

**Para Todos
Facilitator Guide
DVD 1—Chapter 1
Communication**

Dear facilitators:

The purpose of this chapter is to provide information about family communication and learning to listen to and better understand our children.

Chapter goals:

1. Provide information on communicating effectively with our children.
2. Encourage parents to listen and talk to our children more effectively.
3. Encourage parents to talk more frequently with our children.

Suggestions for guest speakers:

To enrich the session, the facilitator could invite the following experts in communication:

- Parent who learned to communicate effectively with his or her children
- School counselor
- Therapist
- Spiritual/religious community member
- Community leader.

VIDEO, PART I

Main concepts:

The following concepts are presented in the first section:

1. Daily pressures and parental responsibilities often prevent parents from talking with their children every day.
2. Open and honest communication is achieved when we make an effort to listen attentively to our children.
3. It is important to talk with our children from an early age about the dangers of smoking, drinking, and using illicit drugs.
4. It is important to establish good communication between parents and children.

Participants should understand the following points:

- It is not easy to communicate with children; it takes time and patience. To communicate well, parents must understand and respect children’s feelings.
- It is important to talk with children and listen attentively. Spend at least 15 minutes a day talking. If you cannot, talk with them as much as you can.

PAUSE FOR DISCUSSION #1

During this pause, ask participants the following questions:

- What is the best time to talk with our children?
- What are some missed opportunities during which we could talk with our children?
- What positive experiences have we had while talking with our children?

Participant’s responses could include the following points:

- The best time to talk with our children is when they start a conversation.
- It is always a good time to talk with our children—when they come home from school, while they are doing their homework, while they are helping with household chores, when they are in the car with us, when we go for a walk together.

VIDEO, PART II

Main concepts:

The following concepts are presented in the second section:

1. Establishing a sincere dialogue and trusting one another is important.
2. Recognizing the importance of talking with our kids without imposing verbal or physical barriers and never making fun of their feelings.

Dramatization: Mi Barrio

In the first part of this dramatization, the father does not listen to or sympathize with his daughter’s problems. Then, in the next scene he demonstrates a more effective way to communicate with her.

PAUSE FOR DISCUSSION #2

During this pause, ask participants to respond to the following questions:

- What verbal and nonverbal communication barriers did we see in the dramatization?
- What are some ways to overcome these barriers?

Participants should understand the following points:

- Parents need to listen attentively to what our children are saying.
- We need to show an interest in our children's problems.
- While talking with our children, we should maintain an emotional connection and pay attention to our children's facial expressions and body language.

VIDEO, PART III—Conclusion

Main concepts:

The main concept presented in the third section is:

Good communication is the key to resolving family issues.

Optional activities:

The facilitator may want to use the following group activities that are not included in the video.

ACTIVITY #1(a): Using Body Language–Negative Example

Goal: Learn how to use body language to show our children we are really listening.

- **Choose** two volunteers.
- **Assign** each volunteer a role: One plays the child and one plays the parent.
- **Give** each volunteer a piece of paper explaining his/her role.
- **Ask** the volunteers to act out their roles.

Child's role

You arrive home from school worried. You go up to your mother while she is cooking. You try to tell your mom that you had a fight at school. You tell her that a boy is always hitting you and you do not want to go out during recess because you are afraid you will see him and, worst of all, some of the girls are making fun of you.

Parent's role/negative example

You are cooking and your child comes back from school looking worried. The child starts telling you about his/her day.

While the child speaks, look as though you are **not** listening:

- Continue cooking.
 - Act impatient.
 - Cross your arms.
 - Do not look at him while he/she talks.
 - Do not nod your head.
 - Do not lean toward your child.
-
- Once the role play is over, ask the group to:
 - **Discuss** whether the parent was listening.
 - **Describe** the actions that made the group think the parent was not listening.
 - **Share** whether they have ever acted this way.

ACTIVITY #1(b): Using Body Language–Positive Example

Goal: Learn how to use body language to show our children we are really listening.

- **Choose** two volunteers.
- **Assign** each volunteer a role: One plays the child and one plays the parent.
- **Give** each volunteer a piece of paper explaining his/her role.
- **Ask** the volunteers to act out their roles.

Child's role

You arrive home from school worried. You go up to your mother while she is cooking. You try to tell your mom you had a fight at school. You tell her that a boy is always hitting you and you do not want to go out during recess because you are afraid you will see him and, worst of all, some of the girls are making fun of you.

Parent's role/positive example

You are cooking and your child comes back from school looking worried. The child starts telling you about his/her day.

While the child speaks, look as though you are listening:

- Do not act impatient.
 - Stop cooking.
 - Sit down so that you are at eye level with your child.
 - Stay calm (do not cross your arms or legs).
 - Maintain eye contact.
 - Nod your head.
 - Lean toward your child.
 - Get close to your child and show affection (e.g., hug your child, put your hand on his/her shoulder, hold his/her hand).
-
- Once the role play is over, ask the group to:
 - **Discuss** whether the parent was listening.
 - **Describe** the actions that made the group think the parent was listening.
 - **Share** whether they have ever acted this way.

ACTIVITY #2: Improving Communication With Our Children

Goal: Reinforce communication skills that help build strong relationships between parents and children:

1. *Using open-ended questions.*

When we use open-ended questions we receive more extensive answers. These answers tell us about our children's general circumstances, moods, perceptions, and honest opinions. By contrast, closed questions tend to tell us very little (e.g., YES or NO responses).

2. *Being specific and direct.*

Sometimes we make requests of our children and are not clear or direct. For example, we ask them to "straighten up your room" instead of saying, "make your bed, pick up your clothes, put the dirty clothes in the laundry basket, and take out the trash."

3. *Expressing our feelings.*

By using phrases such as "I feel," "I think," and "I want," our children do not feel they have to be on guard, and they're more likely to listen to us because we do not sound like we are scolding them. When we use "you" it sounds like a threat.

- **Divide** the group into three subgroups. Ask the first group to complete the following exercises on open-ended questions (Exercise A). Ask the second group to complete the exercises on clear and direct communication (Exercise B). The third group should complete the exercises on using "I" (Exercise C).
- **Ask** each subgroup to present their responses to the entire group.

Exercise A
Asking Open-Ended Questions

Instructions:

The group should discuss and write down ways to change these closed questions into open-ended ones. Then, present the results to the entire group.

| Change the following closed questions into open-ended questions: | |
|---|---|
| Closed | Open-Ended |
| Example of a closed question: | Example of an open-ended question: |
| 1. How was school? | 1. What did you do in school today? |
| 2. Did you play during recess? | 2. |
| 3. Do you have homework? | 3. |
| 4. Are you feeling okay? | 4. |
| 5. Do you like your classmates? | 5. |
| 6. Did you have a test today? | 6. |

Exercise A—Answers for the Facilitator
Asking Open-Ended Questions

Note to facilitator—Here are some examples of open-ended questions:

1. What did you do in school today?
2. What did you do during recess?
3. What homework do you have?
4. Why do you look so sad?
5. What do you think of your classmates?
6. What questions were on the test?

Exercise B
Being Specific

Instructions:

The group should discuss and write down ways to change the following general statements into specific comments. Then, present the results to the entire group.

| Change the following general statements into specific comments: | |
|---|---|
| General | Specific |
| <p>Example of a general comment:</p> <p>1. Please help me clean the kitchen.</p> | <p>Example of a specific comment:</p> <p>1. Please help me clear the table, put the dishes in the dishwasher, shake out the tablecloth, and put the leftovers in the refrigerator.</p> |
| 2. Be good at Juana's party. | 2. |
| 3. Do not come home late tonight. | 3. |
| 4. Let me know when you get to your friend's house. | 4. |
| 5. If you get home late, you will be grounded. | 5. |
| 6. After you finish your homework, you can watch TV. | 6. |

Exercise B—Answers for the Facilitator
Asking Specific Questions

Note to facilitator—The following are some suggested specific comments:

1. Please help me clear the table, put the dishes in the dishwasher, shake out the tablecloth, and put the leftovers in the refrigerator.
2. I do not want you to drink or smoke at Juana's party. If you feel uncomfortable when someone offers you a drink or a cigarette, call me and I will pick you up.
3. You need to be home by 8 p.m.
4. When you go to a friend's house, I need to know his/her name and the names of other people who will be there. Give me the address and phone number where you will be, as well as the parents' names.
5. If you get home late, I will not let you watch TV or talk on the phone.
6. You can watch one TV show after you finish your homework and walk the dog.

Exercise C

Using “I” Instead of “You”

Instructions:

The group should discuss and write down ways to change the following “you” statements into “I” comments. Then, present the results to the entire group.

| Change “you” to “I” in the following sentences: | |
|--|--|
| “You” Sentences | “I” Sentences |
| Example of a “You” sentence: 1. You always argue with me rather than doing what you’re told. | Example of an “I” sentence: 1. I would feel much better if you obeyed me more and argued less. |
| 2. You do not help out with household chores. | 2. |
| 3. You are always wasting time. | 3. |
| 4. You do not show your feelings. | 4. |
| 5. You do not pay attention to what I say. | 5. |
| 6. You are such a scatterbrain. | 6. |

**Exercise C—Answers for the Facilitator
Using “I” Instead of “You”**

Note to facilitator—The following are some suggested “I” sentences:

1. I would feel much better if you obeyed me more and argued less.
2. I would like you to help me out with household chores more often.
3. I am worried that you are wasting your time.
4. I wish you were more open with me.
5. I sometimes think that you do not pay attention to what I am saying.
6. I have noticed that you look distracted. How can I help?

**Para Todos
Facilitator Guide
DVD 1—Chapter 2
Acculturation**

Dear facilitators:

The purpose of this chapter is to provide information about acculturation and how the process of adaptation to a new culture affects both the individual and the family.

Chapter goals:

1. Understand how the process of adaptation can affect emotional well-being, as well as the social and cultural aspects of our families.
2. Understand, manage, and respect the values of the new culture.

Suggestions for guest speakers:

To enrich the session, the facilitator could invite the following experts:

- Parent who has learned how to handle acculturation issues
- Director of a Latino community center
- Writer or journalist who specializes in Latino issues
- Social worker
- Professional who works in a Latino mental health organization
- Teacher of English as a Second Language
- Guidance counselor
- Latino youth who have gone through these situations.

VIDEO, PART I

Main concepts:

The following concepts are presented in the first section:

1. The cultural differences we encounter when we move to the United States can affect the whole family. When we leave our countries, we leave behind family, friends, traditions, neighborhoods, food, music, and so much more. This can create a feeling of emptiness in our lives.
2. Dealing with change can cause feelings of fear, anxiety, and worry. Some parents find it difficult to adapt to the new customs, and they react unfavorably toward

- their children. In some cases, frustration leads parents to yell, turn to alcohol, or lash out in violence.
3. Our children face the challenge of living between two worlds. Often they are unsure to which world they belong and do not quite fit into either. This can cause a lot of stress, confusion, rebellion, and depression.
 4. Children experience different cultural values at home and at school, and they often must choose between them. This can be difficult.

Dramatization: Mi Barrio #1

In the first vignette, we meet a Latino family. The daughter is a 16-year-old who dresses and behaves just like any other teenager. This causes conflict with her grandmother and father, who disapprove of the clothes she wears and her friends. The problem becomes even bigger when the girl rejects the traditions of Latino culture and identifies more with North American culture. The father is worried that in the United States his kids are exposed to bad influences and risky behavior, such as early sexual activity and gangs. He feels frustrated that he no longer has control over his family, and he wants to return to his country.

The mother, on the other hand, has a good job and feels she is stuck in the middle of this conflict. Both parents discuss these issues with their friends (comadre/compadre), who explain that these situations are common in many immigrant families. Their friends assure them that things will improve if they talk things over with each other. Their friends explain the importance of understanding that the children are living between two worlds. They also remind the parents that, when they were young, they had conflicts with their own parents. The purpose of this dramatization is to show how acculturation can affect a family.

PAUSE FOR DISCUSSION #3

Participants respond to the following questions:

- Have you seen similar situations in your communities?
- Which family member is right?
- What is causing frustration in this family?
- How do the parents deal with their fears as they watch the changes in their children?

The following important points should be included in the discussion:

- Examples of these situations in their communities and examples from the facilitator's own life.
- There is no right or wrong answer. Each family member has a point.
- Family frustration can be due to a lack of communication between family members and the fact that the parents don't understand the children and vice versa.
- Another cause for frustration could be the parents' anxiety as they see changes in their children.

VIDEO, PART II

Main concepts:

This section emphasizes the importance of understanding and overcoming the conflicts that arise during the process of acculturation. The following concepts are presented:

1. It is important to establish family rules about respect so that everyone can express himself or herself without fear, resentment, or shouting.
2. In order to create an environment where everyone respects one another, parents need to try to understand what matters to our children.
3. It is hard being a parent, but if one is loving, respectful, and trustworthy, the parent may find it easier to solve many of the problems that arise during the process of acculturation.
4. The most important thing is to never reject or look down on our children.

Dramatization: Mi Barrio #2

The mother expresses her frustration over the conflicts between the father, grandmother, and daughter. Her friend explains that it is a difficult situation for parents because life is different in the United States. She adds that the adaptation process can bring about many difficulties. Children change, especially since they have to figure out how to fit into a new social environment. As a result, parents often feel isolated and powerless.

The two women recall their own conflicts with their mothers and recognize that one way of dealing with these problems is through open and honest communication.

At the same time, the father tells his friend that he is afraid their new environment is harmful for his children and wife. He is thinking about taking his family back to his country. The friend suggests he make these decisions when he is calmer. The friend tells him that many immigrant families face these same issues, and that it is important to value and adopt the best aspects of both cultures.

The friend also advises him to talk to his daughter with love and respect, tell her how much he loves her, and be honest about his fears for her well-being. Finally, he emphasizes the importance of establishing family rules for mutual respect and stressing that everyone, including the parents, should follow these rules.

PAUSE FOR DISCUSSION #4

Participants respond to the following questions:

- Do you think the parents will follow the advice offered by their friends?
- What were some of the strategies suggested to overcome the problems depicted in the dramatization?
- What other strategies would you use?

It is very important that the answers include the concepts of mutual family respect and understanding of children's needs—learn about their world and, at the same time, teach them your traditions.

VIDEO, PART III—Conclusion

Main concepts:

The following concepts are presented in the third section:

Among the many factors that can have an effect on acculturation issues are our countries of origin, the place where we live, our length of time in the United States, and our age.

The facilitator can recommend community resources that can help with acculturation issues.

Optional Activities

Next, we offer suggestions for group activities that are not included in the video.

ACTIVITY #1: What Is Acculturation?

Goal: Understand the acculturation process and learn ways to bridge Latino norms and values with the norms and values our children encounter in the United States.

- **Divide** the participants into three groups.
- **Ask** the participants of each group to work on the questions below.
- **Invite** the participants to write down their ideas and present them to the larger group.
- **Discuss** other ideas they can offer about acculturation.
- **Explore** how the changes could have been dealt with or how the process of adaptation could have been a little easier.
- **Encourage** the participants to talk about their personal experiences with the acculturation process.

Questions:

1. What does acculturation mean to you?
2. How does acculturation affect family life?
3. How can we integrate both cultures?

The following are suggestions for discussion:

Question 1:

- Acculturation is the process of cultural change that takes place as one group or individual is in continuous contact with another group or individual from a different culture. Acquiring a second culture or becoming bicultural is the result of this sociocultural process.
- The individual or family commonly goes through many social and psychological problems because they have to adapt to many difficult changes.
- During this process, people face many challenges and changes in behavior, attitudes, norms, values, and language. Therefore, it is important to find a balance between cultural and linguistic values.

Question 2:

- In Latino culture, the family unit, collaboration, and cooperation are very important. On the other hand, independence, individual autonomy, and personal achievements are highly valued and encouraged in the United States.
- Many immigrant parents feel that their children—who tend to adapt more quickly to the new culture—are defying their authority.
- North American customs are reinforced at school, and this accentuates the differences. We should be aware of the differences in the values of both cultures. Parents should understand that these differences cause youth to feel pressured, as they want to be just like their new friends. This, of course, causes conflict within the family.

Question 3:

- For example, assertiveness and independence are valued in North American culture. These values can help us and our children get ahead and fulfill our potential.
- Respect is very important in Latino culture. This characteristic also can help us get ahead and be successful.

ACTIVITY #2: Changes

Goal: Learn how to incorporate aspects of a new culture without compromising our values.

- **Divide** the participants into three groups.
- **Ask** the participants to work on the following questions.
- **Invite** the participants to write down their ideas and present them to the group.
- **Explore** other ideas relevant to acculturation.

Questions:

1. In what ways are we changing due to the process of adaptation?
2. Which of these changes seem to be more difficult for parents, yet easier for children?
3. Which of these changes seem to be more difficult for children, yet easier for parents?

The following are some suggested responses:

Question 1:

- Attitudes
- Norms
- Values
- Language
- Customs.

Question 2:

- Learning English
- Making friends
- Understanding how the school system works.

Question 3:

- Developing an identity
- Having a sense of purpose
- Handling norm conflicts.

ACTIVITY #3: Conflict Between Two Cultures (Values and Principles)

Goal: Understand norm conflicts and differences between the two cultures.

- **Ask** the participants to discuss the greatest differences between North American and Latino cultures.
- **Make a list** of ideas and keep in mind that each idea is valuable.

The following are some suggested responses:

1. In Latino culture, the family is more important than the individual. In North American culture, the focus is on the individual.
2. In Latino culture, unity and cooperation are more important than competition. In North American culture, competition is very important.
3. In Latino culture, the family tends to maintain the traditional male and female roles. In North American culture, the roles are less traditional.
4. In Latino culture, the family acts as a support network that helps children with their personal, economic, and health problems. In North American culture, children are taught to solve their own problems and not to depend so much on the support of others.
5. In Latino culture, adults expect children to be obedient and respectful of their elders and to greet them appropriately. In North American culture, there isn't such an emphasis on greetings and saying goodbye.

Take-Home Activity

ACTIVITY #4: You and Me

Goal: Create opportunities for parents and guardians to learn about the adaptation process their children are going through.

- **Suggest** participants do this activity at home with their children.
- **Ask** participants to interview each other about the things they value and like the most. At your next session, ask volunteers to share what they learned and ask them to mention the differences and similarities between their responses and their children's.

Questions:

1. What type of people do you feel the most at ease with? (e.g., people from a specific country, age group, or ethnic group).
2. What is your favorite type of music?
3. Which holidays do you celebrate?
4. What is your favorite food?
5. What is the most important thing in your life? (e.g., studying for a specific career, having healthy children, traveling).

**Para Todos
Facilitator Guide
DVD 1—Chapter 3
Mental Health**

Dear facilitators:

The purpose of this chapter is to offer information about mental health, learn how to recognize symptoms, and promote mental health within our families.

Chapter goals:

1. Learn to recognize mental health problems that frequently can affect our families.
2. Help parents recognize symptoms that can indicate mental illness.
3. Help parents promote mental health.
4. Motivate parents to seek help for mental health problems.

Suggestions for guest speakers:

To enrich the session, the facilitator could invite the following experts:

- School counselor
- Mental health professional
- Member of faith community
- Social worker
- Health educator.

VIDEO, PART I

Main concepts:

The following concepts are presented in the first section:

1. Mental health is something we all need to attend to.
2. It can be difficult to talk about mental health problems, and this can prevent us from seeking professional help.
3. Mental health problems can be just as serious as, or even more serious than, physical illnesses. These problems can affect adolescents as well as adults.
4. Another important reason some of us do not seek professional help is a lack of health insurance and the lack of resources to pay for such expenses.

Participants should understand the following important points:

- When mental health problems are ignored they can become more serious and have dangerous consequences.
- One out of every five adolescents has a diagnosable mental health problem. Unfortunately, most of them do not receive the help they need. (Mental Health: A Report of the Surgeon General, 1999).
- Professional help can be extremely beneficial and effective, especially when mental health problems are addressed early on.
- Mental health problems can lead to drug or alcohol use.

PAUSE FOR DISCUSSION #5

Ask the participants to respond to the following questions:

- Why is it difficult to recognize mental health problems in our families?
- How do mental health problems affect Latinos?
- Do you think mental health problems can be cured?

The following are some suggested responses:

- Usually we do not talk about mental health problems or share these problems outside of the family. Often, we do not even have a clear understanding of what these problems are.
- Mental health problems can make a person feel sad, anxious, tired, useless, and desperate. These negative feelings may lead people to give up and isolate themselves from others. People who suffer from mental illness have a tendency to get involved in high-risk activities, such as illicit drug abuse.
- Most mental health problems—even the most serious ones—can be treated appropriately with professional help. Let your doctor know about your worries and ask for a referral to a mental health professional.

VIDEO, PART II

Main concepts:

The following topics are presented in the second section:

1. Mental illness and its causes.
2. Anxiety and its causes.
3. Depression, its causes, and the difference between sadness and clinical depression.

PAUSE FOR DISCUSSION #6

Participants respond to the following question:

How can we tell the difference between a child who is sad and one who is dealing with anxiety or clinical depression?

VIDEO, PART III

Main concepts:

The following topics are covered in the third section:

1. The problem of suicide among adolescents and within the Latino community.
2. The importance of family support in confronting these problems.
3. Factors that lead to suicide and how to identify warning signs that our children are thinking about committing suicide.

Note to facilitator—Provide participants with resources where they can obtain further help.

Dramatization: Mi Barrio

In this dramatization, we see a father asking a mental health professional for help. He is worried about his 15-year-old daughter, who is apparently suffering from depression. Although her father does not know for sure, he suspects the situation is serious. In this section, we go over some of the signs of depression, such as lowered grades, frequent crying, withdrawal from friends, and neglect of one's appearance. The father is worried but he does not know what to do. The mental health professional offers to do an evaluation and explains that all medical treatment is confidential. She states that the most important thing is to seek help immediately, before the problem becomes worse.

PAUSE FOR DISCUSSION #7

Participants respond to the following questions:

- What did you think of the dramatization?
- What other options does the father have?
- What can we do if we suspect our children are thinking about suicide?
- What programs and community resources are available to the participants?

VIDEO, PART IV—Conclusion

Main concepts:

This section covers the following topics:

1. Learning disabilities and attention disorders such as hyperactivity, the causes of these problems, and ways to overcome them.
2. Eating disorders such as anorexia, bulimia, and obesity, as well as the causes and ways to overcome these problems.
3. Behavior problems can escalate to vandalism, antisocial activities, and violence.
4. Eight out of every 10 patients with mental health problems who receive professional help are able to successfully return to the community.

Optional activities:

Next, we offer suggestions for group activities that are not included in the video.

Note to facilitator—Provide a list of easily accessible local resources. Ideally, the list should include addresses, telephone numbers, hours of operation, and most importantly, whether Spanish-language services are available. The following are some resources that might be useful:

- To find a substance abuse treatment center near you, visit <http://findtreatment.samhsa.gov/> or call 1–800–662–HELP (4357) and ask to speak with an information specialist.
- To find a mental health services center near you, visit <http://promoteacceptance.samhsa.gov/> or call 1–800–540–0320.
- To find assistance for a suicidal crisis, visit <http://www.suicidepreventionlifeline.org/> or call 1–800–273–TALK (8255).

ACTIVITY #1: Getting Help

Goal: Increase the participants' comfort level in discussing mental health topics.

- **Ask** participants to provide reasons why some families may not seek help for mental health problems.
- **Make** a list of the ideas presented.

The following are some suggested responses:

1. They are afraid of what others might think or say.
 2. They lack knowledge of treatment costs.
 3. They lack medical insurance.
 4. They lack information.
 5. They believe that they must handle these types of problems on their own.
- Ask participants for ideas on overcoming these barriers and obtaining help for mental health problems.
 - Make a list of the ideas presented.

The following are some suggested responses:

1. Get information about mental health issues and available help.
 2. Talk with families that have experienced mental health problems.
 3. Ask a trusted friend for help.
- **Provide a list of easily accessible local resources.** Ideally, the list should include addresses, telephone numbers, hours of operation, and most important, the availability of Spanish-language services. The following are some resources that might be useful:
 - To find a substance abuse treatment center near you, visit <http://findtreatment.samhsa.gov/> or call 1-800-662-HELP (4357) and ask to speak with an information specialist.
 - To find a mental health services center near you, visit <http://promoteacceptance.samhsa.gov/> or call 1-800-540-0320.
 - To find assistance for a suicidal crisis, visit <http://www.suicidepreventionlifeline.org/> or call 1-800-273-TALK (8255).

ACTIVITY #2: Help for Depression

Goal: Increase understanding of the signs of depression.

- **Ask** participants to make a list of changes that a person undergoes if he/she becomes depressed.

The following are suggested responses:

1. Emotional changes
 2. Changes in activity level
 3. Physical changes
 4. Mental changes.
- **Emphasize** the importance of obtaining help.
 - **Provide a list of easily accessible local resources.** Ideally, the list should include addresses, telephone numbers, hours of operation, and most important, the availability of Spanish-language services. The following are some resources that might be useful:
 - To find a substance abuse treatment center near you, visit <http://findtreatment.samhsa.gov/> or call 1–800–662–HELP (4357) and ask to speak with an information specialist.
 - To find a mental health services center near you, visit <http://promoteacceptance.samhsa.gov/> or call 1–800–540–0320.
 - To find assistance for a suicidal crisis, visit <http://www.suicidepreventionlifeline.org/> or call 1–800–273–TALK (8255).

**Para Todos
Facilitator Guide
DVD 1—Chapter 4
Community**

Dear facilitators:

The purpose of this chapter is to provide information about the importance of community involvement in our children’s lives. Positive community influences can help our children stay away from alcohol, tobacco, and illicit drugs.

Chapter goals:

1. Teach parents about the benefits and increased protective factors enjoyed by families who participate in community organizations, including faith communities.
2. Encourage parents to join community organizations or clubs.
3. Promote the participation of our youth in community groups.

Suggestions for guest speakers:

To enrich the session, the facilitator could invite the following experts:

- Community center representative
- Director of a senior center
- Social worker
- Business owner
- Youth leader
- Police officer.

VIDEO, PART I

Main concepts:

The following concepts are presented in the first section:

1. It is important to familiarize ourselves with available community resources and to be aware of the wide range of services they offer. Together, these services form a support network that benefits parents as well as the whole family.
2. These organizations offer free or low-cost services that are open to everyone, regardless of immigration status.
3. Participation in community activities, including activities that build cultural pride, helps children develop a positive sense of identity and helps prevent them from becoming involved in high-risk activities.

Dramatization: Mi Barrio

In this dramatization, we meet a father who does not want to go to the community center where his son is a member. He makes up excuses to avoid going. The son, on the other hand, is feeling frustrated that his father never goes to any of the meetings at the center. To make matters worse, the other kids make fun of him because of this. The mother encourages the father to go to the community center and support his son. We see how involvement in our kids' activities can strengthen family ties and promote open communication between parent and child.

PAUSE FOR DISCUSSION #8

Participants respond to the following questions:

- How can we get more involved in our community?
- What types of services do community centers offer our families?
- What prevents families from participating in community activities?
- How can we encourage more families to participate?

VIDEO, PART II

Main concepts:

The following concepts are presented in this section:

1. It is important that community groups and clubs promote healthy activities, reinforce positive behavior, and improve communication among family members.
2. Young people who participate in community activities are less likely to become involved in high-risk activities. For example, a rodeo cowboy in New Mexico teaches discipline and responsibility to troubled youth.

PAUSE FOR DISCUSSION #9

- What did you think of the cowboy's story?
- Why do you think parents send their troubled teens to the dude ranch?
- What can we learn from the cowboy's efforts that will benefit our lives, families, and communities?

Optional Activities

Next, we offer suggestions for group activities that are not included in the video.

ACTIVITY #1: What Are Some of the Organizations in Our Community?

Goal: Learn about local community organizations.

- **Divide** the participants into two or three groups.
- **Ask** the participants to make a list of all local community organizations in their area.
- **Ask** the following questions:
 - Are you involved with any of the above-mentioned groups?
 - What benefits are available through these groups?
 - If you are not involved in any community groups, why not? (What are the barriers?)
 - How can we overcome these barriers and get involved in these organizations?
- **Ask** one or two representatives from each group to present the group's conclusions.

Note to facilitator—Provide a list of easily accessible local resources. Ideally, the list should include addresses, telephone numbers, hours of operation, and most important, the availability of Spanish-language services.

ACTIVITY #2: Get To Know the Protective Factors

Goal: Increase our knowledge of protective factors in the community.

- **Explain** that when we become involved in our community, there is an increase in factors that protect our children from substance use and a decrease in risk factors that may lead to alcohol, tobacco, and drug use.
- **Ask** the participants: How can our involvement help our children?
- **Make a list** of ideas for getting involved in community programs and our children's lives. Remember, all ideas are important.
- **Divide** the list into categories such as individual, family, school, and community level.

The following are examples of the benefits of participating in community organizations:

Individual

- Help young people acquire healthy habits that will help them in their daily lives and in the future.
- Establish positive friendships with other members of the community.
- Facilitate the cultural adaptation process among recent immigrants.

Family

- Develop and improve parenting skills.
- Acquire support services for the whole family.

School

- Acquire academic support services.

Community

- Positively affect our community and reinforce cultural values.

ACTIVITY: #3: Recognize Community Risks

Goal: Increase our awareness of risk factors in our community.

- **Explain** that:
 - Risk factors exist among all groups, no matter what race or culture.
 - Risk factors can help us predict different behavior problems.
 - The more risk factors, the more need for concern.
 - An increase in protective factors helps reduce risk.

- **Explain** that children are at greater risk when they:
 - Believe rules do not apply to them.
 - Do not feel they can succeed in life (alienation and rebellion).
 - Have friends with behavior problems, including delinquency; alcohol, tobacco, or illicit drug use; violent behavior; sexual activity at an early age; and school dropout.
 - Start accepting behavior they would not normally have accepted, especially upon entering middle school. The earlier the behavior problems start, the greater the risk.
 - Have behavior problems due to a physical or mental disability.

- **Ask** the participants: What are the risk factors among our families?

Here are some suggested responses:

1. Families with a history of behavior problems, including alcohol, tobacco, and/or illicit drug use.
 2. Low levels of parental supervision and/or monitoring and trouble managing family issues.
 3. Conflict among caregivers or between caregivers and the children.
 4. Favorable parental attitudes toward the use of alcohol, tobacco, and illicit drugs, especially if a parent uses these substances.
-
- **Ask** the participants: What are the risk factors in our schools?

Here are some suggested responses:

1. Increasingly serious behavior problems in school, beginning at an early age.
 2. High rate of academic failure among students and/or a school that doesn't meet their needs.
 3. Negative attitudes toward school, attendance, and learning.
- **Ask** the participants: What are the risk factors in our community?

Here are some suggested responses:

1. Conflicting attitudes within the community about the consumption of alcohol, tobacco, and illicit drugs.
2. Effects of a transient community, with large numbers of people coming and going.
3. Lack of closeness or “community feeling” among neighbors.
4. High crime rate in the community or neighborhood.

**Para Todos
Facilitator Guide
DVD 1—Chapter 5
Violence**

Dear facilitators:

The purpose of this chapter is to provide information about violence and ways to prevent it. The chapter teaches the importance of maintaining an open dialogue between parents and their children.

Chapter goals:

1. Learn about ways to prevent the various forms of violence that today's families can encounter.
2. Understand the vicious cycle of violence and how it can affect our children in the short and long term.
3. Help our children maintain a positive and healthy emotional outlook and give tips on how to exercise self-control and anger management.
4. Identify the signs of violence among our youth.

Suggestions for guest speakers:

To enrich the session, the facilitator could invite the following experts from the community:

- Domestic violence counselor
- Police officer experienced in domestic violence crime
- Victim of domestic violence
- Social worker
- Attorney who specializes in domestic violence cases
- School counselor
- Psychiatrist or psychologist.

VIDEO, PART I

Main concepts:

The following concepts are presented in the first section:

1. Women and children tend to be among those most affected by domestic violence. Domestic violence sometimes is caused by the need for power and control over the spouse and children.
2. Signs of domestic violence can be difficult to recognize.
3. Domestic violence can happen to anyone.

Participants should understand the following important points:

- Violence can take many forms, including physical, emotional, verbal, sexual, and economic.
- The dynamics of love, jealousy, possession, and control in couples, whether young or old, can lead to emotional conflicts that can result in violence.
- Often, victims of violence do not seek help because they fear the consequences to their children and family.
- There is hope for victims, and there are special centers they can turn to for help.

PAUSE FOR DISCUSSION #10

Participants respond to the following questions:

- What is the difference between verbal abuse and an argument?
- What should a person do if she or he suspects sexual violence in the home?
- What prevents us from seeking help and how can this be overcome?

VIDEO, PART II

Main concepts:

The following concepts are presented in the second section:

1. Sometimes violent behavior is learned; it can be passed down from one generation to the next because young people have a tendency to imitate their parents' behavior, including acts of violence.
2. As a result of exposure to violence in the home and neighborhood, in music, and in movies, young people can get the impression that violence is normal and acceptable.
3. To prevent violence, it is important to teach young people that acts of violence are not acceptable. It is especially important to teach them that they can break the cycle of violence.

Dramatization: Mi Barrio

In this dramatization we meet a boy whose younger brother looks up to him for everything. Despite this, the older brother sets a poor example for his younger brother when he becomes jealous of his girlfriend. He becomes abusive, treating her as though he owns her. Upon seeing this behavior, the younger brother expresses his desire to become just like his older brother. When the older brother recalls the acts of violence he witnessed when his father abused his mother, he realizes he is perpetuating the vicious cycle of learned violent behavior.

PAUSE FOR DISCUSSION #11

Participants respond to the following questions:

- What did you think of the dramatization?
- How can we avoid the problems presented in the dramatization?
- How is violent behavior learned in the family?
- When and how does violence become something “normal” and “acceptable”?

VIDEO, PART III

Main concepts:

The following concepts are presented in the third section:

1. Thousands of children die each year as a result of violence and abuse. Child abuse and violence are criminal offenses that have serious consequences for the family, community, and society in general.
2. Sometimes inexperienced parents become frustrated when their babies cry and they don't know what to do. Shaking babies violently can cause brain damage.
3. Physical discipline can become an act of violence if the parents exaggerate the punishment and don't exercise self-control.
4. Physical punishment can have damaging consequences. Instead of teaching and disciplining the child, it can alienate and drive him or her away from home and family.

Note to facilitator—Have a list of community resources and organizations that can help prevent child abuse. It's important for the facilitator to explain that there are other options when it comes to punishment, such as those presented in the video.

PAUSE FOR DISCUSSION #12

Participants respond to the following questions:

- What do you think about physical punishment?
- What are some other ways you can discipline your children other than by using physical punishment?

VIDEO, PART IV

Main concepts:

1. Bullying in schools affects many young people.
2. Acts of aggression often occur when no adults are present.
3. Bullying is different among boys and girls.
4. Emotional violence or being rejected or insulted can affect young people.

PAUSE FOR DISCUSSION #13

Participants respond to the following questions:

- Why is it important to speak up and not suffer in silence?
- How can you let your children know they can talk with you without being judged, made fun of, or criticized?

VIDEO, PART V—Conclusion

Main concepts:

The following concepts are presented in the fifth section:

1. Symptoms exhibited by violent youth are presented to help parents determine if their children have violent tendencies.
2. Violent behavior should be confronted immediately in order to prevent an escalation of violence.
3. Many community centers and organizations are available where you can turn for help.

Note to facilitator—Provide a list of community resources and organizations that can help parents of violent children.

Optional Activities:

Next, we offer suggestions for group activities that are not included in the video.

Note to facilitator—For the following activities we recommend having a trained counselor available to deal with any issues that may come up.

ACTIVITY #1: Recognizing Different Forms of Violence

Goal: Learn about violence.

- **Draw** five large boxes on the blackboard or, if you prefer, tape five large poster boards to the wall.
- **Ask** the participants to come up with five types of violence they recognize (e.g., physical, verbal, emotional, economic, and sexual abuse).
- **Divide** the group into four smaller groups and assign one form of violence to each group.
- **Ask** the participants of each group to provide examples of the type of violence assigned to them.
- **Ask** for a volunteer from each group to write the examples of the different forms of violence on the blackboard.

The following are examples of the five forms of violence:

Physical

- Physical abuse includes slapping, punching, kicking, hitting with objects, and even pushing.

Verbal

- Verbal abuse includes using demeaning words, insulting, humiliating, threatening, shouting, and intimidating.

Sexual

- Sexual violence occurs when a person is treated like a sexual object, forced to participate in sexual acts against his or her will.
- Another form of sexual violence is when a family member sexually abuses another family member, or when children are exposed to adult sexual behavior.

Emotional

- Isolation is a form of emotional violence. It happens when the victim is not allowed to see his or her family or friends.

Economic

- Economic abuse happens when one of the spouses exercises monetary control and does not share money and property.

ACTIVITY #2: Controlling Anger

Goal: Identify situations that can result in anger.

The purpose of these exercises is to teach parents how to control their anger. One way of doing this is by helping parents identify the elements or situations that can result in feelings of anger.

- **Explain** that anger is a three-part cycle:
 1. **Onset**—characterized by the presence of warning signs: physical, behavioral, emotional, and perceived. All of these indicate that anger is developing and increasing.
 2. **Explosion**—marked by an uncontrollable anger that results in verbal or physical abuse.
 3. **Post-explosion**—characterized by negative consequences due to physical or verbal abuse.

- **Explain** that the following strategies can help calm anger:
 1. Breathing/relaxation exercises.
 2. Removing yourself from the situation.
 3. Talking to a friend.
 4. Taking a walk.
 5. Exercising.
 6. Trying to figure out what is causing the anger.
 7. Keeping a positive perspective.

- **Ask** the participants to do the following exercises:
 1. Make a list of events and situations that make you angry.

2. Identify the changes that occur in response to the above events.

| Physical | Behavioral | Emotional | Cognitive |
|----------|------------|-----------|-----------|
| | | | |

3. Think about something specific that you could do to help control your anger. Describe.

Note to facilitator—Give the participants a list of easily accessible local resources. Ideally, the list should include addresses, telephone numbers, hours of operation, and the availability of Spanish-language services.

**Para Todos
Facilitator Guide
DVD 2—Chapter 1
Substance Abuse**

Dear facilitators:

The purpose of this chapter is to provide substance abuse prevention information that will inform parents and motivate them to get more involved in their children's lives. A main message is that substance abuse affects people of all ages, races, cultures, socioeconomic levels, and geographic areas.

Chapter goals:

1. Understand why some youth use drugs.
2. Learn how to recognize signs that could indicate substance use.
3. Learn strategies that can help protect our children against substance use.

Suggestions for guest speakers:

To enrich the session, the facilitator could invite the following experts:

- Prevention specialist
- Professional from rehabilitation and treatment centers
- Person recovering from addiction
- Religious leader
- Community leader
- Psychiatrists/psychologist
- Social worker.

VIDEO, PART I

Main concepts:

The following concepts are presented in the first section:

1. Although it may not always seem this way, parents are the most influential people in their children's lives.
2. A frequently stated reason youth give for not using drugs is that they do not want to disappoint their parents.
3. Peers also exert a powerful influence over our children. Teach children how to be assertive and self-assured.

Participants should understand the following important point:

We, as parents, are the most powerful influence in the struggle to prevent drug and alcohol use among our children. Our advice, support, and love can keep them away from harmful substances such as tobacco, alcohol, and illicit drugs.

PAUSE FOR DISCUSSION #14

Participants respond to the following question:

What rules and consequences have you established for your children about substance use?

Participants should understand the importance of:

- Communicating clearly to our children about their responsibilities.
- Establishing clear rules that tobacco, alcohol, and illicit drug use are not allowed.
- Explaining the many health risks caused by substance use.
- Making sure our children understand the consequences of breaking those rules.

VIDEO, PART II

Main concepts:

This section emphasizes the importance of knowing how to handle conflicts caused by drug use and how these conflicts can affect the whole family.

It is important to:

1. Set clear rules and consequences.
2. Stay calm when we talk with our children.
3. Let our children know that we love them, but that if they behave inappropriately they will face consequences.
4. Avoid punishments lasting several weeks, as youth forget why they were punished and the punishment is no longer effective.

PAUSE FOR DISCUSSION #15

Participants respond to the following question:

How can we stay on top of how our children spend their time, where they are, and who they are with?

Participants should understand the following important points:

- A lack of trust between parents and their children can lead to dangerous situations.
- It is important to verify that our children are telling the truth.
- It is important for parents to be aware of where our children are.

VIDEO, PART III—Conclusion

Main concepts:

In the third section, the concepts explain the importance of:

1. Communicating with our children; monitoring how they spend their time.
2. Knowing our children’s friends and communicating with their parents.
3. Knowing where our children are and having their friends’ and their parents’ phone numbers.

Dramatization: Mi Barrio

Two mothers are talking about their children and how much they trust vs. monitor them. Both are worried about the dangers of substance use. The first mother mentions that she does not know her 13-year-old daughter Margarita’s friends and that she does not ask her daughter many questions because she prefers to respect Margarita’s privacy. The mother’s friend talks about the importance of knowing where our children go and with whom they spend their time because drugs can affect all of us, no matter how well off we are or what kind of neighborhood we live in. While they are talking in the kitchen, we watch the daughter getting something out of a small box. Next, she sends a message to her friend saying, “I have it.”

PAUSE FOR DISCUSSION #16

Discuss some strategies to help us find support for our children and ourselves:

- Learn about some of the main reasons youth drink, smoke, and take drugs. These reasons can include boredom, curiosity, peer pressure, problems with their parents or their health, or the desire to be accepted.
- Teach our children to resist negative pressure from their friends and express their own feelings in a firm yet assertive manner, without being aggressive.
- Teach them to feel comfortable in social situations. Help them practice speaking for classroom or group presentations. Help them practice some responses they can

use if they find themselves in situations where others are trying to get them to go against their values or family rules.

- Teach them to trust their own judgment and opinions.

Optional Activities:

Next, we offer suggestions for group activities that are not included in the video.

ACTIVITY #1: Peer Pressure

Goal: Help parents better understand the problems that can arise from peer pressure and how to help our children face them.

- **Explain** that during adolescence, our children have a very strong need to be accepted and to fit in. This is what makes them so susceptible to peer pressure.
- **Divide** participants into two groups.
- **Ask** each group to make a list of the types of situations in which our children have experienced peer pressure.
- **Ask** each group to present their list and then ask the whole group to offer alternative solutions or ideas to help our children deal with these situations.

ACTIVITY #2: Role Play

Goal: Teach parents how to help their children reject offers of alcohol or drugs.

- This activity builds on Activity # 1. Two people from each group role play one of the situations discussed in their respective groups.
- Participants can practice coming up with reasons and ways to say no.
- Ask a volunteer to make a list of all the answers given by the participants and present them to the group.

Here are some suggested responses:

If someone offers your child drugs he or she can say:

- No thank you, this is not for me.
- Why would I want to get into trouble? I am fine, thank you.
- You're kidding, right?
- Why would I do something that stupid?
- I can't! I have a test tomorrow!
- That's illegal and I don't want to get into trouble!
- My parents would kill me.

What could your child say if he or she meets someone who uses drugs?

- I like you, but I don't like drugs.
- I feel uncomfortable getting involved with drugs.
- I'd like to help you, but I can't be with you when you're using drugs.
- They'll kick me off the team if they catch me using drugs.

EXERCISES:

The facilitator can use these questions to stimulate group discussion, or break up the group into smaller groups and have the participants talk about these issues.

1. What were the consequences when you disobeyed your parent's rules?
2. What were the consequences if you used alcohol and/or drugs?
3. What punishments do you impose when your children disobey your rules?
4. Which disciplinary measures have worked best for you?
5. What has not worked? Why not?

Before starting the chapters on alcohol, tobacco, inhalants/over-the-counter/prescription, and illicit drugs, the facilitator can ask the participants to answer the questions on the following pages. Answer keys follow the exercises.

Test your knowledge of different drugs:

| | False | True |
|--|--------------|-------------|
| 1. Alcohol acts as a stimulant and a depressant. | | |
| 2. Alcohol damages the part of the brain where memories are formed. | | |
| 3. Alcohol causes slow reflexes. | | |
| 4. When the brain is affected by alcohol, it is difficult to retain and acquire new knowledge. | | |
| 5. Beer and wine have less alcohol than liquor. | | |
| 6. Only adults can become alcoholics. | | |
| 7. Cocaine makes users feel euphoric, energetic, talkative, and alert. | | |
| 8. One of the side effects of marijuana is forgetting what just happened. | | |
| 9. Bloodshot eyes and uncontrolled laughter are symptoms of marijuana use. | | |
| 10. The severity of marijuana's side effects depends on the level of tetrahydrocannabinol (THC). | | |
| 11. THC is only one of the 400 chemical substances contained in marijuana. | | |
| 12. THC can be detected through a regular urinalysis. | | |

Choose the correct answer:

Opiates are used to treat:

- a. Pain, as an analgesic
- b. Depression
- c. Hyperactivity.

Depressants are used to:

- a. Intensify cerebral activity
- b. Treat anxiety
- c. Treat pain.

Stimulants produce:

- a. Loss of energy
- b. Sleepiness
- c. Increased attention and energy.

Marijuana is used:

- a. Rolled up like a cigarette
- b. In a pipe
- c. Mixed with food, drinks, or tea
- d. All of the above.

The short-term effects of methamphetamine are:

- a. Increased attention
- b. Decreased tiredness
- c. Increased activity
- d. Euphoria
- e. Heavy breathing
- f. All of the above.

List five inhalants that adolescents use:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Cocaine is:

- a. Inhaled
- b. Injected
- c. Smoked
- d. All of the above.

Dopamine is a chemical substance associated with:

- a. Pleasure
- b. Movement
- c. None of the above
- d. Both a and b.

Heroin addicts can be treated with a medication called _____.

Drug tolerance means:

- a. The need to use a larger amount in order to have the same result
- b. The need to use the drug more frequently
- c. Both a and b
- d. It is no longer tolerated.

List some of the signs that could indicate our children are using alcohol or drugs:

Answer Key: Test your knowledge of different drugs:

| | False | True |
|--|----------|----------|
| 1. Alcohol is a stimulant and a depressant. | | X |
| 2. Alcohol damages the part of the brain where memories are formed. | | X |
| 3. Alcohol causes slow reflexes. | | X |
| 4. When the brain is affected by alcohol, it is difficult to retain and acquire new knowledge. | | X |
| 5. Beer and wine have less alcohol than liquor. | X | |
| 6. Only adults can become alcoholics. | X | |
| 7. Cocaine temporarily represses the desire to eat and sleep. | | X |
| 8. One of the side effects of marijuana is forgetting what just happened. | | X |
| 9. Bloodshot eyes and uncontrolled laughter are symptoms of marijuana use. | | X |
| 10. The severity of the marijuana's side effects depends on the level of tetrahydrocannabinol (THC). | | X |
| 11. THC is only one of the 400 chemical substances contained in marijuana. | | X |
| 12. THC can be detected through a regular urinalysis. | | X |

Answer Key: Choose the correct answer:

Opiates are used to treat:

- a. Pain, as an analgesic (X)
- b. Depression
- c. Hyperactivity.

Depressants are used to:

- a. Intensify cerebral activity
- b. Treat anxiety (X)
- c. Treat pain.

Stimulants produce:

- a. Loss of energy
- b. Sleepiness
- c. Increased attention and energy. (X)

Marijuana is used:

- a. Rolled up like a cigarette
- b. In a pipe
- c. Mixed with food, drinks, or tea
- d. All of the above. (X)

The short-term effects of methamphetamine are:

- a. Increased attention
- b. Decreased tiredness
- c. Increased activity
- d. Euphoria
- e. Heavy breathing
- f. All of the above. (X)

List five inhalants that adolescents use: (Other options may be listed.)

1. Glue
2. Nail polish remover
3. Magic markers
4. Canned whipped cream
5. Hairspray.

Cocaine is:

- a. Inhaled
- b. Injected
- c. Smoked
- d. All of the above. (X)

Dopamine is a chemical substance associated with:

- a. Pleasure
- b. Movement
- c. None of the above
- d. Both a and b. (X)

Heroin addicts can be treated with a medication called methadone.

Drug tolerance means:

- a. The need to use a larger amount in order to have the same result
- b. The need to use the drug more frequently
- c. Both a and b (X)
- d. It is no longer tolerated.

List some of the signs that could indicate your children are using alcohol or drugs:

- a. Withdrawal
- b. Depression
- c. Tiredness
- d. Neglect of personal appearance and hygiene
- e. Hostility
- f. Deteriorating relationships with parents and friends
- g. Changes in eating and sleep habits
- h. Changes in academic performance
- i. Lack of interest in sports and favorite activities.

**Para Todos
Facilitator Guide
DVD 2—Chapter 2
Alcohol**

Dear facilitators:

The purpose of this chapter is to provide information about alcohol consumption among adolescents and explore some of the myths we have about alcohol. The chapter also promotes open communication between parents and their children in order to protect children from the dangers of alcohol use.

Chapter goals:

1. Understand that alcohol consumption among adolescents is a serious problem that is often ignored.
2. Learn how alcohol use can harm adolescents.
3. Recognize signs that might indicate our children are consuming alcohol.

Suggestions for guest speakers:

To enrich the session, here are examples of some of the experts you can invite to speak with your group:

- Parent who has experienced and overcome alcohol problems in the family
- Licensed chemical dependency counselor
- Police officer experienced in traffic crashes caused by drunk drivers
- Someone who lost a loved one due to alcohol
- Young person recovering from alcohol addiction
- Health educator
- Teacher or school counselor
- Psychiatrist or psychologist.

VIDEO, PART I

Main concepts:

The following concepts are presented in the first section:

1. It is illegal for people younger than 21 years of age to consume alcohol. Alcohol use before age 21 can lead to dangerous consequences for our children.
2. Consumption of alcohol during adolescence can affect the development of our children's brains. Their brains continue to develop until they are at least 21 years old.
3. According to the 2002 National Youth Risk Behavior Study, Latino youth start drinking at an early age: 80 percent of youth between ages 12 and 17 admitted to

drinking alcohol and 33 percent of 13-year-olds admitted they had been drunk at least once.

Participants should understand the following important points:

- The younger a person is when he or she starts drinking, the greater the likelihood that the person will develop an alcohol addiction.
- Adolescent alcohol use also can lead to problems at school and increased risk of becoming a victim of physical or sexual violence.

PAUSE FOR DISCUSSION #17

Participants respond to the following questions:

- What do we think about alcohol use?
- What dangers do our youth face as a result of alcohol consumption?
- How can we help our children stay away from alcohol use?

Participants should understand the following important points:

- Many parents think it is okay for youth to drink alcohol even if they are under 21 years of age. These parents may view drinking as an acceptable way of celebrating and having fun.
- Alcohol is dangerous for a developing brain. Drinking can also lead to other high-risk behaviors such as sexual activity, drug use, and driving while intoxicated.
- It is important to set a good example for our children and talk with them about how alcohol can affect their dreams and future plans. Look for opportunities to point out alcohol's negative effects.

VIDEO, PART II

Main concepts:

The participants should understand the following important points:

1. Often, young people can get alcohol in their own homes or in their friends' houses, from older friends, or at parties.
2. It is important to talk clearly with our children about the dangers of drinking alcohol and warn them about its consequences, such as physical problems caused by damage to the brain and legal problems that can result in the loss of their

driver's license, cancellation of their car insurance, and traffic crashes that can leave them or their friends injured or dead.

3. If you suspect that your child is drinking alcohol, look for help at school, from a counselor, or from a community support group.

Dramatization: Mi Barrio

In this dramatization we see two families on their way to watch their sons play soccer. One of the fathers (Diego) is drinking alcohol and considers drinking to be part of his manhood. Diego pressures another father (Carlos) to drink in the parking lot. Diego is not concerned about the example he is setting for his son (Nacho) or his friend's son (Carlitos). Anita (Carlos' wife) takes the beer away and reminds them of the importance of setting a good example. She is worried that her son could start drinking alcohol. Also, drinking is not allowed in the park.

During the second part, we see Diego, noticeably drunk while watching a football game on TV. At the same time, we see Nacho quietly leaving the house with a bottle of liquor that he has stolen from his father. The father is not concerned with what his son is doing. Nacho drives (possibly drunk) to Carlitos' house and the two youngsters head out together. The second parent (Carlos) asks Carlitos where he is going and when he will be back. He is worried about the way Nacho is driving when he leaves the house. The two boys are only 16 years old.

PAUSE FOR DISCUSSION #18

Participants should understand the following important points:

- What did you think about the dramatization?
- Do you know someone who has gone through the same situation?
- How would you handle this type of situation?
- What can we learn from this dramatization?

VIDEO, PART III—Conclusion

Summarize what was previously discussed.

Optional Activities

Next, we offer suggestions for group activities that are not included in the video.

ACTIVITY # 1: True or False

Goal: Identify and discard myths about alcohol.

- **Divide** the class into two or more teams. Explain that they are going to compete for the most correct answers and ask each group to select a representative.
- **Read** the “false” statement out loud.
- **Ask** each group to discuss the statement and decide whether it is true or false.
- **Ask** the representative of each group to give the answers to the class.
- Ask a volunteer to keep score on the blackboard or on a sheet of paper. A correct answer is worth one point, while a wrong answer is worth no points.
- **Give** an explanation after each answer is revealed.
- **Announce** that all the teams are winners because the knowledge gained from the exercise will benefit their families.

(False) Alcohol affects men and women equally.

(TRUE) Alcohol affects women faster than men because women tend to weigh less and the size of their organs is proportionally smaller. Alcohol affects adults and young people differently, causing more damage among the young because their bodies are still developing.

(False) Beer is safer to drink than wine or hard liquor.

(TRUE) One 12-ounce beer has about the same amount of alcohol as one 5-ounce glass of wine or one 1.5-ounce shot of liquor. Any alcoholic beverage can be harmful. Beer, wine, liquor, and distilled beverages such as tequila and rum contain and are harmful if abused.

(False) Drinking alcohol only on weekends is not harmful.

(TRUE) The degree of harm will depend on the quantity and frequency of the drinking. People who start drinking at an early age are at greater risk for developing alcohol addiction.

(False) In our community, drug use is a more serious problem than alcohol use.

(TRUE) In our community, alcohol affects far more people than drug use.

(False) Alcoholism is a disease that affects only adults.

(TRUE) Alcoholism can affect people of all ages. If the drinking starts at an early age, alcohol dependency can happen before adulthood.

**Para Todos
Facilitator Guide
DVD 2–Chapter 3
Tobacco**

Dear facilitators:

The purpose of this chapter is to provide information about cigarettes and chewing tobacco and to promote communication between parents and their children to protect the family from this dangerous habit.

Chapter goals:

1. Recognize that smoking cigarettes and chewing tobacco can cause serious health problems.
2. Learn effective ways to prevent our children from smoking.

Suggestions for guest speakers:

To enrich the session, the facilitator could invite the following experts:

- Cigarette addiction counselor
- Family counselor
- Someone who lost a loved one due to tobacco use
- Guidance counselor or teacher
- Health educator
- Young person who quit smoking.

VIDEO, PART I

Main concepts:

The following concepts are presented in the first section:

1. Tobacco—including cigarettes—is addictive, especially for young people, and it is easily obtained.
2. Adolescents who smoke can develop signs of addiction within a few weeks or months after beginning the habit.
3. Tobacco affects many organs in the body, such as the lungs and heart.
4. Young people are concerned about the opinions of their peers and the image they project. Therefore, it is more effective to teach them that smoking causes bad breath, yellow teeth, and an uncontrollable cough and makes their clothes and hair smell.
5. We need to emphasize to our children how hard it is to quit smoking once the habit is formed.

Participants should understand the following important points:

- The earlier our children start smoking, the greater their risk of becoming addicted. If parents smoke, their children will likely smoke also.
- Tobacco advertisements and the use of these products in movies and television project false ideas about tobacco use. Tobacco companies create these false ideas so that people will buy their products. Teach our children not to be fooled by the advertisements and not to imitate the people they see smoking on the screen. Emphasize that smoking will not make them more attractive or successful.
- One way to prevent cigarette smoking is by not allowing anyone to smoke in the house. This rule also applies to adults. For adults who smoke or chew tobacco, the first step to quitting the habit is to reduce the amount consumed daily or weekly.

Dramatization: Mi Barrio

Juan, a family man, has promised not to smoke inside the house anymore because his wife is pregnant and the smoke is harmful to her and the baby's health.

However, in a stressful moment, Juan tries to smoke in the living room. His wife gets upset and reminds him that cigarette smoke is harmful to everyone. Besides, it is a costly habit. She reminds him of how Uncle Luisito died of cancer caused by cigarette smoking. The couple argues and the wife tells Juan to get nicotine patches to help him quit smoking.

During the conversation, Pepito, their 13-year-old son, is in the room listening. Later, as he is leaving the house, Pepito sees the cigarettes that his father left lying around, and he sneaks a few out of the pack. Pepito walks around the neighborhood thinking that he looks cool as he holds the cigarettes. Some girls make fun of him. "How foolish!" says one of the girls. "Who is going to want to kiss him with that bad breath?" Pepito feels rejected and remembers his parents' conversation. In the end, we do not know whether Pepito will smoke.

PAUSE FOR DISCUSSION # 19

Participants respond to the following questions:

- How does the issue of smoking affect this family?
- Do you think the son will continue smoking? Why or why not?
- What are some of the harmful effects of cigarettes and secondhand smoke?
- What can we say to our children to help them understand the negative effects of smoking?

VIDEO, PART II—Conclusion

Main concepts:

Summarize what was previously discussed.

Optional activity:

Next, we offer a suggestion for a group activity that is not included in the video.

ACTIVITY: Advertising

Goal: Increase awareness of the amount of money that tobacco companies spend on advertising their products. This money amounts to several million dollars a year.

Ask parents to bring the following (or provide parents with these materials):

- Newspapers or magazines
- Cigarette advertisements that come in the mail
- Discount coupons for cigarettes.

The facilitator may encourage the group to cut out and collect cigarette advertisements and glue them in an album.

Through this exercise, parents and their children can see and understand how tobacco companies portray cigarette use.

**Para Todos
Facilitator Guide
DVD 2—Chapter 4
Inhalants, Prescription and Nonprescription Medications**

Dear facilitators:

This chapter provides warning signs that your child may be inhaling toxic substances or misusing prescription and over-the-counter medications to get high.

Chapter goals:

1. Understand the dangers of chemical products used for inhaling and the misuse of over-the-counter medications and prescription medications.
2. Recognize the signs that these substances are being abused.

Suggestions for guest speakers:

To enrich the session, the facilitator could invite the following experts:

- Licensed chemical dependency counselor
- Emergency room physician
- Parent whose child has used drugs
- Religious leader
- Psychiatrist/psychologist/social worker
- Health educator
- Pharmacist.

VIDEO, PART I

Main concepts:

The following concepts are presented in the first section:

1. Inhalants are extremely harmful and can cause death.
2. These products can be found in our own homes.
3. It is important that we talk with our children and explain the dangers of inhalant use.
4. We need to always remain alert and constantly supervise our children in order to keep them safe.

Participants should understand the following important points:

- We need to help our children stay away from these dangerous practices.
- Resources are available to help our children avoid these dangerous habits.

Nora Volkow, M.D., Director of the National Institute on Drug Abuse, explains the dangers of using inhalants:

“Inhalants are chemical substances that exist throughout our environment, which unfortunately can cause intoxication similar to alcoholism. Some inhalants such as gasoline, glue, and nail polish remover are easily available, and this enables children to begin using them at early ages.”

“The other problem is inhalants can cause death by cardiac arrhythmia or asphyxiation, as these substances can use the oxygen in the lungs. Therefore, the use of inhalants is very dangerous. The problem is aggravated because children are the ones using these drugs. Unfortunately, we see this problem across all ethnic groups, including Latinos, throughout the world. All children are vulnerable, especially those who do not have adequate supervision.”

According to Nora Volkow, M.D., inhalants damage the brain:

“The problem with inhalant use is especially serious because they produce feelings of euphoria, but they are toxic substances that damage the brain. For example, chemicals in these substances destroy what we call the brain’s gray matter.”

“Gray matter is what allows the signals to go from one area of the brain to another. As a result, a people who use inhalants can go blind because the vortex visual connection can be damaged. Inhalants can also cause loss of sensation in some parts of the body or the ability to speak properly. Inhalants are very harmful to the brain.”

PAUSE FOR DISCUSSION # 20

Participants respond to the following questions:

1. What types of products and medicines are youth using to get high?
2. How can we recognize the signs that our children are using inhalants or other medications?

Warning signs of inhalant use:

- Strange breath odor
- Chemical smells on clothing
- Slurring of words or disoriented appearance
- Drunken behavior, incoherence, or dizziness
- Paint stains on the face, hands, or clothing
- Red nose and eyes
- Irritation around the mouth
- Nausea and loss of appetite
- Anxiety, irritability, or restlessness
- Bloody nose.

VIDEO, PART II—Conclusion

Main concepts:

The following concepts are presented in the second section:

1. Certain inhalants can be used like drugs.
2. These products are poisonous and their use can result in death.
3. An increasing number of young people are abusing over-the-counter medications such as cough suppressants and cold medicine.

Common signs of nonprescription medication abuse:

- Hallucinations
- Disorientation
- Slurred speech
- Euphoria
- Lack of coordination
- Dizziness, stomachache, and vomiting
- Heart palpitations
- Shakiness or fainting.

Besides nonprescription medications, some medications that doctors prescribe to control pain, insomnia, depression, or violent impulses also can be used inappropriately.

How can we prevent the abuse of prescription medications?

- **Talk** with our children about the dangers of using these medications.
- **Do not allow** our children access to these medicines.
- **Pay attention** to the number of pills contained in medication bottles.
- **Confront** children immediately if you notice that some pills are missing.

PAUSE FOR DISCUSSION #21

Participants respond to the following questions:

1. Why is inhalant use so common among adolescents?
2. How can we prevent inhalant use?

Optional activities:

Next we offer suggestions for group activities that are not included in the video.

ACTIVITY #1: Inhalants

Goal: Teach parents about some of the chemical products that can be abused by our youth.

- **Divide** participants into two groups.
- **Ask** participants to make a list of the most common inhalants.
- **Ask** a representative from each group to read the list to all of the participants.

The following are some examples of common inhalants:

- Adhesives
- Glue
- Nail polish remover
- Markers
- Paint thinner
- Spray paint
- Lighter fluid
- Gasoline
- Liquid whiteout
- Household cleaners
- Deodorant
- Canned whipped cream
- Hair spray
- Refrigerants.

Note to facilitator—Bring in examples of products youth could use as inhalants.

ACTIVITY #2: Signs of Inhalant Use

Goal: Learn the most common warning signs that a young person is using inhalants.

- **Divide** participants into two groups.
- **Ask** participants to make a list of the most common signs that a young person may be using inhalants.
- **Ask** a volunteer from each group to read the list in front of all participants.

The following are examples of some common signs of inhalant use:

- Hallucinations
- Disorientation
- Slurred speech
- Euphoria
- Lack of coordination
- Dizziness, stomachache, and vomiting
- Heart palpitations
- Shakiness or fainting.

**Para Todos
Facilitator Guide
DVD 2—Chapter 5
Illicit Drugs**

Dear facilitators:

The purpose of this chapter is to provide information and strategies to help prevent our children from using illicit drugs.

Chapter goals:

1. Learn about the most commonly used illegal drugs among youth.
2. Recognize the warning signs of drug use.
3. Understand the physical and mental effects of illegal drug use.
4. Encourage parents to seek help for their children if they suspect a problem.

Suggestions for guest speakers:

To enrich the session, the facilitator could invite the following experts:

- Licensed chemical dependency counselor
- School counselor
- Police officer experienced in narcotics
- Social worker
- Psychologists specializing in drug rehabilitation.

VIDEO, PART I

Main concepts:

The following concepts are presented in the first section:

1. As parents, we do not always have an accurate perception of what is going on with our children. For example, a study conducted by the Sexuality Information and Education Council of the United States asked parents about their children's drug use. The study found that only 5 percent of parents thought their children had used drugs; however, 69 percent of young people reported having used drugs (SIECUS, 2000).
2. Many factors increase the risk of our children becoming involved in substance use. One example is living in neighborhoods with the following characteristics:
 - High crime rates
 - Neighbors who do not look out for each other
 - Adults who accept the use of drugs in their community (have favorable attitudes toward drug use)

- Adults who are involved in substance use
- Easy access to drugs.

As parents, we can reduce these risk factors by getting involved in our children's lives. For example:

- Establish and maintain good communication with our children.
- Get involved in our children's lives.
- Know where our children are, how they spend their free time, and how they use their spending money. Ask about the music they like and the books they are reading.
- Encourage children to aim high and go after their goals.
- Establish that the use of drugs is unacceptable and let them know the consequences of disobeying these rules.
- Set a good example for our children. Be aware of the messages you convey in your words and actions.
- Support our children's social development. Involve children in activities and reassure them that they can count on you in difficult or stressful situations and that they can always talk to you about any of their concerns.

Participants should understand the following important points:

- Many adolescents begin experimenting with alcohol, tobacco, and illicit drugs at an early age.
- As parents, we have the greatest influence on our children's lives and have the best chance of preventing them from using alcohol, tobacco, and illicit drugs.
- There is help. To find a treatment center near you, visit <http://www.findtreatment.samhsa.gov/> or call 1-800-662-HELP (4357) and ask to speak with an information specialist.

PAUSE FOR DISCUSSION #22

Participants respond to the following questions:

1. What is the difference between what parents think and what our children think about the accessibility of drugs?
2. Which are the factors increase the risk of drug use?
3. What can we do to reduce these risks?

VIDEO, PART II

Nora Volkow, M.D., Director of the National Institute on Drug Abuse, highlights the dangers of marijuana use:

“Some Latino adolescents start using marijuana at around 13, which is even earlier than we thought before. Today, marijuana is considered a ‘gateway’ drug, which means that most people who use strong drugs like cocaine or heroin started by smoking marijuana first—that is the origin of the term ‘gateway’.”

Harmful consequences of marijuana use:

- Difficulty studying
- Difficulty with athletic activities
- Short-term memory loss
- Difficulty doing homework
- Slow perception and reflexes
- Increased likelihood of dangerous sexual practices (e.g., danger of being infected with HIV, the virus that causes AIDS).

Warning signs of marijuana use:

- Dizziness
- Silly behavior
- Red or irritated eyes
- Difficulty remembering recent events
- Sleepiness.

Nora Volkow, M.D., emphasizes the importance of an honest dialogue between parents and their children:

“One of the most important things that parents can do when they suspect their children are using marijuana is to be honest and maintain an open dialogue with them. I recommend that parents talk with and listen to their child in a way that will not put them on the defensive. We should talk to children without being judgmental and help them understand why drugs are harmful.”

PAUSE FOR DISCUSSION #23

Participants respond to the following questions:

- How can we explain to our children that marijuana use is dangerous?
- What are the best reasons we can give our children not to use marijuana?

VIDEO, PART III

Main concepts:

The following concepts are presented in the third section:

1. Cocaine is one of the most addictive drugs. It can be inhaled through the nose as a powder, injected, or smoked.
2. When cocaine addicts stop using cocaine, they become depressed and, to alleviate their depression, they use more cocaine. This leads to a vicious cycle that is difficult to break.
3. If you think your child is using cocaine, seek help immediately.
4. To find a treatment center near you, visit <http://www.findtreatment.samhsa.gov/> or call 1-800-662-HELP (4357) and ask to speak with an information specialist.

Note to facilitator—Provide participants with a listing of local resources.

PAUSE FOR DISCUSSION #24

Participants respond to the following questions:

- What can you do if your child is using cocaine?
- Where can you find help for a cocaine addiction?

VIDEO, PART IV

Nora Volkow, M.D., talks about the dangers of ecstasy:

“Ecstasy is a very dangerous drug. According to recent studies conducted on animals, it has been observed that ecstasy damages the brain cells that regulate mood swings. As a result, ecstasy can damage these cells and increase a person’s chances of becoming depressed.”

“Also, according to a study about ecstasy’s effects on young people, it has been found to cause memory problems. When ecstasy is used in crowded places, such as nightclubs or raves, it can increase the body temperature to the point where it causes brain damage. The person can collapse and/or die as a result of this extreme increase in body temperature.”

PAUSE FOR DISCUSSION #25

Participants respond to the following questions:

1. What can we say to our children about ecstasy?
2. What questions can we ask to initiate a conversation with our children?
3. What advice can we give our children about ecstasy and other drugs that are used in nightclubs?

VIDEO, PART V—Conclusion

Nora Volkow, M.D., talks about heroin addiction:

“Heroin addiction should be taken very seriously. There are medications that can be used to help fight the addiction. Methadone is one of the medications used to help heroin addicts overcome their urge to use heroin. Another drug that is used is called buprenorphine, which alleviates the symptoms of heroin withdrawal.”

Signs of heroin use:

- Restlessness
- Muscle and joint pain
- Diarrhea and vomiting
- Chills and goose bumps
- Fainting and seizures.

Nora Volkow, M.D., talks about the dangers of anabolic steroids:

“Young athletes frequently use steroids because they promote muscular growth. Unfortunately, steroids have harmful effects. They damage the muscular cells and, as a result, there is danger of heart failure. Evidently, many young athletes think that a young person who gets exercise and does sports is not at risk for heart failure. This is a risk that all athletes should be aware of.”

“Also, it has been shown that the use of steroids increases the risk of certain types of cancer, especially liver cancer. Steroids have negative effects on reproductive hormones. For example, they can make testicles smaller, which results in a lower sperm count. As a result, testosterone levels are lowered and breast size increases.”

“It is interesting to note that, in women, steroids produce the opposite effect. Women who take these drugs experience hair loss. Their voice becomes more masculine, and facial hair appears. Women become more masculine, while men become more feminine. Acne increases in both men and women.”

Side effects of steroid use:

- Tumors in the liver
- Yellow skin
- Fluid retention
- Increase in blood pressure
- Severe acne
- Shakiness.

Steroid use by men can produce:

- Smaller testicles
- Infertility
- Baldness
- Larger breasts.

Steroid use by women can produce:

- Masculinity
- Facial hair growth
- Irregular menstrual cycles
- Increase in the size of the clitoris
- Deeper voice.

Warning signs of steroid use:

- Rapid and unexpected muscle growth
- Severe acne on the face, back, and chest
- Yellow skin
- Withdrawal from family, friends, and things that previously were enjoyable
- Depression, hostility, or aggression
- Sudden changes in sleeping or eating habits
- Poor performance in school.

PAUSE FOR DISCUSSION #26

Participants respond to the following questions:

- How should coaches approach the subject of steroid use with young athletes?
- What reasons can you give your children for staying away from anabolic steroids?

Nora Volkow, M. D., makes a final recommendation:

“As a protective measure, I recommend that parents become involved in their children’s lives from an early age, informing them about the effects of drug use. It is not enough to just say ‘Drugs are very harmful.’ They need to explain why drugs can be dangerous and what the consequences are of using them. It is very important to warn our children about situations in which their friends can offer them drugs, and teach them different ways to say no.”

Note to facilitator—Provide participants with a list of local treatment programs and centers. Ideally, the list should include directions, phone numbers, schedules and, most important, the availability of Spanish-language services.

Optional activities:

Next, we offer suggestions for group activities that are not included in the video.

ACTIVITY #1: Marijuana

Goal: Identify the warning signs of marijuana use.

- **Divide** the participants into two or three groups.
- **Ask** participants to make a list of signs that might indicate that a young person is using marijuana.
- **Ask** a representative from each group to present the group's conclusions.

Examples of signs that could indicate an adolescent is using marijuana:

- Dizziness
- Difficulty walking
- Uncontrollable laughter
- Red and irritated eyes
- Difficulty remembering recent events
- Sleepiness after the first side effects disappear.

ACTIVITY #2: Ecstasy

Goal: Identify the warning signs of ecstasy use.

- **Divide** participants into two groups.
- **Ask** them to work on the following question:
 1. Why is ecstasy attractive to our children?
- **Ask** a volunteer from each group to present the group's conclusions.

The following are some reasons ecstasy might be attractive to our children:

- Feeling of mental stimulation
 - Emotional warmth
 - Empathy toward others
 - Overall feeling of wellness
 - Decrease in anxiety.
- **Ask** participants to work on the following question:
 1. What are negative effects of using ecstasy?
 - **Ask** a volunteer from each group to present the group's conclusions.

The following are some of the negative effects of ecstasy use:

- Chills
- Sweating
- Involuntary teeth grinding
- Muscles spasms or cramps
- Nausea
- Blurry vision.

ACTIVITY #3: Steroids

Goal: Identify the warning signs of steroid use.

- **Explain** that some side effects vary by gender.
- **Draw** two figures on the board, one female and one male.
- **Explain** the general side effects of steroid use (e.g., liver tumors, yellow skin, fluid retention, increase in blood pressure, severe acne, and body tremors).
- **Ask** participants to explain how steroids affect both men and women.
- **Write** the effects underneath the corresponding picture.

Examples of side effects by gender:

Steroid use by men can cause:

- Smaller testicles
- Infertility
- Baldness
- Enlarged breasts.

Steroid use by women can cause:

- Masculinity
- Facial hair growth
- Irregular menstrual cycles
- Increase in clitoris size
- Deeper voice.