

Team Awareness Training

(For Health Promotion/Workplace Substance Abuse Prevention)

Module 1

Relevance to You and Your Work Group: Orientation and Risk Identification

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The Workplace Project
Institute of Behavioral Research
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Disseminated, Adapted, and Scaled through

Organizational Wellness & Learning Systems
Dr. Joel Bennett and Facilitators
Train-the-trainer and Consultation

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NOTE: A PowerPoint™ version of this module is also available.

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The purpose of this 3-year project was to refine, implement, and evaluate a team-based substance abuse prevention program for work settings. The program is designed to increase employee awareness of issues relating to workplace alcohol and other drug use and its consequences. Because these issues and consequences occur within an organizational context, the training addresses specific factors that aggravate employee substance use and prevent effective policy implementation.

OVERVIEW OF THE TCU DRUGS IN THE WORKPLACE PROJECT

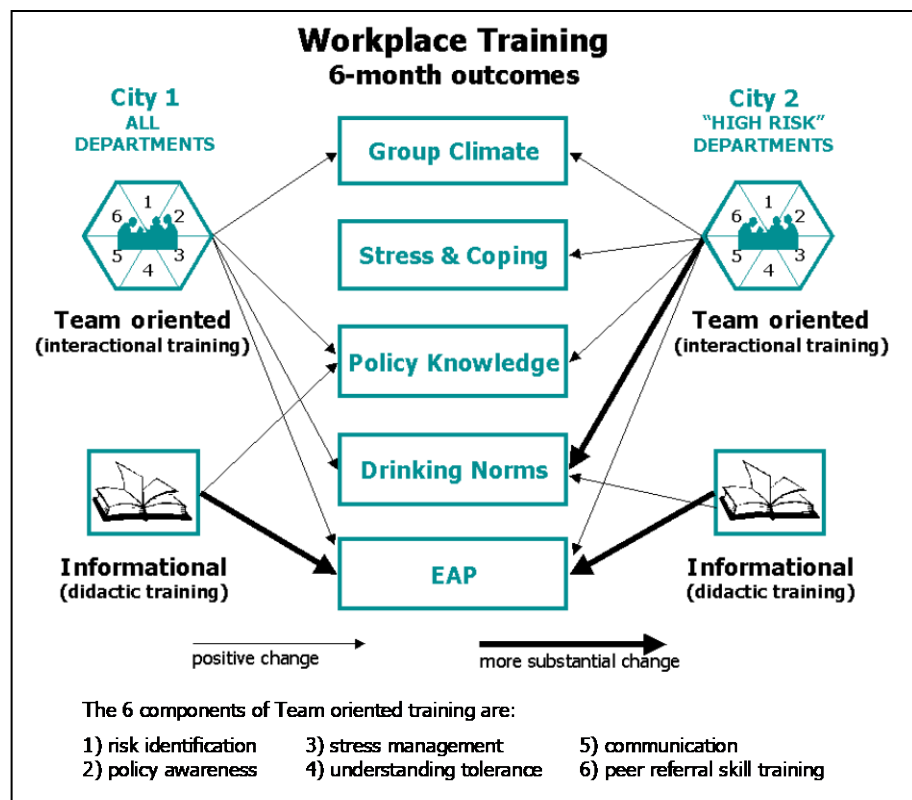
The [Drugs in the Workplace Project](#) at Texas Christian University has studied the prevalence, antecedents, and consequences of employee substance use for over 12 years. Results have emphasized the importance of work environments, policies, and employee characteristics in understanding the pervasiveness and impacts of substance use in the workplace.

In recognizing the changing social contexts in today's workforce, Principal Investigator [Dr. Wayne Lehman](#) and researcher [Dr. Joel Bennett](#) spearheaded the development of two prevention programs. This manual contains material from the participatory "team-based" program and emphasizes the impact of substance use problems on all team members in a work group (in terms of lost productivity, having to cover for absent co-workers, and work-place safety). The approach promotes awareness of group dynamics that serve to condone or create tolerance for drinking or drug use in a workgroup. Issues such as stress management, communication, risk identification, and how to gently "nudge" a troubled co-worker to seek professional help are discussed. The second program is an enhanced "informational" training that primarily uses didactic presentations to familiarize employees with their workplace substance abuse policy, the effects of alcohol and various drugs of abuse, and Employee Assistance Programs (EAP).

Both programs have been evaluated in two municipal workforces -- a medium-sized suburban city in which work groups from all city departments (except uniform fire and police) were included, and departments that had previously been identified as "at-risk" for substance abuse problems from a larger urban city.

Work groups were randomly assigned to receive either the team-based or informational training, or were assigned to a no-training control group. Work groups were assessed two weeks before and after the trainings, and again at six months post-training. Overall, employees who attended either of the two training conditions showed improvements in important areas compared to employees in the control condition.

Figure 1 summarizes the results at 6-month follow-up for both cities. Five domains of outcomes were examined, including a supportive group climate, stress and coping, drinking norms, policy knowledge, and information about the EAP. Arrows from the training condition to the outcome domain indicate a positive change. The bold arrows indicate more substantial change.



TEAM AWARENESS – TABLE OF CONTENTS TO ALL MODULES

In its original form, the Team Awareness program was delivered as two 4-hour (half-day) sessions, each session delivered a week apart. Session I consisted of Modules 1 and 2. Session II consisted of Modules 3 through 6. We used slightly different steps in different work sites and so the length of the modules here are longer, if facilitators choose to use all the steps provided. These different options and an overview are explained in the manual titled "Introduction and Facilitator Overview." We also provided a supervisor adaptation of Module 3, which has two-parts. Part 1 is delivered in Session I and part 2 is delivered in Session II. Each module has (1) an accompanying manual in Acrobat/PDF format (which includes all overheads) and, (2) overheads and speaker notes as a separate PowerPoint file.

Module	Manual	Overheads/Speaker Notes
Introduction & Facilitator Overview	Teamaware.pdf	None
Session 1		
(1) Relevance to you and your work group: Orientation and Risk Identification	Module 1 (Relevance).pdf	Module 1 (Relevance).ppt
(2) Team Ownership of Policy: The Risks & Strengths Game	Module 2 (Policy).pdf	Module 2 (Policy).ppt
Session 2		
(3) Reducing Stigma & Tolerance and Increasing Responsiveness	Module 3 (Tolerance).pdf	Module 3 (Tolerance).ppt
(4) Work Stress, Problem Solving, and Substance Use	Module 4 (Stress).pdf	Module 4 (Stress).ppt
(5) Workplace Communication Skills	Module 5 (Communication).pdf	Module 5 (Communication).ppt
(6) Encouragement: The NUDGE Model	Module 6 (NUDGE).pdf	Module 6 (NUDGE).ppt
Supervisor Module		
(7) Supervisor Tolerance: Cognitive Mapping	Module 7 (Supervisor).pdf	Module 7 (Supervisor).pdf

Module 1

Relevance to You and Your Work Group: An Orientation to Team Awareness Training

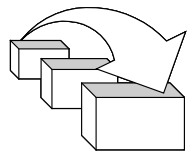
Participants will:

- **Recognize the importance of addressing employee alcohol or drug (AOD) abuse and how AOD abuse is relevant to teamwork and group performance**
- **Identify current levels of behavioral risk in the work setting related, but not limited, to AOD abuse (e.g., hostility, harassment, withdrawal on the job)**
- **Set specific goals for enhancing team communication as a way of reducing risks**

Facilitator Overview and Session Map:

- On the following page (Page 2), you will see a map of the different steps in this module.
- We wanted to give different options or different tools for delivering this module.
- Take a moment to review the map and get familiar with the SEQUENCE of STEPS.
 - Notice that there are 6 general steps
 - You may skip steps if under time constraints
 - Notice you have Options and Tools (✖)
- You can deliver the module in four ways: 1 hr; 1hr 15 min.; 90 min; or 2 hr, 30 min. (full version). These are suggested variations. However, as you get familiar with the material you may find other options.

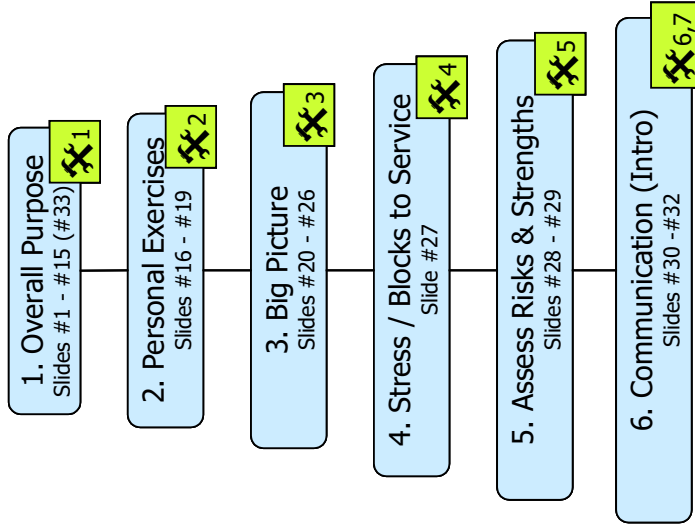
Objectives



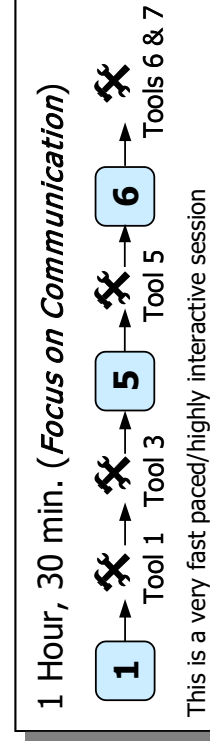
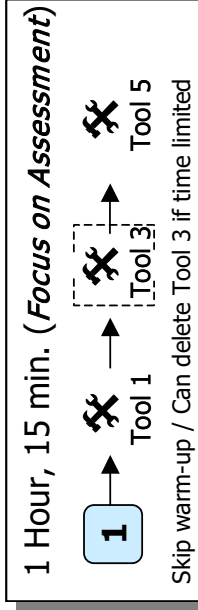
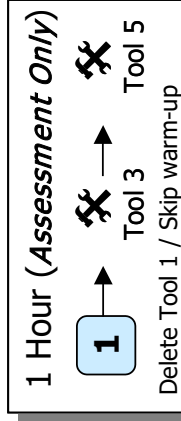
SESSION MAP

Map of Session – Possible Alternative Paths

- **Entire Session (2 hrs, 30 min.)**



- **Delete Warm-Up/Tool 1 for 2 hr. session**
- **Include Tool 4 for Focus on Stress or Service**



Tools						
Tool 1 - #13/33 7 Prevention Principles	Tool 2 - #17 Big Picture Personal Exercise 1	Tool 3 - #26 Exploring Risks Flip Chart	Tool 4 - #27 Stress > Service Flip Chart	Tool 5 - #19/29 Assess Risk/Strength Personal Exercise 2	Tool 6 - #30 Communication Risks (Flip Chart)	Tool 7 - #31/32 Finding Voice Personal Exercise 3

Module 1

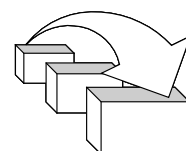
Relevance to You and Your Work Group: An Orientation to Team Awareness Training

Participants will:

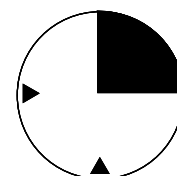
- Recognize the importance of addressing employee alcohol or drug (AOD) abuse and how AOD abuse is relevant to teamwork and group performance
- Identify current levels of behavioral risk in the work setting related, but not limited, to AOD abuse
- Set specific goals for enhancing team communication as a way of reducing risks

Step	Segment Name	Time
1	Welcome, Warm-Up, Orientation, Overall Purpose	40 minutes
2	Personal Exercises (1 & 2):	10 minutes
	Suggested Stretch Break	5 minutes
3	Big Picture	20 minutes
	15 Minute Break	15 minutes
4	Stress / Blocks to Service	10 minutes
5	Assess Risks & Strengths	20 minutes
6	Communication (Intro)	20 minutes
Module Length		2 hr. 30 min.

Objectives



Session Structure



Facilitator Materials and Preparation



❖ Materials

- Flip Chart or chalkboard
- Overhead or LCD projector and screen
- Calculator (for Step 5)
- Markers or chalk
- Pencils for participants
- Slides or handout of slides for participants to follow
- A water soluble or erasable pen for overheads
- Handout materials (see below)

❖ Prepare before class

- Review all overheads and/or flipchart statements.
- Handouts-Make copies for each participant:
 1. Personal Exercise # 1: “The Big Picture” (2 sided copies) (see slides 16-17).

NOTE. Several of the overheads during the “Big Picture” segment make reference to state and/or local statistics on alcohol and drug abuse. To make the training most relevant, prepare some overview of local data (See p. 17).

2. Personal Exercise # 2: “Initial Assessment of Risks & Strengths” (2 sided copies) (see slides 18-19). Note that “Risk” and “Strength” slips accompany this handout.

NOTE. Preview the “How to Tabulate” section for this exercise (see p. 14) and “Note About Feedback” for Overhead # 29 (see p. 22).

3. Personal Exercise # 3: “Finding Your Voice” (2 sided copy; pp. 31-32).

NOTE. We encourage you to read and complete all Personal Exercises, especially Exercise 3 and actually do the assignment.

4. “Ounce of Prevention” Pocket Cards

In addition, to the above, you may wish to practice your simple drawing or art skills for Tool # 1 (7 Prevention Principles).

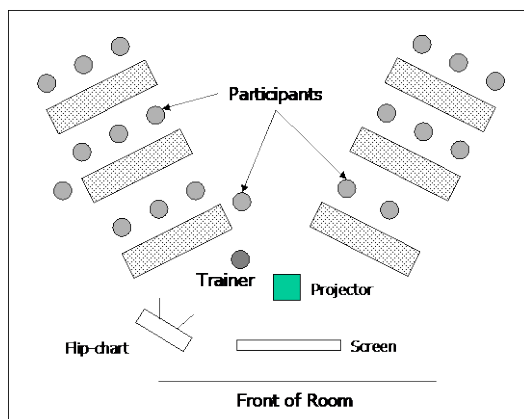
Do Personal Exercises yourself before class; it is the best way to prepare.



❖ Participant and Classroom set-up

Number of Participants: Minimum of 10-Maximum of 24

- This session involves participants working solo, in pairs, and as a large group.
- When possible, set up the room so that individuals can write on a table and also participate in a large group discussion.
- We have used the herringbone style of table set-up. The diagram below shows one possible configuration. Make sure you have space to move around to facilitate group interaction.



❖ Slides/Overheads

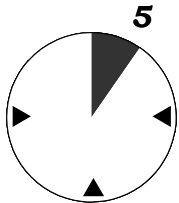
All slides and overheads are available on the PowerPoint™ companion version of this manual (see [Module 1 \(Relevance\).ppt](#)). There are a total of 28 slides (see Session Map). This does not include the 6 pages for Personal Exercises and other related handout items.

NOTE. The PowerPoint™ companion version of this module with speaker notes is available at [Module 1 \(Relevance\).ppt](#). To view speaker notes, launch the program and view “Notes Page” under the “View” Menu.

Step 1

Welcome, training introduction, and session introduction

- ❖ Welcome participants as they arrive.



1.1 - Training overview (5 minutes)

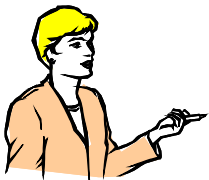
- ❖ Introduce the overall topic and purpose. (You may use your own words, but cover the three main ideas below)

- ◆ “Team Awareness Training has the purpose of creating or helping you to maintain a healthy work environment, especially a healthy work group. By “healthy” I mean several things: positive communication, safe work practices, a sense of purpose and meaning, team spirit, and also actually physically and emotionally healthy workers”
- ◆ “Researchers have studied how the workplace can either contribute to employee health or cause health problems. What do you think are some of the important causes - in the work environment - of individual physical health? (IN YOUR ANSWER AND REVIEW, STRESS THIS STATEMENT):”

Perhaps the most important factor is having supportive and helpful coworkers and supervisors. Employees who feel they belong to a good work group or have supportive coworkers and supervisors are generally healthier than employees who lack a supportive work environment.

- ◆ “This training is really designed to give you tools to help you make the workplace more supportive. Our commitment is to both give you the tools and show you how to use them. We hope that - if you need to - you will actually use them”

Explain:



... STEP 1 Continued....

- ❖ **Write training purpose** on flipchart or show overhead #2.
[To save time, prepare purpose before hand]

Purpose: Enhance team communication to help reduce any risks related to substance abuse.

Explain the following using your own words:

- ◆ “We want to make this training ***as relevant*** to your purposes as possible. So when you look at the purpose, you may feel that only some of it applies. For example, take the first part:”

Enhance team communication

- ◆ “We hope that the training will improve your ability to communicate with each other... “(*Now add the second part*):

Enhance team communication to help reduce any risks

- ◆ “We hope to help you reduce behavioral and safety risks through communication. By “behavioral” we mean anytime an employee is stressed and upset or feeling pressure that causes him or her to be withdrawn, less focused on work, less productive, or to act out or be angry in inappropriate ways. Behavioral risks include stress, depression, hostility, withdrawal, sexual harassment, theft, sabotage, unnecessary grievances, and workplace violence.” [*Now add the third part*]

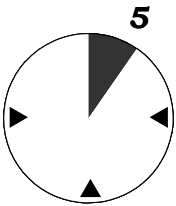
Enhance team communication to help reduce any risks related to substance abuse.

- ◆ “The real focus is substance abuse (both alcohol and drugs) because we recognize that such abuse can lead to the above risks (whether the problem is in oneself, in a coworker, or in a friend or family member).”
- ◆ “So, we designed the training ***to be relevant*** to all these things and hope you find something relevant to you.”

Overhead 2
Overall Purpose

Explain:



Overhead 3*Relevance***Overheads
4 through 7*****Explain:*****Overhead 8***Service Quality***... STEP 1 Continued....**

- ◆ “In fact, after our introduction and warm-up, our first session is devoted to the following goals:
 - Explore how this training can help you
 - Learn the connection between Substance Abuse & Teamwork
 - Identify Group Risks and Strengths”

1.2 – Some Core Distinctions (5 minutes)

- ◆ For the Trainer: There are two basic core distinctions that form the core ideas to this training. These distinctions are described in Overheads 4 – 5 and Overheads 6 - 7:

Substance abuse is:
a private problem

Substance abuse is:
a public concern

Workplace training should:
Focus on individuals

Workplace training should:
Help work groups and teams

- ◆ As you put up the overheads, simply explain that:

“The current training is different than traditional trainings in workplace substance abuse awareness because it seeks to give the entire work group tools for dealing with problems and improving communication.”

- ◆ Add the following (Overhead 8), especially if linking the program with any quality, team building, or service initiatives:

“We also recognize that substance abuse can have effects on your ability to provide services as a team” (Read Overhead 8)

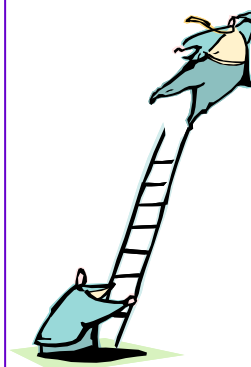
ADVISORY AND SUPPORT TO TRAINERS

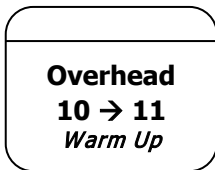
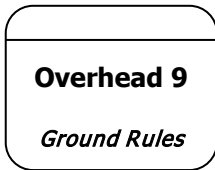
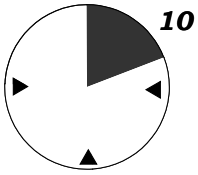
Note. In some settings, participants may complain or believe that this is a “Narc” training; that they will be learning skills to “turn their buddies in.” Explain the training is sensitive to concerns about confidentiality and refer to the following information at any point during the training.

To the trainer: the following information is provided to help you allay any concerns employees have about the intent of the training.

1. The training is *completely confidential*, what participants choose to say to their coworkers is completely up to them. The training does not advocate “snitching” or “whistle blowing” or “turning anyone in.” In fact, it seeks to do just the opposite, to encourage employees to get help before problems get so bad that some intervention is required. Explain rules for confidentiality (Slide 9).
2. Policies in the current workplace (if they are developed) may stipulate that coworkers are required to report problems. If so, explain that is about policy not about this training. Explain that you will be *reviewing policy in the next module*. (Module 2).
3. If the workplace does not have a fully developed policy, or it has no provision for coworker awareness, you may add: “*One possible outcome of this training is that you, as employees, can form some advisory council or committee that helps to draft a policy.*” If appropriate, explain: “*Sometimes the most effective policies are those that you create yourselves. One workplace who received this training, did just that.*”
4. Emphasize that the first and most important purpose of the training is (as explained in Slide 2) – “Enhance team communication” and that, in fact, it would contradict the purpose of the training to promote any “snitching” or “indirect” communication. If appropriate, explain that Modules 5 and 6 will cover this.
5. As a last resort, if there is still great resistance you may wish to go immediately to the Grapevine Activity in Module 5.

If you encounter resistance, be prepared:





**Encourage
Engagement &
Interaction**



... **STEP 1 Continued....**

1.3 – Ground Rules, Warm-Up (10 minutes)

♦ **For the Trainer:** The GROUND-RULES (Overhead 9) are essential to display. However, you may skip the WARM-UP (Overheads 10, 11) if participants already know each other. (*Also, feel free to choose your own warm-up activity!*)

♦ **Warm-Up "Shapes Ice Breaker Activity"**

1. **Display** Overhead 10 of the four geometric shapes.
2. **Direct** participants to choose the shape that best represents them, in terms of personality, philosophy, view on life, etc.
3. **Go around the room** and ask each participant what shape he/she chose and the reasons for selecting it.
4. **Explain** that "extensive research" has shown the following characteristics are associated with people who select different shapes. (After each person has had a chance to convey their reasons, display Overhead 11 and read aloud to the group):
 - **SQUARES** - Intellectual, objective, reasonable, good decision-makers.
 - ▲ **TRIANGLES** - Steady, dependable, easy-going, helpful to others.
 - ◆ **DIAMONDS** - Creative, outgoing, good sense of humor, energetic.
 - **CIRCLES** - Considerate, cooperative, spiritual, realistic.
5. **Ask** participants if they agree with the "extensive research;" ask them to discuss similarities and differences with what they believe about themselves.
6. **Debrief** by assuring them that nothing as simple as choice of a geometric shape could ever be used to accurately tell anything about another person.
7. **Process** the activity by asking discussion questions:
 - Why is it impossible to categorize people by their choice of shape?
 - In what ways are people really different?
 - In what ways are people alike?
8. **Conclude** by pointing out that the traits suggested for all of the shapes are positive and are traits that contribute to a good work team. Circles and squares, diamonds and triangles - each brings something good to the team.

1.4 – 7 Prevention Principles (20 minutes)

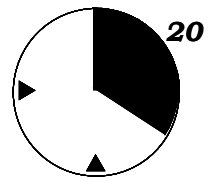
❖ **Explain** (and display Overhead 12):

“This training is really about prevention. If you have problems NOW this training can help. If you don’t have problems NOW this training can help you prevent them from happening in the future. Training skills can help you stop little problems from becoming BIG PROBLEMS.”

Seven Principles Guided Mnemonic

1. **Display** slide of the 7 Principles and direct participants attention to the Seven Principles cards in their packets (or distribute cards listing the Seven Principles). **(SEE SLIDE 33)**
2. **Review** these Principles by reading them aloud and offering clarification. Encourage participants to add ideas or comments.
3. **Tell participants** that you want to lead them in a brief exercise designed to help them remember these principles.
4. **Explain** that purposefully and thoughtfully associating a picture or mental image with an idea can help us remember that idea. Ask if anyone has ever taken a course or read an article on memory "tricks." Use example of how to remember a grocery list (e.g., celery dancing like Carmen Miranda, eggs being juggled by a clown, a man slipping on a banana peel, a penguin looking in the freezer for some frozen fish sticks, etc.). Taking time to mentally associate a thing with a mental picture (especially if the image is relevant but slightly off the wall) helps memory.
5. **Explain** that you would like to have the group come up with Seven mental pictures or images to help everyone remember key words/ideas associated with the Seven Principles.
6. **With group input, use** flip chart to draw a picture/image for the key word/idea in each of the principles. For example, risks may be a "gun" or "spilled water on the floor" or "an ambulance." Quickly get group consensus, then draw the picture. Do for each principle.
7. **Review** the list and associated images when task is completed.
8. **Thank participants** for their help; compliment the list/images.

Facilitator TIP!—Throughout the remainder of the training: Reinforce these images by referring back to them when relevant material is discussed. Let the images become the **group metaphors for the ideas**. For example, if a group has generated "tight rope walker" as their "risk" image, in subsequent discussions, refer to having a lot of workplace risks as "having a lot of tight rope walkers in your group", etc.



Overhead 12

Ounce of Prevention



Tool 1

Overhead 13 & 14 (Cards-33)

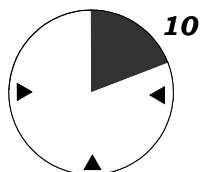


TIP! Use these images throughout training



Step 2

Introduce Relevance and Personal Exercises (*Preparation for Step 3 and Step 5*)

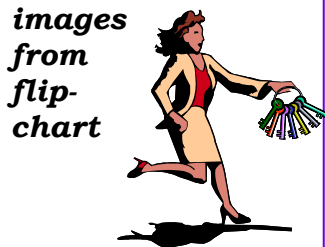


Overhead 15

Relevance

- ❖ **Review Orientation to Relevance Module** by displaying Overhead 15. Review the purpose and indicate that we will begin by completing an anonymous/confidential self-assessment.
- ❖ **Introduce this exercise** by telling participants that we start the training by looking at the first two principles.

Use group images from flip-chart



1. Identify and reduce risks that cause or aggravate the problem

2. Identify and increase benefits & strengths that address the problem

❖ **Explain:**

“To help you get the most out of the training, we want you to think about and share your own impressions about the risks and strengths you see. We have designed two Personal Exercises to help you do this. Be as honest as you can”

Distribute Handouts 1 & 2



See Slides 16-17; 18-19

Personal Exercise 1

The BIG PICTURE:
Alcohol/Drugs & Community

This questionnaire is for you to take with you. Please fill in the blank with the first thing that comes to mind. There are no right or wrong answers. Give your opinions and thoughts.

Do not write your name on this form.

16

Personal Exercise 2

Initial Assessment of Risks & Strengths

This questionnaire is for you to take. Please answer questions about your everyday work. Think about the people and places (in the office or outside) that are most common or familiar to you.

Do not write your name on this form.

18

... Step 2 Continued...

PERSONAL EXERCISE 1 and 2

1. Make enough copies before class to distribute to all participants.
2. The graphic on the right side of the cover page, showing Texas, should be replaced by a graphic of your own state and a target of your specific community.
3. Have participants complete both exercises at the beginning and refer back to these exercises later. You will need to collect responses for Personal Exercise 2 to tabulate beforehand.

INSTRUCTIONS FOR PERSONAL EXERCISE 1

EXPLAIN: “In this pamphlet (hold up/point to Personal Exercise 1 pamphlet), I would like you to please fill in the blanks with the first thing that comes to mind. Complete each item in order. Do 1, then 2, then 3, and so on.”

◆◆ **Option:** Ask participants to pair up with someone for this exercise.

INSTRUCTIONS FOR PERSONAL EXERCISE 2

EXPLAIN: “In this pamphlet (hold up/point to Personal Exercise 2 pamphlet), I would like you to be as honest as you can. You will not be asked to share your responses with anyone. However, I want to give your group (as a whole) feedback about how you scored on this. We will be reviewing your responses later in this session.”

EXPLAIN: “THIS IS NOT A TEST; NO ONE WILL KNOW RESULTS OF THE GROUP EXCEPT FOR PARTICIPANTS IN THIS ROOM.”

EXPLAIN: “You get to keep this pamphlet. After you write down your responses, please add them up following the instructions. Record your score in the spaces provided for Steps 2 and Step 4 at the bottom of the page. THEN PLEASE ALSO WRITE THE SCORES ON THE PROVIDED SLIPS AND I WILL COME AROUND AND COLLECT THEM AFTER YOU ARE ALL DONE.”

Prepare Materials:



Tools 2 and 3

Provide Directions:



Do not collect, participants keep their pamphlets:



**Handout 2
(Slide 19)**

... Step 2 Continued...

INSTRUCTIONS TO FACILITATOR:

Before proceeding, ask participants to complete the survey anonymously. Make sure to get their responses by having them write their SCORE ON PROVIDED RED AND GREEN SLIPS (SEE BELOW and Slides 34 and 35) OR BY TEARING OFF THE BOTTOM SLIP OF THE PAMPHLET BELOW THE DOTTED LINE.

It is best to ask an assistant to tabulate feedback. You can take a short class break just before giving feedback (see slide #29).

HOW TO TABULATE

1. Collect all slips (See below for sample)
2. Separate into two piles, one for risk scores and one for strength scores
3. For each pile, add all scores and get the average score

For example, in a class with 10 participants, you have the following scores:

Risks: 0, 1, 2, 1, 0, 3, 5, 2, 4,0,—When summed = 19; $19/10 = 1.9$

Strengths: 3,3,2,5,6,1,7,6,4,4- When summed = 41; $41/10 = 4.1$

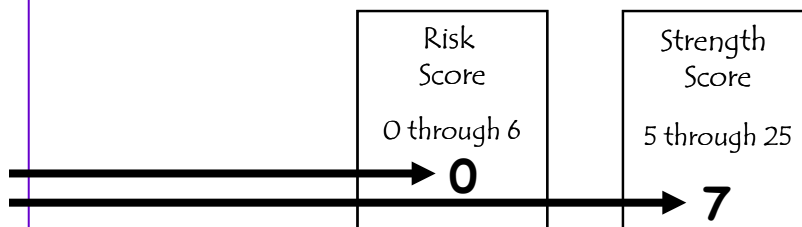
You will show these scores later with an erasable marker on Overhead #29 (see page 23).

For example, the first participant listed above had a “0” risk score and a “7” strength score.

Calculate scores during a break:



Example of how participants might write down their response on provided slips



or on bottom tear-off of survey

Step 3

The Big Picture (of Substance Abuse Risks and Protective Factors or Strengths)

3.1. Big Picture Overview

- ❖ **Prepare participants** to read their responses from the six incomplete sentences in Personal Exercise 1, as shown below.

Please fill in the blanks with the first thing that comes to mind. Complete each item in order. Do 1, then 2, then 3, and so on.

1. I think that community (people cooperating together, helping each other) in this country as a whole is: _____
2. From what I know, the amount of alcohol and drug abuse in this country is: _____
3. I think the sense of community and cooperation among people who live in my State is: _____
4. From what I know, the amount of alcohol and drug abuse in my State is: _____
5. I think the sense of teamwork and cooperation among people in this city is: _____
6. From what I know, the amount of alcohol and drug abuse among employees in this city is: _____

Country: _____
State: _____
City: _____
Your Workplace: _____

17

Big Picture: From the Individual to the Community

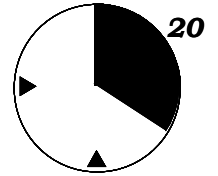
Substance Use and Its Problems Can Have Widening Circles of Influence

20

Use Overhead 20 (to the right above) to emphasize the particular goals and themes of this module.

- ❖ **Explain** that participants will be examining how this course is relevant to them and their particular work setting.
- ❖ **Say:** “When we think about substance abuse and the problems we face with substance abuse, we often only think about the statistics.”
- ❖ **Ask:** “What kinds of statistics am I referring to?” (If they do not provide, indicate “Accidents, DWI, medical problems, spouse abuse, violence, etc.); **Add:** “Many are affected.”
- ❖ **Ask:** (You may skip if the group is sensitive) “Would any of you—just with show of hands—indicate whether you have been affected by the substance abuse of another individual at some point in your life? Please just raise your hand.”

Count the number of hands raised; get percentage for the room; for example, if from 10 participants, 4 raise their hands, 40% have been effected; if there are 18 participants and 8 raise their hands ($8/18 = 44\%$). IT MAY BE HELPFUL TO WRITE THIS NUMBER DOWN ON A FLIPCHART FOR REFERENCE.



Orientation:



**Overhead
20**

TIP! Keep up a good pace to move through all of Step 3.



**Encourage
Engagement &
Interaction**



**Record
responses;
Show you are
LISTENING**



**Prepare
Overheads
21 - 25**

**Use group
images
from
flip-
chart**



... Step 3 Continued...

- ❖ **Explain:** “As we look at the next set of statistics, we want to think about how substance abuse has widening circles of influence. Look at the overhead (#20). What does it suggest?” If necessary, explain after comments:

“Substance abuse is NOT A STATISTIC. IT HAS TO DO WITH REAL PEOPLE AND REAL SITUATIONS.”
- ❖ **Ask** for a volunteer to read the two examples of the radiating effects of alcohol and drug use (i.e., “One poorly behaving employee...,” and “Picking up the slack..”).
- ❖ If employees work in service or public (government) organizations, you may wish to stress the impact of substance use on the image of the organization in the community and with customers.
- ❖ **Ask:** “Can anyone think of other examples?” (record responses)

If you are meeting with participants across multiple sessions you can ask them to do some homework and bring in any articles they see about substance abuse at the local level from the newspaper or Internet. If you are providing incentives for training attendance, you can include some incentive for those who bring in an article and share it.

3.2. Tie Personal Exercise 1 to Statistics

- ❖ REVIEW PERSONAL EXERCISE 1
For the next series of slides (21,22,23,24,25) after you present the slide, ask participants to share their thoughts and ideas in response to the incomplete sentences exercise. These sentences introduce a major theme of the training: **GROUP, SOCIAL, OR COMMUNITY HEALTH IS AN IMPORTANT PREVENTION AGAINST SUBSTANCE ABUSE.** This exercise also reinforces two of the seven principles discussed earlier:

<p>5. Work together as a team to communicate & solve problems</p>	<p>7. Communicate the problem & support others (don't isolate & withdraw)</p>
--	--

... Step 3 Continued...

❖ **NATIONAL LEVEL EMPLOYEE SUBSTANCE ABUSE**

Thus, each pair of statements in Personal Exercise 1 focuses on the two aspects of the core theme: SUBSTANCE ABUSE and GROUP COHESION OR SOCIAL HEALTH.

The first pair is:

1. I think that community (people cooperating together, helping each other) in this country as a whole is: _____
2. From what I know, the amount of alcohol and drug abuse in this country is: _____

Slide 21 presents some information on substance abuse at the national level. You can use any information that you wish to that will convey the extent of the problem of workplace substance abuse AND ITS EFFECTS ON OTHERS. That is, be sure to emphasize the social effects in the work environment. This slide shows 1 out of 3 employees affected.

❖ **STATE LEVEL EMPLOYEE SUBSTANCE ABUSE**

As you did after the previous slide, ask for participant feedback. This time review items 3 and 4.

3. I think the sense of community and cooperation among people who live my State is: _____
4. From what I know, the amount of alcohol and drug abuse in my State is: _____

IT HELPS TO DO YOUR OWN RESEARCH

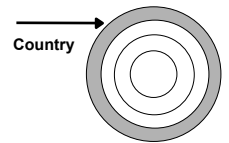
It can be very helpful to display some recent statistics about levels of substance abuse in your state and region. This information is available on an annual basis from the following sources. We encourage you to contact these sources.

- 1) The Substance Abuse Mental Health Services Administration: <http://www.samhsa.gov>
- 2) The Substance Abuse Information Database (SAID): <http://www.notes.dol.gov/said.nsf>
- 3) Each state has its own organization or set of organizations that keep records on substance abuse. We encourage you to explore the Internet to find the information you are looking for. Below is just a list of some states and related web-sites. **The suggested sites are only samples and not intended to convey particular support for any one agency.**

CALIFORNIA (<http://www.adp.cahwnet.gov/default.html>); **CONNECTICUT** (<http://www.ctclearinghouse.org>); **IOWA** (<http://www.drugfreeinfo.org>); **MAINE** (<http://www.state.me.us/bds/osa/>); **TEXAS** (<http://www.tcada.state.tx.us>).

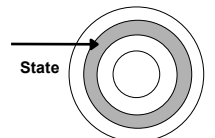
Overhead 21

*Big Picture
(National)*



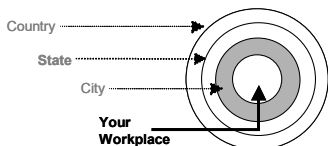
Overhead 22

*Big Picture
(State)*



**Prepare
Materials:**



Overhead 23*Exploring Risks
(Occupation)*

**Use these
slides to
transition
to Step 5**



**Use risk &
strength
images
from
group**

**... Step 3 Continued...**❖ **LOCAL (OCCUPATIONAL, CITY, COMMUNITY) FACTORS**

As you did after the previous slides, ask for participant feedback. This time review items 5 and 6.

5. I think the sense of teamwork and cooperation among people in this city is: _____

6. From what I know, the amount of alcohol and drug abuse among employees in this city is: _____

HOW TO INTERPRET AND USE GRAPH IN OVERHEAD 23

- ❖ **Understand purpose of next overheads:** The purpose of Overheads 23 through 25 is (1) to prompt participants to start to think about the risks for substance abuse in their own worksite and (2) to begin to create some greater self-awareness (look in the mirror) about those risks. It is best if you can obtain local data. Overheads #23 to #25 can help you to direct participants to begin to think about RISKS in their workplace.

❖❖ **Option: You need not use all of these slides.** Overhead 23 deals with occupational differences, whereas #24 addresses small businesses, and #25 deals with age.

The main point of Overhead 23* is indicated on the slide:

Occupations vary in levels of substance abuse

- ❖ **Prompt some discussion** by asking participants “why?” (Research suggests that reasons vary across occupations; some jobs have greater access to alcohol, some can hide use better, some have traditions for drinking together, some are more stressful, etc.)

*This slide is adapted from Table 2.4 (p. 26) SAMHSA “Worker Drug Use and Workplace Policies and Programs: Results from the 1994 and 1997 NHSDA” (DHHS Publication No. (SMA) 99-3352), downloadable from the www.samhsa.gov website.

The report states that “current illicit drug use and heavy alcohol use varied considerably across occupation categories. Food preparation workers, waiters, waitresses, and bartenders had the highest rate of both current illicit drug and heavy alcohol use at 18.7% and 15%, respectively. Other occupations that showed high rates of current illicit drug use were construction (14.1%), other service occupations (12.5%), and transportation and material moving (10%) (p. 21).

... Step 3 Continued...

HOW TO INTERPRET AND USE CHART IN OVERHEAD 24

(Use this slide especially for small businesses)

The main points of this slide are:

Business size is related to substance abuse.

Smaller businesses are less likely to have policies to help deal with substance abuse.

- ❖ **Prompt some discussion** by asking participants “why?”

(Research suggests that the reasons vary; Smaller businesses have less access to resources for helping employees; employees with AOD problems are less likely to be monitored and may drift from job to job in safety-related small businesses where surveillance is reduced but also where there is increased risk for safety-related problems.)

HOW TO INTERPRET AND USE CHART in OVERHEAD 25

(Use this slide especially if younger employees make up part of the work force)

The main point of this slide is:

Younger employees are likely to report higher levels of both heavy drinking and illicit drug use

- ❖ **Prompt some discussion** by asking participants “why?”

- ❖ **BE SURE TO MAKE SOME CLOSING COMMENTS ABOUT THIS FIRST EXERCISE. YOU CAN SAY:**

“The information we reviewed helps to begin to look at the level of risk, as well as specific worksite factors that may increase risk. Most importantly, and this is the purpose of this training: it helps to look at the important strengths of community as a way to prevent or decrease substance abuse.”

Overhead 24

*Exploring Risks
(Size)*

Overhead 25

*Exploring Risks
(Age)*

3.3. Tie Exercise 1 to Risks & Strengths

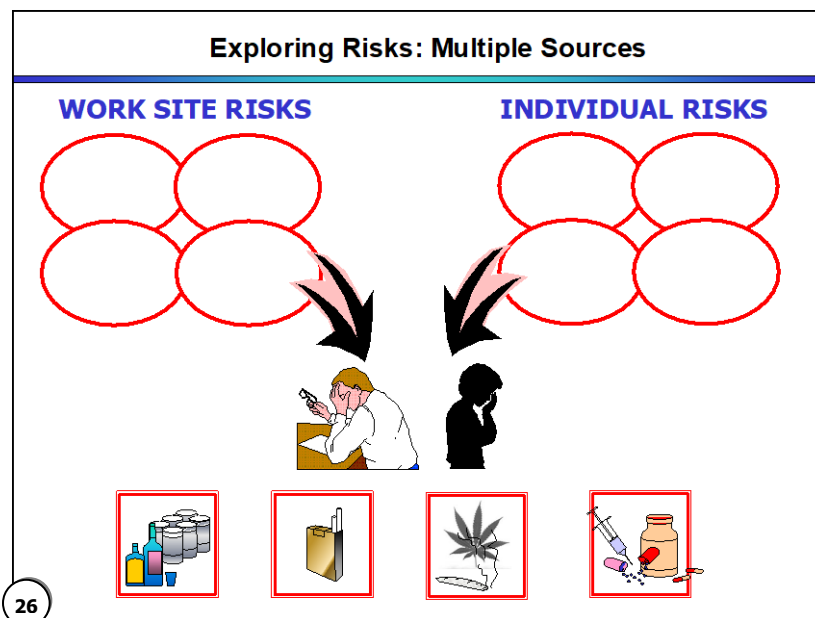
- ❖ **EXPLORING RISKS.** Overhead 26 may be used to review and help participants integrate the information on previous slides.
- ❖ **Ask** participants to identify worksite risks that might be associated with increased AOD use (as just reviewed). Work site risks could include occupation (Overhead # 23); size of Business (Overhead # 24)-where business is too small to have a well-developed policy; work stress; alienation, lack of surveillance (mobility, ability to hide use); etc.
- ❖ **Write down** participant responses on overhead in bubbles under “Work Site Risks” using erasable pen.
- ❖ **Also ask** about individual risks. Research shows that younger males and those with substance abuse in the family are at higher risk. Risk behaviors include smoking cigarettes, associating with peers who abuse alcohol or drugs, social isolation, and (for some) failure to have a spiritual or religious source of support.
- ❖ **Write down** participant responses on overhead in bubbles under “Individual Risks” using erasable pen.

Use slide 28
to transition
to Step 5



Overhead 26

Multiple Sources



Tool 3

Step 4

Stress & Blocks to Service

- ❖ This activity introduces the topic of stress management and offers a prelude to Step 5. Stress management, especially the ability to cope as a work group, is a major strength that counters the different risks just discussed in Step 3.
- ❖ **Tell Participants** “Research suggests that when people get along together they increase their ability to cope—both individually and as a group. Communication, group coping, or team problem solving, also increases employee health and makes workers more resistant to disease.”
- ❖ **Tell Participants** “In addition, stress can cause problems in being productive and servicing customers or clients.”
- ❖ Do this activity as a flipchart to help participants spontaneously identify strengths and to better clarify the relationship between stress and service.

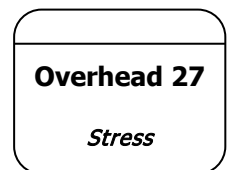
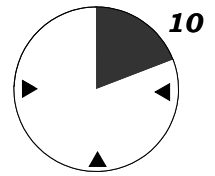
FLIP-CHART ACTIVITY

1. **Divide** a flip chart into three columns, as shown below.

STRESS	BLOCKS TO SERVICE	HOW YOU COPE

2. **Ask** participants as a group to list the sources of stress they experience. You can limit this to work-related stress or open it up for all forms of stress. Write responses under “Stress.”
3. **Ask** participants to explain how stress hampers, impedes, blocks, or interferes with their ability to provide services. Ask for examples. Write responses under “Blocks to Service.”
4. **Ask** how they cope. If they do not spontaneously mention it, ask if any use alcohol. (If necessary, be sure to emphasize that the training DOES NOT suggest we should not use alcohol; only to be moderate in one’s use (See Module 2). Write responses under “How You Cope.”

This slide and flipchart activity helps set the stage for Module 4 on Stress. You can include this activity in Module 4 or revisit/review participant responses when you commence Module 4.

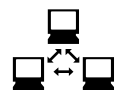


Tool 4

**Record responses;
Show you are LISTENING**

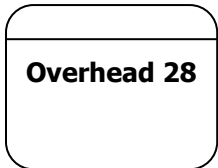
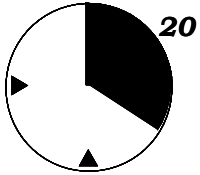


**Link ahead to
Module 4 (Stress)**



Step 5

Assess Risks and Strengths (Review of Personal Exercise # 2)



- ❖ Before introducing the next overhead be sure to have collected and tabulated the risk and strengths scores from all participants from their PERSONAL EXERCISE 2 (see slide # 19).

>> DO NOT COLLECT THE ACTUAL SURVEY PAMPHLET, ONLY THE SCORES FROM INDIVIDUALS. (YOU MAY HAVE USED THE RED & GREEN SLIPS OF PAPER OR JUST ASKED THEM TO TEAR OFF THE BOTTOM SLIP OF THE PAMPHLET BELOW THE DOTTED LINE).

NOTE ABOUT FEEDBACK AND DEBRIEFING OVERHEAD

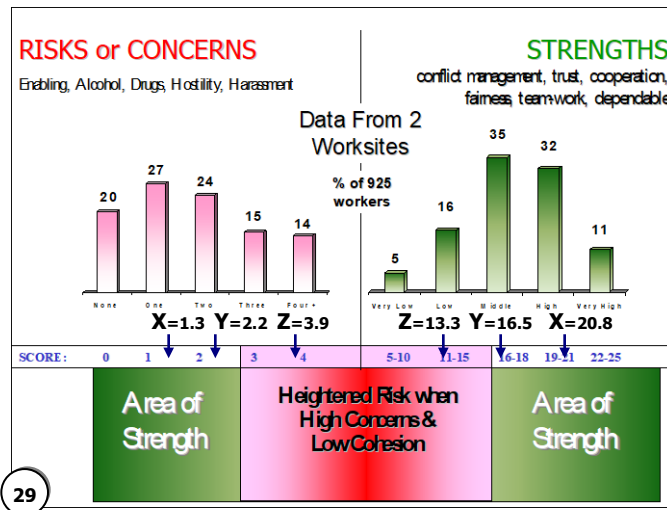
In giving quantitative and real-time feedback to a group of individuals about their own scores, several things should be kept in mind.

1. You may wish to explain your role to **clarify any concerns** or reduce anxiety. That is, explain that you are not here as a psychologist or evaluator; rather you are here to HELP participants understand risks so that they can take action to do something.
2. If all participants are from the same group and/or coworkers spend a good deal of time together, the scores **may** accurately reflect the dynamics of the assembled group. Participants may become uncomfortable. Facilitator comments should always **balance sensitivity, and confidentiality, while addressing curiosity** (avoid/disarm confrontative comments). This activity could be a very powerful icebreaker for a group that has high risks and low cohesion.
3. It is important to emphasize that the scores are NOT DIAGNOSTIC (**THIS IS NOT A TEST**); that is, they cannot be used to determine with certainty that PROBLEMS ACTUALLY EXIST, because the survey is based on self-report and attitudes and personal biases can influence ratings. EMPHASIZE this is an **exploratory activity**.
4. If you (the facilitator) have never given feedback on survey scores, we strongly encourage you to become familiar with professional ethical standards of either organization below:
 - **American Psychological Association Ethical Principles of Psychologists and Code of Conduct**
(visit <http://www.apa.org/ethics/code.html>)
 - **American Educational Research Association**
(visit <http://www.aera.net/about/policy/ethics.htm>)

... Step 5 Continued...



Tool 5



- ❖ **Present feedback on Overhead 29.** After you tabulate and get average scores for the group you can circle the average RISK score (in red) and the average STRENGTH score (in green) on the overhead with an erasable marker.
- ❖ **Remain sensitive to high risks and maintain confidentiality. DO NOT REPORT THE SCORE OF ANY SINGLE INDIVIDUAL.** It is useful to know if some participants are experiencing high risks and may help you be more sensitive to the needs of the group.
- ❖ **It may help to review Ground Rules** (see Overhead 9)
- ❖ **Examples of Risk Scores & Feedback; See Below/Side Panel →**

EXAMPLE X (MOST SHOW LOW RISK with one high risk participant)

In a class with 10 participants, you have the following scores:

Risks: 0, 1, 0, 1, 2, 1, 0, 1, 1, 6—When summed = 13; $13/10 = 1.3$

Strengths: 21, 18, 24, 23, 21, 21, 25, 24, 22, 10—Summed = 204; $208/10 = 20.8$

- The average suggests that the group as a whole is doing well, with low risk (1.3) and high cohesion (20.8). However, one individual reports all risks. If all participants are from the same work group and work together, this could mean that either one individual is exposed to problems that others are not, that individual is distorting their responses, or the rest of the group is “faking to look good.”

EXAMPLE Y (MODERATE RISK)

In a class with 12 participants, you have the following scores:

Risks: 0, 1, 1, 2, 0, 4, 1, 5, 6, 3, 3, 0—When summed = 26; $26/12 = 2.2$

Strengths: 7, 14, 23, 23, 21, 15, 16, 19, 22, 8, 19, 11—Summed = 198; $198/12 = 16.5$

- This would suggest a group that is on the borderline (between 2 and 3) with regard to their risk scores; and also on the borderline (middle range between 16 and 18) on their strength scores. You might say that a group with these scores may have a particular need for training and ask participants to identify what they think their special needs are.

Overhead 29

Overhead 29 is a tool for giving participants feedback about their risks and strengths (protective factors).

Three examples from different groups are shown on the slide and explained below:
X = Low Risk
Y = Moderate Risk
Z = Mod. to High Risk

Be sensitive to privacy:



LOW RISK

Acknowledge the group is relatively healthy. Ask participants to explain “why is cohesion a STRENGTH?”

MODERATE RISK

Acknowledge the group appears relatively healthy. Ask participants “if you want to share what problems you face and if such risks are current?” Ask them to “explain how cohesion might aid in dealing with the risks?”

MOD. TO HIGH RISK

Acknowledge that the group stands to benefit from the training. Ask participants to focus on whatever strengths they have. Specifically, "which of the 5 items on the strength (cohesion) scale, did you score a 4 or 5 on?" Ask participants to read the item.

... Step 5 Continued...**EXAMPLE Z (MODERATE TO HIGH RISK)**

In a class with 10 participants, you have the following scores:

Risks: 3, 1, 2, 4, 5, 6, 3, 5, 4, 6—When summed = 39; $39/10 = 3.9$

Strengths: 16, 18, 10, 12, 14, 11, 15, 12, 13, 10—Summed = 131; $131/10 = 13.3$

The average suggests that different members of the group as a whole may be experiencing several different types of risks or all individuals are exposed to the same type of risk. At the same time, group cohesion is relatively low. If participants work together, you may want to inquire about the special needs of the group and also ask them if there has been any attempt to deal with the situation. A real potential problem may be revealed in discussion (a hostile employee or harassment situation that has not been corrected). If so, ask the participants if you have their permission to support them to get additional help. You may help them to contact their human resources director, employee relations director, or employee assistance program. At all times, maintain confidentiality and provide support and encouragement to employees to **get help**.

❖ **Conclude.** Thank participants for being willing to examine themselves and their workplace. In concluding Step 5, you can make many points about healthy communication, honoring privacy, and also reinforce the importance of honesty and self-awareness as keys to healthy relationships.

❖ **Say:** "One important quality of a healthy workplace is it includes employees who are willing to self-assess how healthy they are. This is what we just did. I encourage you to talk about the results with each other when you can. If you have coworkers attending a different session, ask them about their own scores, as well. We think it is important to get problems out in the open. However, we also want to remind you about confidentiality and encourage you to talk directly to each other and not go behind anyone's back. Remember the primary purpose of this training is (...?...)"

❖ **Say:** "Identifying risks and strengths is also the first step toward correcting situations. Additional skills may be needed to take the next steps. These steps, which we will cover next and in other modules are:

- Communicating clearly about ways to get help
- Overcoming resistance to communicating
- Generating options for getting help
- Reducing stigma to getting help
- Increasing your ability to respond to others in need
- Getting support to make changes

TIP! Use images for principles 5,6,7 on flipchart (see p.11)



Step 6

Introduction to Communication (foreshadow Module 6)

- ❖ **NOTE TO FACILITATOR:** Do this activity as a flipchart to help participants begin identifying beliefs and assumptions about communicating or not communicating, particularly **when there is a problem, a concern, a conflict, an unresolved issue or when things could be improved.**
- ❖ **Draw two columns** on the flipchart. Show Overhead 30. ASK FOR PARTICIPANT RESPONSES.

RISKS OF COMMUNICATING	RISKS OF NOT COMMUNICATING

- ❖ If participants are not forthcoming you can prompt:

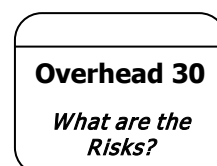
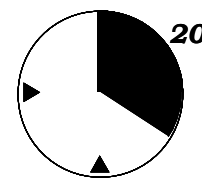
Risks of communicating include: being seen as whiny, as a troublemaker, as rocking the boat, upsetting those who might be in control, causing stress to yourself or others, possibly losing one's job;

Risks of not communicating include: the problem continues, stagnation, risks accumulate, isolation, alienation, withdrawal;

- ❖ **Take only about 5 minutes for this flipchart activity.**
- ❖ Use this activity to segue into PARTICIPANT EXERCISE #3.

If appropriate and you plan on using Modules 5 or 6, add: “Later in this training we will learn more about communication (Module 5) and also some skills for being able to break through some barriers to communicating (Module 6)”

If appropriate and you plan on using Module 3, add: “Sometimes we feel it is just better to TOLERATE problems, rather than go through the trouble of communicating about them; later in the training we will explore your tolerance levels.” Add: Who remembers which principle this relates to (Answer: 4. Understand your own tolerance for the situation & adjust if necessary)



Tool 6

**Record responses;
Show you are LISTENING**



Prepare Handout 3:



**Distribute
Personal
Exercise 3**



Overhead 31

*Finding Your
Voice*

... Step 6 Continued...

❖ **PERSONAL EXERCISE 3**

This activity was originally designed as a homework assignment.

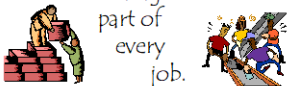

Personal Exercise 3

**Finding Your Voice:
Safe Communication**

This exercise is for you to take with you.
Do not write your name on this form.

"Not everything that is faced
can be changed
But nothing can be changed
until it is faced" ★
-- James Baldwin


Listening is
part of
every
job.

For me, real communication occurs
when I'm big enough to **temporarily set
aside** the need to express MY ideas, MY
wishes, MY opinions, MY fears.

Real communication occurs when I **give
the other person** the time and
opportunity to express their thoughts,
feelings, ideas, and dreams in an
uninterrupted, accepting way'

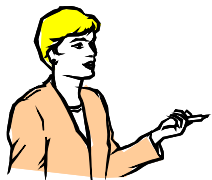
(adapted from P. Wilkerson)



Tool 7

31

Explain:



- ❖ **Display** Overhead 31 and ask for a volunteer to read what is on the slide. (This is also the cover of Personal Exercise 3.)
- ❖ **Explain the following points in your own words:**
 - "A major sign of a healthy relationship or a healthy team is the ability and opportunity of people to contribute to the growth of the relationship or team. One way we contribute is by our *actions* and *behaviors*. The other way is through our *words* and ability to *communicate*. If there is a situation that is causing us stress, our tendency is to complain and often blame others for the problem. This rarely works."
 - "Instead, if we can approach the problem with enthusiasm and focus on how improvements will benefit others, we have a greater chance of succeeding. The idea is to shift our perspective: "When all you have is lemons, make lemonade" – "The glass is half...(?) Full *not* empty"—
 - The purpose of this exercise is to help you to **shift your perspective** through communication.

... Step 6 Continued...

Review Instructions while showing Overhead 32:

- (1) “First, think of a problem that you are having with others, some interpersonal difficulty or stressful situation; it could be something at home or at work, something that just happened recently or something that has been a problem for a while. Just take a few moments to think about the situation that is causing you some stress and that needs resolution.
- (2) “Second, look at your pamphlet and the first statement: “A situation I would like to see improve or get better at work or at home is _____” and ask yourself, how can I complete the statement in a positive way; that is, “turn my problem into something that can be improved for the benefit of myself and others”
- (3) “What are the benefits to yourself and others? List them out.”

Give participants 3 minutes to complete (1) to (3)

- ❖ **Say:** “After you have done this, pair up with another person and share with them for a few minutes...”

>> Follow the guidelines on the second part of the page (“TRY LISTENING” Steps 1 through 5). Then switch sides.”

- ❖ **Give participants 2 minutes each**

- ❖ **Homework:** After participants have done this exercise; they can use it as homework and actually talk to the people involved.

- ❖ **Encourage ACTION outside of the classroom.**

Overhead 32

*Encourage
Engagement &
Interaction*



OVERHEADS AND HANDOUTS

There 25 slides or overheads. All of these are located in the accompanying PowerPoint™ file, called "**Module 1 (Relevance).ppt**" There are 12 pages of handout material: (1) 3 double-sided handouts labeled "Personal Exercises" (6 pages); and supplementary materials (6 pages). All of this material is located in the accompanying PowerPoint™ file, called "**Module 1 (Relevance).ppt**"

◆ STEP 1: Overall Purpose	
OVERHEADS ONLY	
1. TITLE	8. AOD & SERVICE QUALITY
2. OVERALL PURPOSE	9. GROUND RULES
3. RELEVANCE	10. WARM UP 1
4. PRIVATE CONCERN 1	11. WARM UP 2
5. PUBLIC CONCERN 1	12. OUNCE OF PREVENTION
6. TRADITIONAL TRAINING	13. 7 CORE PRINCIPLES
7. TEAM TRAINING	14. EMPLOYEES KNOW
	33. HANDOUT – 7 PRINCIPLES CARDS*
◆ STEP 2: Introduce Relevance and Personal Exercises	
OVERHEADS	HANDOUTS
15. OVERVIEW	16. PERSONAL EXER. 1.1 (for Step 3)*
	17. PERSONAL EXER. 1.2 (for Step 3)*
	18. PERSONAL EXER. 2.1 (for Step 5)*
	19. PERSONAL EXER. 2.2 (for Step 5)*
◆ STEP 3. The Big Picture	
20. BIG PICTURE	
21. NATIONAL	
22. STATEWIDE	
23. OCCUPATIONAL	
24. BUSINESS SIZE	
25. AGE	
26. MULTIPLE SOURCES	
◆ STEP 4. Stress & Blocks to Service	
27. STRESS>SERVICE>COPE	
◆ STEP 5. Assess Risks & Strengths	
28. REVIEW PERS. EXER. 2	34. HANDOUT RISK SLIPS*
29. FEEDBACK DATA	35. HANDOUT STRENGTH SLIPS*
◆ STEP 6. Introduction to Communication	
30. RISKS OF COMMUNICATING	31. PERSONAL EXER. 3.1
	32. PERSONAL EXER. 3.2

* Requires some preparation (e.g., copying, folding, cutting, laminating)

SLIDES/OVERHEADS/HANDOUTS

Note. Handouts are also Overheads

#16-17 (*copy back-to-back and fold*)

#18-19 (*copy back-to-back and fold*)

#31-32 (*copy back-to-back and fold*)

Also:

On overhead # 33 are cards requiring cutting and lamination. These accompany Step 1.4 (p. 11).
Instructions for assembly, see p. 33 in Handout view.

On overhead # 34-35 are cards requiring cutting and lamination. These accompany Step 2 (p. 14).