discussion using the "Tough Subjects Question Cards" that are provided on page 34 of the *Table Talks How-To Guide*. There are 10 questions, and the facilitator will either write the questions on index cards or cut them into slips of paper with one question on each slip. Table Talk participants can then choose which questions they are most interested in discussing. As the facilitator, you don't have to cover every question, but can instead discuss the topics in which the group is most interested. This way, the group guides the discussion while the facilitator is still able to prepare for the questions ahead of time.

The Tough Subjects Discussion allows parents to share ideas and tips for how to handle situations that they will likely encounter at some point with their children. This will also hopefully help parents to create a common set of values and expectations regarding their kids and alcohol, as well.

You can find the "Tough Subjects Question Cards" on page 34 of the *How-to Guide*, if you would like to review them. On page 44, you can also find the "Tough Subjects Responses", which you can use to guide the discussion around each question.

Table Talk Facilitation:

Tough Subjects Faciltiation Activity (15 min)

1. Break up into small groups
2. Choose ONE volunteer to act as **facilitator**
3. Choose ONE volunteer to act as role play **personality.**
4. **Rest of group** You will act as Table Talk participants!

Now we're going to do an activity to let everyone have a chance to practice the Tough Subjects Discussion. Returning to the small groups that you worked with last time, we need each group to choose a new volunteer to act as the facilitator, and a new volunteer to act as a Role Play Personality.

Table Talk Facilitation:

Tough Subjects Activity part 1 (5 min)

1. **Facilitator**: Receive "tough subject" question to discuss. Role play leading the activity using script on p 14, answers pgs 44-46)

2. **Role Play Personality:** Receive personality card to act out during the activity.

3. **Rest of group :** Go through the activity as if you were a participant at a Table Talk.

Ok, is everyone all set? Can our facilitators please raise your hands? Instead of the participants choosing the question to be discussed as you would in an actual Table Talk, I will give each facilitator a Tough Subjects Question that your group will be discussing. Facilitators: You are going to role play leading the Tough Subjects Discussion using the sample script on page 14 and the Tough Subjects Responses on pages 44-46 of your *Table Talks How-to Guide*.

Who are our Role Play Personalities? I will give you each a Personality Card. Just like in the last activity, your job is to read your card and act out this "personality" during the activity. Remember, while you should be role playing your personality, the goal is to help the facilitator feel more confident, so don't be afraid to step out of that role somewhat if that feels right. The rest of the group members, your job is to act as you would if you were actually a participant at one of these Table Talks. *[Hand out Tough Subjects Questions and Personality cards.]*

You have 5 minutes to spend on your Tough Subjects question, and then we are going to switch things up!

Table Talk Facilitation:

Tough Subjects Activity, part 2 (5 min)

8. **SWITCH!**
9. **NEW facilitator**. Receive "tough subjects" question. Role play leading using script on p. 14, answers p. 44-46.
10. **NEW role play personality:** Receive personality card to act out during the activity.
11. **Rest of group :** Go through activity as if you were a Table Talk participant.

Okay everyone, hopefully your Tough Subjects Discussion went well! So that all participants have a chance to role play as the facilitator, we're going to switch things up! I need each group to choose a NEW facilitator and a NEW Role Play Personality. I will give a new Tough Subjects question to each facilitator, and a new Personality card to each Role Play Personality. We're going to do the same thing as before, but using your new roles and discussion questions. *[Hand out Tough Subjects Questions and Personality cards.]*

Okay, facilitators, you have another 5 minutes to lead the Tough Subjects Discussion using the script on page 14 and the answers on pages 44-46 of your *Table Talks How-to Guide*. Then we're going to come together and talk about the exercise.

Table Talk Facilitation:
Tough Subjects Activity Review (15 min)

- **Facilitators:**
  - How did the facilitator handle the "personalities" in your group?
  - What worked well in this exercise?
  - What was difficult?

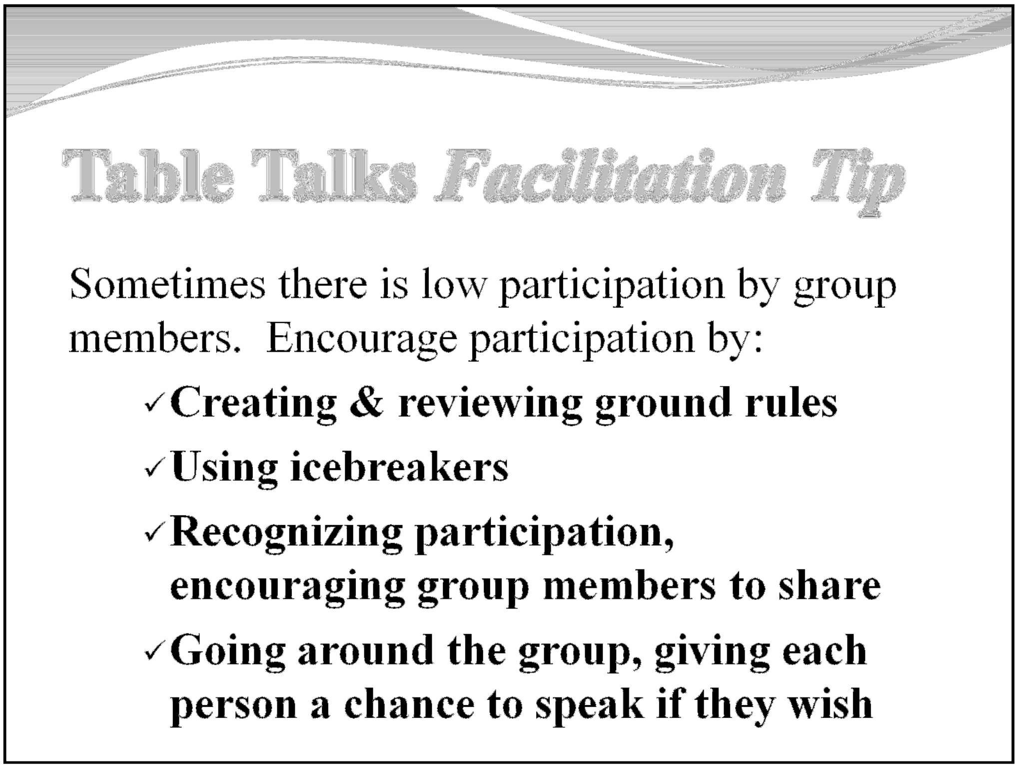
Time's up! Let's come back together as a group. Ok, first let's talk about our first run through with this activity. Can we have a Role Play Personality volunteer to read out loud your Personality card? Facilitator, how did you handle that difficult scenario? What went well in this activity? What was difficult about this activity?

Let's hear from a different Role Play Personality . Can you please read out loud your role card? Facilitator, how did you handle that difficult scenario? What went well in this activity? What was difficult about this activity?

Ok, now let's talk about our second run through with this activity. Can we have a new Role Play Personality volunteer to read out loud their Personality card? Facilitator, how did you handle that difficult scenario? What went well in this activity? What was difficult about this activity?

Let's hear from a different Role Play Personality . Can you please read out loud your role card? Facilitator, how did you handle that difficult scenario? What went well in this activity? What was difficult about this activity?

[Be sure to discuss both Role Play Personalities used in Round 1 as well as both Role Play Personalities used in Round 2.]



So, we definitely ran into a lot of challenges in this role playing. We heard some great ideas on how to address these scenarios. Here are some more suggestions on how to deal with these situations.

If there is low participation by group members, you can encourage participation by:

a)Creating and reviewing the ground rules at the beginning so that everyone feels comfortable speaking and feels like it is a safe place to speak.

b)Using icebreakers to make people feel comfortable speaking in front of the group.

c)Recognizing participation and encouraging group members to share their thoughts.

d)Going around the group, giving each person a chance to speak if they wish. However, make sure that it is optional for each person to speak. This way you are giving them the opportunity and encouraging participation, but not forcing them to do something that they are uncomfortable with.

Table Talks *Facilitation Tip*

If discussion is dominated by one person, the facilitator can:

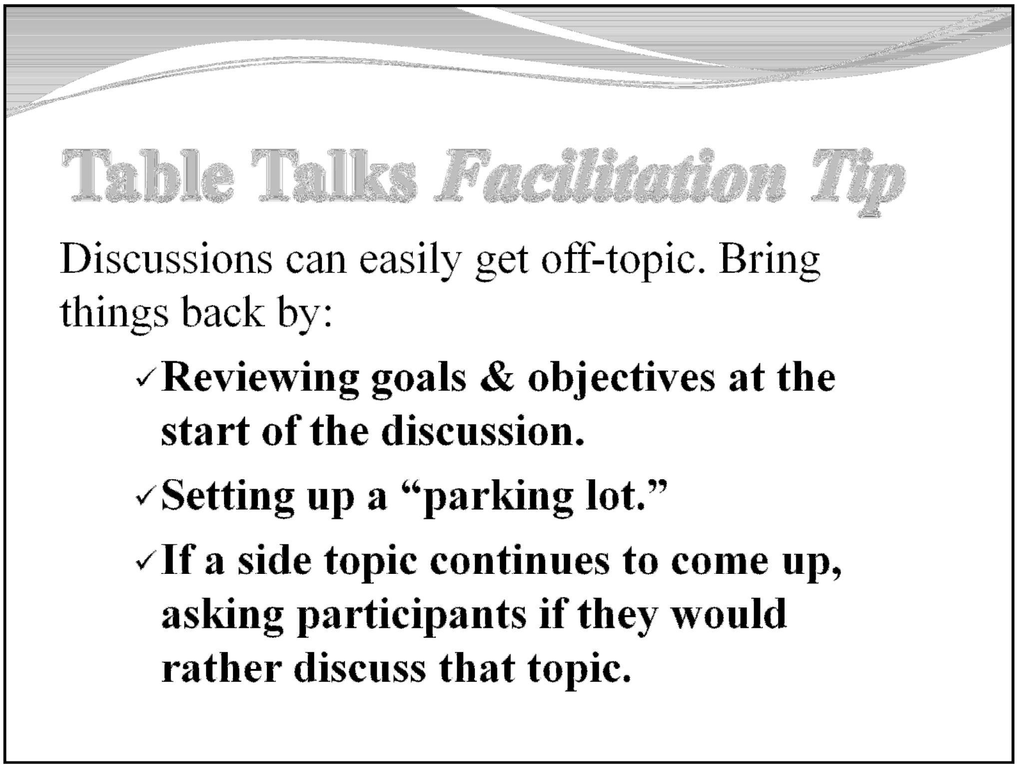
- ✓ **Thank them for their input, restate what they said, & ask for input from other group members.**
- ✓ **Encourage participation from others by making eye contact.**
- ✓ **Ask for opinions or input from "those who haven't spoken yet."**

Another difficult scenario can be if you have one group member who is dominating the conversation and making it hard to hear from other group members. To deal with this, the facilitator can:

a)Thank the person for their input, restate what they said, and then ask for a response to that statement or opinion from other group members.

b)Encourage participation from the rest of the group by making eye contact with other group members.

c)Ask for opinions or input from "those who haven't spoken yet."

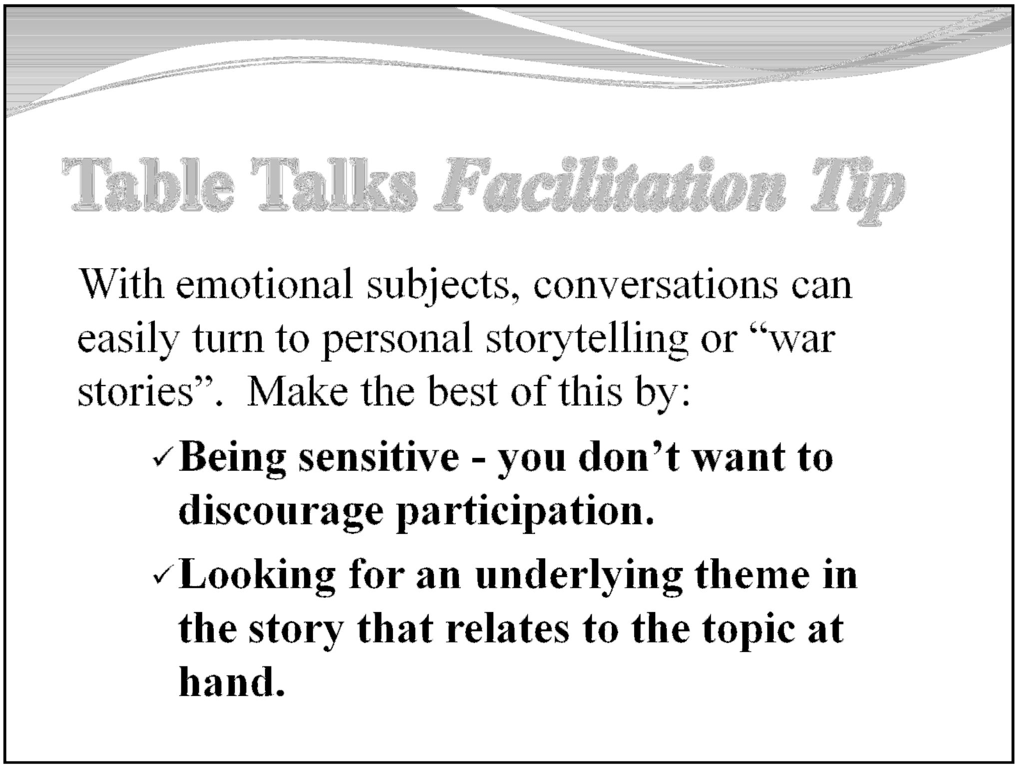


As you saw, discussions can easily get off-topic. Bring things back to the task at hand by:

a)Reviewing the goals and objectives at the start of the meeting to help keep you on topic. Posting them around the room or providing a handout with this information can also help so that participants can refer back to them if the discussion veers off.

b)Setting up the "parking lot" that has been mentioned can help by acknowledging the other topics that are coming up, but saving them for a more appropriate time for discussion.

c)If a side topic continues to come up, you can ask the participants if the would prefer to discuss that topic instead of what is on the agenda. Sometimes topics come up that aren't planned, but which deserve attention nonetheless.



We know that underage drinking and other youth drug use is a personal and emotional subject, which can lead to personal storytelling and war stories. If you are faced with this situation as a facilitator, make sure:

a)You are sensitive in how you handle the situation – acknowledge the person speaking so that you don't discourage participation, but also find a way to move the conversation along.

b)See if you can find an underlying theme in the story that relates to the topic. If you can, identify the theme and ask a question to the full group that brings your discussion back on track. Even if the personal story doesn't tie in directly with the topic you're discussing, see if you can still try to find a central theme that segues back into the agenda.

Table Talk Facilitation:

Next Actions Overview

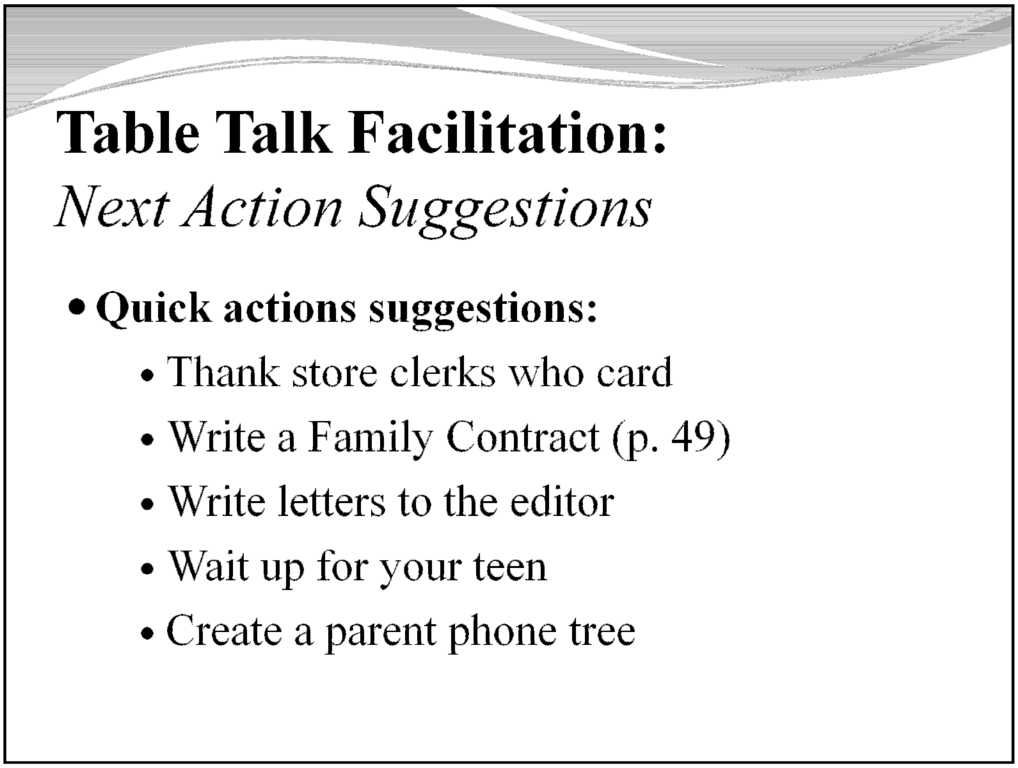
- **Page 14**
- Length: 15 minutes
- Brainstorm "Next Actions" for participants to take after leaving Table Talk.
- Use Index Cards as a personal reminder:
    - 3 things they will do; 3 people they will talk to

After the you have finished leading the Tough Subjects Discussion, you will move on to the Next Actions portion of the Table Talk. This can be found on page 14 of the *How-to Guide*, and will last about 15 minutes.

During this section of the Table Talk, the facilitator leads a brainstorming session with Table Talk participants to come up with "Next Actions" that participants can take after they leave the discussion. The facilitator should write these brainstormed Next Actions down either on newsprint or regular paper to bring back to the Sponsoring Agency and to include in the Facilitator Feedback Form. If the discussion slows or veers off, you can bring them back by throwing out some of the ideas for Next Actions that are suggested on pages 15 and 16 of the *How-to Guide*. Table Talk participants are also given OSA's 5 Tips to Prevent Underage Drinking handout, and Writing a Family Contract handout, which can be referenced during this activity. Both of these items are in Section VI: Participant Handouts of the *How-to Guide*.

The facilitator should then give each participant an index card on which to list three things that they can do after leaving the Table Talk and three people with whom they can share the information that they learned. Participants will keep this card for themselves, as a personal reminder.

The Next Actions activity allows Table Talk participants to bring together everything that they learned throughout the discussion and think about how they can apply what they learned to their lives. It also provides parents with concrete actions and tips that they can use to prevent underage drinking in their home and community.



Often, participants are really excited to hear about what they can do to prevent underage drinking when they leave the Table Talk. So, just to make sure everyone is familiar with some of the Next Actions that would be appropriate to suggest to the group, here are some quick actions that the facilitator can suggest to the Table Talk participants: *[read through points on slide]*

Table Talk Facilitation:
Next Action Suggestions Cont.

- **Longer term action suggestions:**
  - Host your own Table Talk
  - Continue to meet on your own
  - Join your local coalition
  - Create/join a Task Force

And if people are really mobilized and want to take some longer term actions, here are some items that you can suggest: *[read through points on slide]*

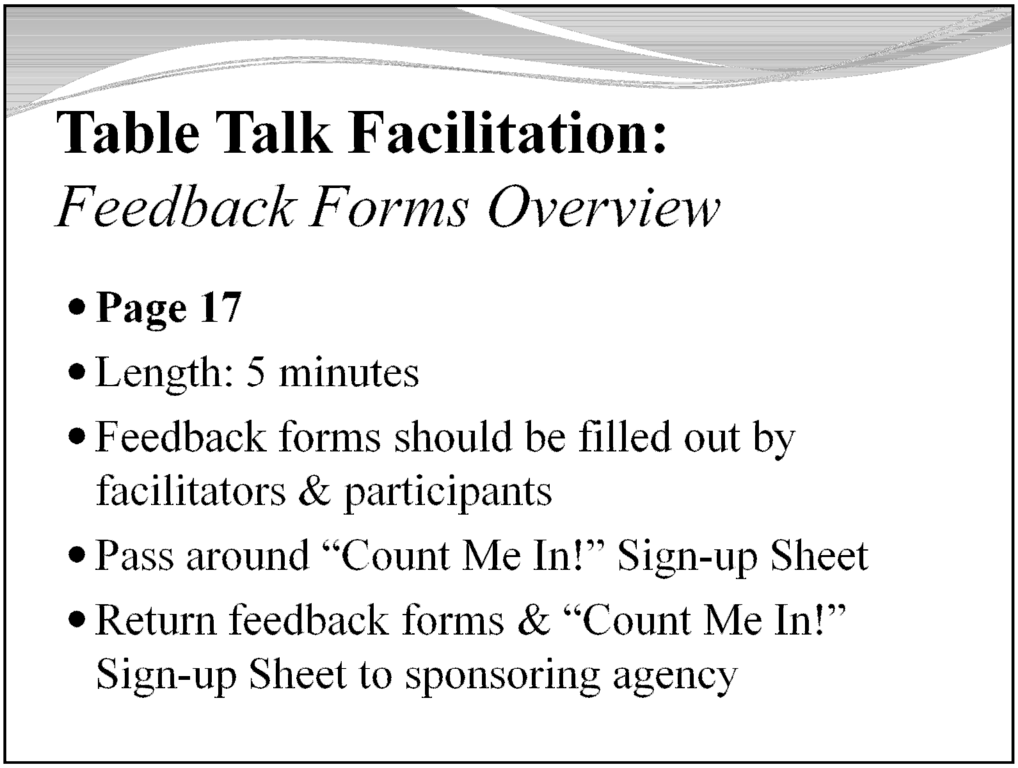
Table Talk Facilitation:
Next Actions Follow-up

- **Follow-up will vary depending on the group of parents, and the capacity of sponsoring agency.**

Through these Table Talks, there has been a lot of mobilization by participants to continue working to prevent underage drinking.

It is up to the Sponsoring Agency as to what role they will play in any follow-up actions that might occur. This will depend largely on their capacity and resources. As the facilitator, you can bring interest in any follow-up actions back to the Sponsoring Agency, who can determine the extent to which they would be involved in any of these actions.

[*NOTE: If the sponsoring agency has created its own version of the "Count Me In!" Sign-up Sheet, now is a good time to hand it out to facilitators. Let facilitators know of any specific activities that the sponsoring agency is able to support directly. That way, facilitators can use the Table Talks to recruit interested parents.]*



The final portion of a Table Talk is the Feedback Forms. A description of this activity is found on page 17 of your *How-to Guide.*

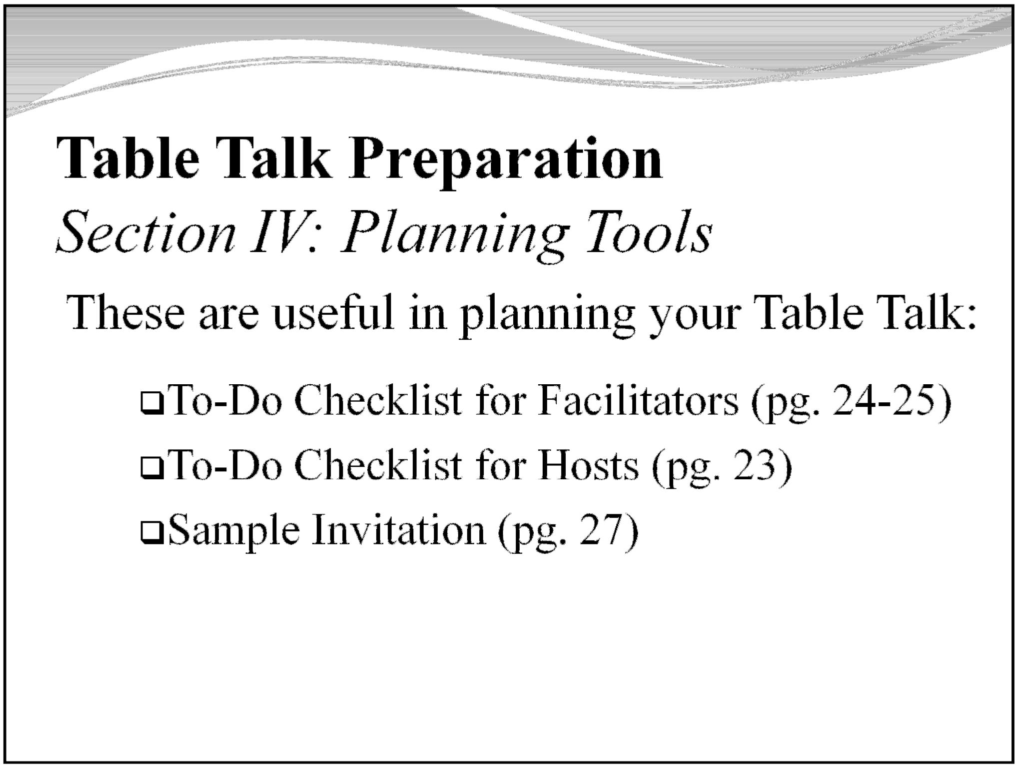
The facilitator should provide Table Talk participants with 5 minutes to fill out feedback forms on the Table Talk. The Participant Feedback form itself is on page 51 of the *How-to Guide* and is included in the participant packets. The facilitator can also give participants the opportunity to speak with them privately at a later date, either in a conversation or an email regarding any feedback on the Table Talk. This is also a good time to pass out the "Count Me In!" Sign-up Sheet, found on page 37 of the *Table Talks How-to Guide*.

The Feedback Forms allow the sponsoring agency to obtain evaluation feedback on the Table Talks and whether they are fulfilling their stated objectives. The "Count Me In!" Sign-up Sheet gives Table Talk participants the opportunity to provide their contact information to the sponsoring agency and to sign up for things like hosting their own Table Talk or joining a mailing list.

It is the facilitator's responsibility to return the feedback forms and the "Count Me In!" Sign-up Sheet to the Sponsoring Agency after the Table Talk has ended.

Part 4 - How to Prepare for a Table Talk

Now that you know what a Table Talk consists of, we're going to run through everything that you need to effectively prepare for a Table Talk. Following along in your How-to Guide, this will cover sections IV, V, and VI.

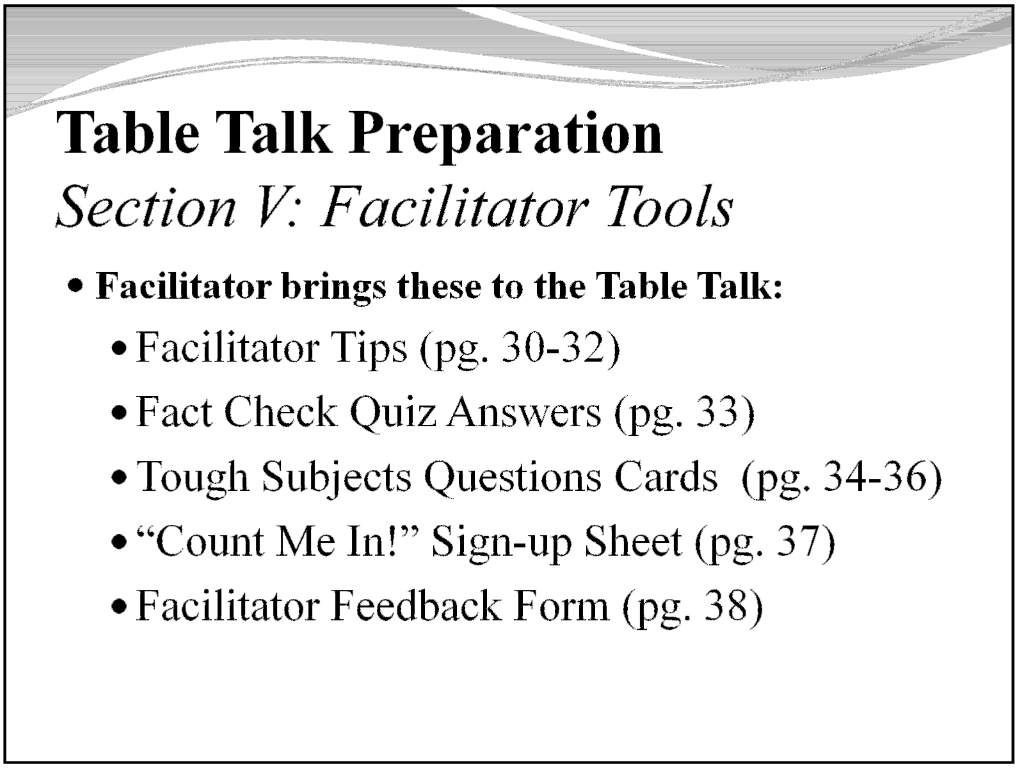


Section IV: Planning Tools, which begins on page 19 of the *How-to Guide* is mostly items for the Sponsoring Agency to use in getting these Table Talks going, however, there are several tools in this section that are important for the facilitator that I would like to go through with you.

On page 24-25 you have the facilitator checklist. This is a breakdown of all of the steps that you need to do to prepare for your Table Talk along with a timeframe for when you want to do each of them. So, once your sponsoring agency provides you with a parent host to work with, you want to begin going through this checklist. I just want to quickly run through the items with you now. *[Go through each item on the To-Do Checklist for Facilitators on pages 24-25, stating the item and the time frame to complete it in.]*

It is very important for the facilitator to meet with the parent host ahead of time, so that you can learn about any special needs, cultural considerations, or specific concerns that the parents would like to see addressed. You can also use this opportunity to figure out if you will need to adapt any of the activities. For example: if you think the audience might have a low literacy level, you might choose to do certain activities out loud as a group, rather than using handouts and index cards.

In this section you also have two resources that you need to provide to your parent host. On page 23 is the to-do checklist for the host. On page 27 is the sample invitation that the host can use either as a template for an email or a formal invitation, or as a script for a phone call when they are inviting their friends. It's important that you as the facilitator provide those documents to the host, and assist them as needed in carrying out their role.



The next Section, Facilitator Tools, begins on page 29 of the *How-to Guide* and includes all of the items that the facilitator will want to have with them at the Table Talk. This way you have them on hand if you need them. We've addressed most of these throughout the training, but I just want to point out exactly where they are.

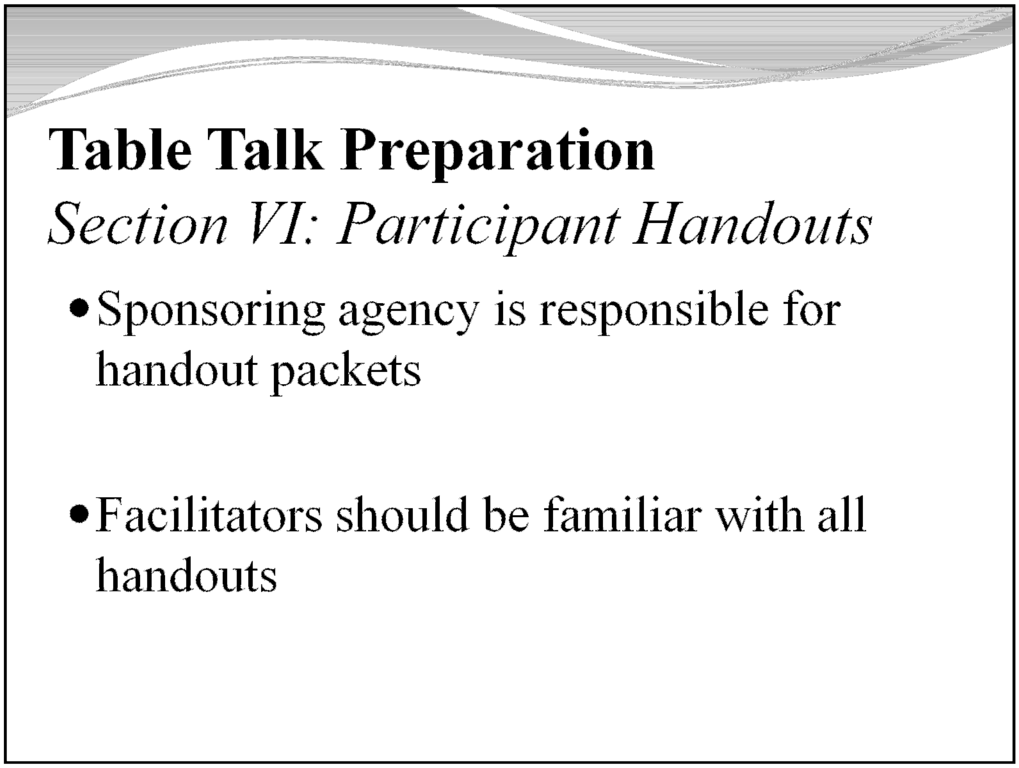
a)Facilitator Tips can be found on pages 30-32. These cover the tips that were addressed through the training today.

b)Underage Drinking: Fact Check Quiz Answers are found on page 33. This provides the facilitator with all of the answers to the Fact Check Quiz, as well as the citations for each fact.

c)Tough Subjects Question Cards are found on pages 34-36. The facilitators will need to prepare these ahead of time. Facilitators should either cut these questions out so there is one questions per slip of paper, or print or write the questions on index cards.

d)The Count Me In Sheet is found on page 37. Again, this is useful for the feedback portion of the Table Talk. The facilitator should discuss ahead of time with the Sponsoring Agency what items they would like participants to be able to sign up for.

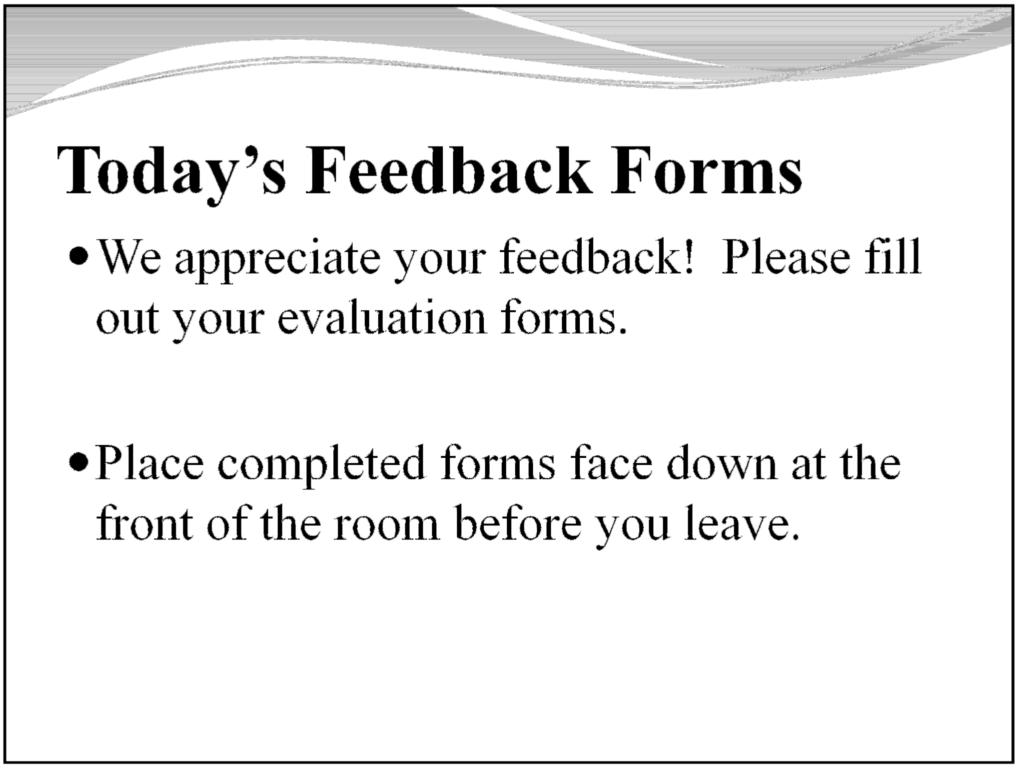
e)The Facilitator Feedback Form is on page 38. The facilitator should fill this out after the Table Talk and return it to the Sponsoring Agency along with the participant feedback forms and the Count Me In sheet.



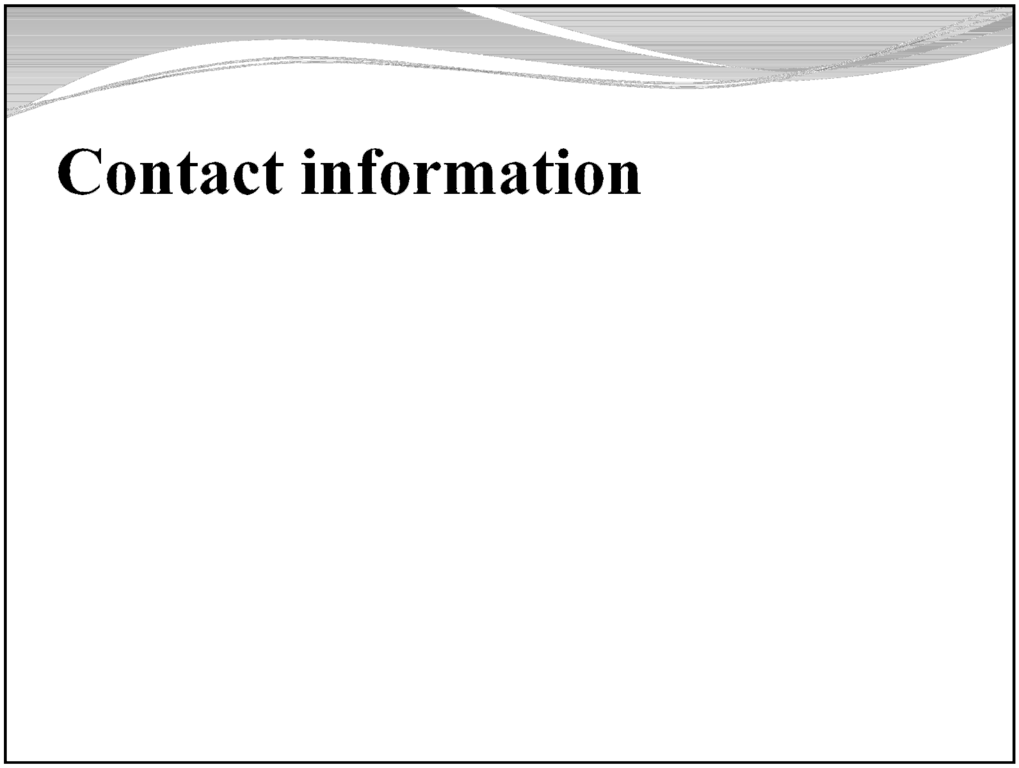
Lastly, we have Section VI: Participant Handouts which begins on page 39 of the *How-to Guide*. The sponsoring agency is responsible for putting all of these items into packets and then providing those packets to the facilitator prior to the Table Talk. However, the facilitator should still be familiar with all of these tools so that they can field any questions that they might receive. Prior to the Table Talk, the facilitator should review all of these materials in order to prepare for the discussion. In addition to what is included in this section of the How-to Guide, other resources such as the MAPSA (Maine Alliance to Prevent Substance Abuse) Parents and Advocacy handout or a handout listing local treatment and other referral resources can be included in the participant packets. If there is something you would like to be included, please let someone from the Sponsoring Agency know.

[Take a moment here to flip through the guide, referring to each handout that is included]

Does anyone have any questions about anything that has been covered?



Please take 5 minutes to fill out an evaluation form for today's training, we would greatly appreciate it! Once your form is complete, you can leave it on your table face down. *[Hand out evaluation forms.]*



Thank you for attending today's training! If you have any questions, don't hesitate to contact me.

Here is my contact information

[INSERT SPONSORING AGENCY AND TRAINER CONTACT INFORMATION IN THE SLIDE ABOVE, OR INCLUDE IN A HANDOUT]

You can also get technical assistance from MESAP (Maine's Environmental Substance Abuse Prevention Center).