

# Can we talk?

Conversational lessons and a parent meeting Alcohol and drug education for 5th and 6th grade students

## änni project



### **Authors:**

Jenni Helenius, Quality Manager, Mannerheimin Lastensuojeluliitto (The Mannerheim League for Child Welfare)

### **Pilot Workgroup of the Educational and Parent Meeting Model:**

Anne Ahlefeldt, Project Manager, Ehkäisevä päihdetyö EHYT ry  
Charlotta Hagman, Regional Officer, Ehkäisevä päihdetyö EHYT ry  
Melody Karvonen, Multiculturalism expert, Suomen Vanhempainliitto (Finnish Parents' Association)

### **Commentators of the Educational Model:**

Kristiina Hannula, Manager, Ehkäisevä päihdetyö EHYT ry  
Ari Inkinen, Development Manager, Suomen NMKY:n liitto (Finnish YMCA Association)  
Marko Kailasmaa, Operational Manager, Raittiuden Ystävät ry  
Eeva Koltola, Expert, Ehkäisevä päihdetyö EHYT ry  
Verna Kotiranta, Coordinator, Koulutus Elämään -säätiö (Education for Life Foundation)  
Leena Sipinen, Director, Ehkäisevä päihdetyö EHYT ry  
Seppo Soine-Rajanummi, Senior Planning Officer, Mannerheimin Lastensuojeluliitto (The Mannerheim League for Child Welfare)  
Sampo-Ilmari Tuhkalehto, Operational Manager, Music Against Drugs ry

### **Illustrations:**

Reetta Helenius

### **Layout:**

Marketing Agency Sensei

**The slide shows for the educational and parent meeting models can be downloaded at [www.innokylä.fi](http://www.innokylä.fi) > änni-hanke**



# Contents



<b>Introduction</b>	<b>4</b>
<b>For the instructor</b>	<b>5</b>
<b>Lesson 1</b>	<b>7</b>
Start and introductions	7
Introduction slides (15 min)	8
Group discussion (15 min)	8
Processing group work (20 min, approx. 10+10 min)	9
<b>Lesson 2</b>	<b>13</b>
Post-it work: "Messages for parents" (15 min)	13
Processing the work (15 min)	14
<b>Objectives and workflow of the parent meeting</b>	<b>14</b>
Introduction of parents and preparation (approx. 20 min)	15
Discussion 1: Discussions of illustrations + processing (approx. 45 min)	16
Implementation method 1, detailed instructions	17
Implementation method 2, detailed instructions	19
Discussion 2. How should you discuss intoxicants with your children at home? (10–15 min)	20
Closing remarks (5–10 min)	21



# Introduction

The objective of the lessons and parent meeting described in this material is to

1. Increase discussions on alcohol and smoking in social situations
  - a) between children and adults
  - b) between parents
2. Draw parents attention to the fact that alcohol and smoking models are transmitted to children in their social environment

The lessons are for 10–13 years old children, i.e. for the 5th and 6th grade students. The parent meeting is for the parents of these students.

With regards to preventive education on intoxicants, there is little material specifically indicated for this age group. The educational material indicated for high school students is not appropriate for primary school children as it often includes harsh information on intoxicant experimentation and it can also inadvertently provide a model for risk behaviour. The lessons support the age identity of primary school children: primary school children are not in any hurry to experiment with intoxicants. Parents and educators may ponder whether it is therefore too soon to discuss intoxicants – they do not want to increase kids' interest in them. However, school children see intoxicants in their environment e.g. in the media and alcohol advertisements. It is important that adults talk with their children about how they see adults relate to intoxicants in their environment and what they personally think about consumption. Furthermore, it is important to give information on the health effects. As this is also included in the curriculum of primary education, this summarising educational model puts the primary emphasis on the social environment. With regards to adolescents close to adulthood, research on the importance of the social environment has been done by Lehto et al. (2012) and Maunu (2012), among others.

In addition to age sensitivity, the educational models have been developed on the basis of cultural sensitivity. People don't necessarily live in a single cultural environment; they may have one culture linked to their own language group and other influencing cultures and subcultures associated with their hobbies, work or religion. In this educational model based on cultural sensitivity, we refer mainly to the culture stemming from one's language and family life, which consists of different life areas. Each person participates in the discussions from their point of view and no further explanations are requested. The discussions involve subjects related to the home and living environment, which are thus highly linked to culture, even though people may not consider it this way in their everyday lives.

During the pilot phase of the lessons, we aimed to obtain culturally sensitive information on how the social contexts linked to alcohol use that were brought up during the lessons are structured during educational group discussions by the Finnish and Swedish-speaking children. The questions posed during the educational model work were based on the results of the student and parent questionnaires conducted in spring 2014. After the lessons, we examined the differences and similarities of the discussions and reflected on the cultural particularities that could be considered in preventive education on intoxicants in the future. During the pilot phase, we found that the subject was handled in a similar way during the lessons and parent meetings of Finnish and Swedish-speaking schools, though some small differences emerged. *With regards to the answers of the students, one interesting difference was that Swedish-speaking students often mentioned that their parents offer them alcohol at home. Finnish-speaking students, on the other hand said that their parents generally know where they spend their free time. Studies (e.g. the School Health Study) often mention the risk associated with parents not knowing where their children spend their free time. Based on the questionnaires, these two topics were discussed during the parent meeting.*

Many of the respondents of the parents' questionnaire thought that there is no need to discuss alcohol and smoking now as their children have not shown any interest in the subject. The objective of the educational model was to start discussions with children before they show a particular interest in intoxicants. You can discuss it on general level to show them that it is not a taboo.

From the point of view of social marketing, the educational model has been designed to make one change in the behaviour of students and parents: to get them to talk about alcohol and smoking in peer groups and at home together.

The educational model and its pilot phase were conducted on autumn 2014 as part of *anni*, a joint project for 2014–2017 funded by Ray and coordinated by EHYT ry. Other organisations involved include Koulutus Elämään -säätiö (the Education for Life Foundation), Mannerheimin Lastensuojeluliitto (The Mannerheim League for Child Welfare), Music Against Drugs, Raittiuden Ystävät (The Friends of Temperance), Suomen NMKY (the Finnish YMCA Association) and Suomen Vanhempainliitto (the Finnish Parents' Association).

The project develops culturally sensitive prevention work on intoxicants for 10–13-year-old children and their parents. The implementation area of the project and the language group participating in the project change annually so that Russian speakers of Joensuu will participate in 2015–2016 and the Somali speakers of Vantaa will participate in 2016–2017.

## For the instructor

The lessons can be held by a school teacher, school nurse, welfare officer, youth instructor, local educator for intoxicants or an instructor of the organisation for intoxicant prevention – in other words, any adult who has familiarised him or herself in advance with the situations discussed during the lessons. The instructor of the lessons shall be prepared for the lessons, which include many discussions and topics about intoxicants from different point of views. There are no "wrong" or "right" answers during the lessons; instead the work is meant to generate discussion and give everyone a chance to share their opinion. The lessons are structured on the basis of the students' group discussions. The instructor is there to provide instructions and guide the group work with students. This approach allows the students to voice their views on alcohol and smoking. The objective of the lesson is to promote interaction between students and the instructor.

Social contexts where adolescents commonly encounter alcohol and smoking are discussed during the first lesson of the educational model. The method is based on establishing narrative distance. Students don't have to share their own experiences; instead, they can share their views by using illustrations that get them thinking about different situations. Some of the illustrations deal with the prevention of intoxicant use among adolescents while others concern the example parents set for their children.

It is important to consider distancing while processing the discussions. Participants discuss the persons in the illustrations and ponder what could have happened to them. What it feels like and what it says about the relationship between the persons according to students. There is no intention to discuss anyone's personal family situation. Instead, the intention is to talk about the different situations where primary school children may see people drinking and smoking. The example given by parents and friends counts, as well as the discussions. When you neutrally discuss different situations at school from different point of views, students have the possibility to reflect on their own views, for example, about peer pressure, videos and discussions on Internet about intoxicants and about why it's good for the parents to know where their children are.

We discuss the students' own views more directly during the second lesson. The objective is to get students talking about their free time and to collect their views for the parent meeting. When students answer the questions "What should adults know about the free time of children your age?", "What do you think about smoking and alcohol among adolescents in your neighbourhood?", "Have you discussed alcohol or tobacco with your parents?" and "What would you like to ask your parents with regards to alcohol and tobacco?", they structure their own view on children their own age in relation to adults, as well as on older adolescents in the area they live. When processing the discussion, it is important to discuss why experimenting with intoxicants does not indicate "maturity." It's good to mention that plenty of adults don't smoke and for most adults, alcohol is not a major part of their lives.

The detailed programme of the lessons is presented in the following chapters. Indicative times are provided for each work. This will, however, depend on the group size and their willingness to talk. It's good to be prepared for possible delays or problems with technical equipment. All the lessons of the educational model can also be implemented using paper copies in case PowerPoint presentations cannot be displayed. The guest instructors who will hold the lessons or parent meetings at schools should print out the slide shows in advance just in case.

**The slide shows for the educational and parent meeting models can be downloaded at [www.innokyla.fi](http://www.innokyla.fi) > anni-hanke**

How can the instructor prepare for the lessons? The instructor should reflect on his/her own views on alcohol and tobacco experiments among minors, parents drinking in the presence of children or the presence of intoxicants in the media – and what kind of message should be transmitted to children.



# Lesson 1

**The objectives of the lesson:** To discuss situations where 10–13-year-old students see smoking and alcohol and may have to take their stand on it in a way or another.

**Workflow of the lesson:**

*Start and introductions (5 min)*

*Introduction slides (15 min)*

*Group discussion (15 min)*

*Processing group work (10 min + continues on next lesson)*

## START AND INTRODUCTIONS

The objective: To describe the workflow and explain the reasons for the lesson to students. Quick introductions. (10 min)

Introducing the idea behind the lesson: The instructor explains to students that the lessons aim to generate discussion of situations where 5th and 6th grade students might encounter alcohol and smoking. Group discussions and writing tasks during the lesson. The stories and messages written by the students are used during the parent meeting.

Introductions: the instructor asks everyone to stand up. The instructor explains that he/she will list some good features of human beings. When someone thinks the feature mentioned applies to him/her, he/she can sit down. The instructor continues to list different features until everyone is sitting.

**Hard-working**

**Artistic**

**Sportive**

**Caring**

**A good listener**

**Cheerful**

**Active**

**Good sense of humour**

**If someone is still standing, at least he or she is modest – and can sit down.**

Description: the instructor explains that everyone is good at something and that everyone has good features. Everyone also has something to learn. There is no "magical drink" that can make us suddenly more courageous or more mature. Everyone grows at his/her own pace – to become a unique individual. It's important that everyone appreciates each other and helps each other when needed. No one should pressure others to do things they don't want to do – like, for example, experimenting with intoxicants – or anything that might harm themselves or others or hurt other people's feelings unnecessarily.

## INTRODUCTION SLIDES (15 MIN)

**The objective:** To elicit thoughts for discussion about 1) social contexts where 5th and 6th grade students may encounter alcohol and smoking, and 2) socially-recognized norms (age limits, health effects etc.) aimed to protect minors from intoxicants.

### Educational model slide show - slides 2–8

To help elicit thoughts, a few slides that the instructor has chosen in advance (from slides 2–8 of the slide show) are shown. Each slide contains a few words or a number. The instructor explains what the number or word in the slide means. The instructor asks for students' opinions about it.

The instructor briefly explains that it's good to reflect on where you are getting information about intoxicants and tells the participants to critically reflect on the information they receive (e.g. videos and forums on the internet). The instructor reminds participants that children can ask their parents about anything they have on their mind. Children should also ask questions on any unclear or interesting topics during health class at school. Adults are there to discuss these topics with children.

## GROUP DISCUSSION (15 MIN)

**The objective:** To discuss situations related to alcohol and smoking that 5th and 6th grade students may come across.

**Time:** The time used for the discussion depends on the group size and on how actively the students participate. The actual group work i.e. writing a story takes approx. 15 minutes while the processing time varies from group to group.

**General:** You may use the illustrations with or without the speech bubbles. The speech bubbles connect the situation to a certain topic. If you decide to use the illustration without the speech bubbles, students are freer to interpret the situation from their own point of view. During the pilot phase the, illustrations were used mainly without speech bubbles; the students' stories that are handled as examples in the slide show of the parent meeting reflect this. The slides with speech bubbles are available in the slide show (at [www.innokyla.fi/anni-hanke](http://www.innokyla.fi/anni-hanke))

**Illustrations:** You can print illustrations for small groups, see educational model appendices 1–4.

**Instructions:** There are two ways to approach the discussion: writing stories in groups or discussing the illustrations with the whole class. The following table describes both implementation methods.

	IMPLEMENTATION METHOD 1	IMPLEMENTATION METHOD 2
How do I use this method?	The students are divided in small groups (3-6 groups). One student is chosen from each group to take notes on the discussion. One illustration is given to each group and is used to come up with a story. The groups write the story down. During the processing phase, each group presents the illustration to others and tells their story. If there are more groups than illustrations, two groups share the same illustration.	The instructor shows the illustrations on PowerPoint one by one. The illustrations are discussed with the whole class.  One person is chosen to write down the main points of the discussion for each illustration.
When should I use this method?	This implementation method is for situations where the lesson starts on time and you think students will be able to actively ponder the topic in groups.	This implementation method is for situations where the class for example seems too restless to work in groups, or when the lesson starts much later than planned.



**Implementation method 1, instructions for students:** We will briefly examine a few illustrations related to alcohol and smoking. You will tell a story about what is happening in the illustration and how the persons feel. What might happen next? Tell a story that could be true. Write the story down. In a while, your story will be read to the others. The stories are also shown anonymously during the parent meeting. (These instructions are also included in the slide show)

## For the instructor

The group discussions held while coming up with the stories are also important educational experiences. Each student would write a different story individually, but together they have to ponder the logic behind the behaviour of persons in the situation and the options available to them. If needed, the instructor can remind the students during the discussions within the groups that the stories do not reflect actual situations the students have experienced; instead, they reflect a series of events that are possible in our culture. When processing the work, you discuss the persons in the illustrations. You ponder what could have happened in the situation and reflect on how the situation feels from different people's perspective.

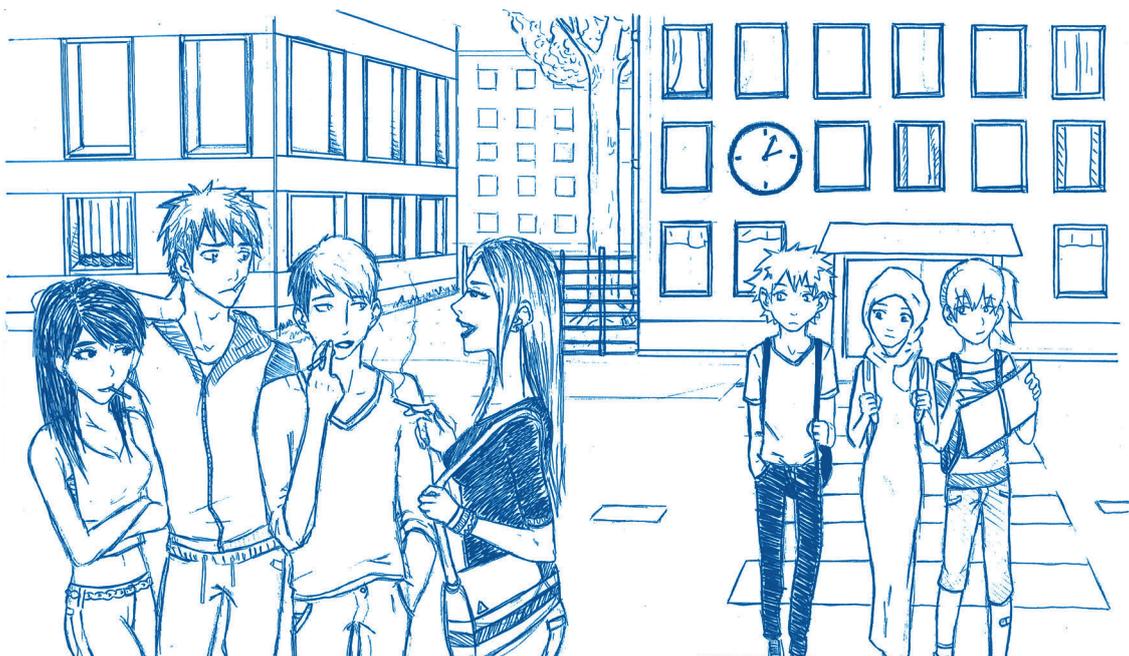
## PROCESSING GROUP WORK (20 MIN, APPROX. 10+10 MIN)

Once the work has been completed according to implementation method 1, each group shows its illustration one by one and tells its story to the rest of the class. If a group wishes and there is time, the story can be also presented as a play. During the work process you can show the illustrations one more time from the slide show (slides 9–18).

If two groups shared the same illustration these groups present their stories one after another. The instructor can make additional questions, for example: why do you think the person was worried? What makes you think that the events happened as per your story? What do you think the persons might do next?

Below you will find some suggestions for questions in case a group is not able to make up a story. In this case the instructor can interview the group with additional questions.

### Illustration 1) Three primary school students are walking home from school and see older students smoking

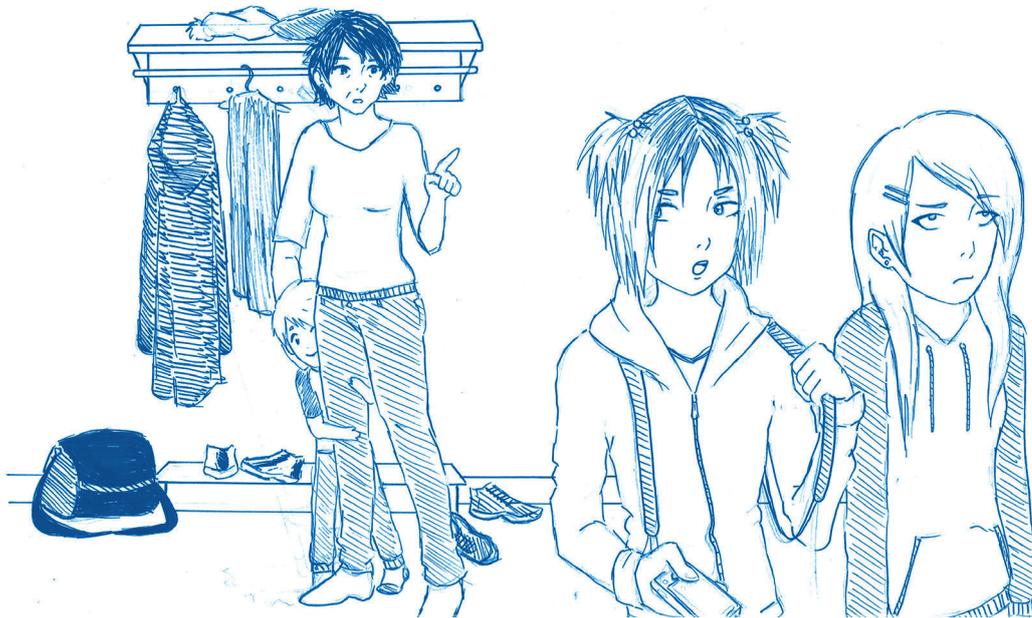


## Questions

- What's happening in the illustration?
- How do the primary school students feel in this situation?
- What do the high school students think in this situation?
- What can adults do to help the primary school students in this situation?

Processing illustration 1: You don't have to do what you think "most people" would do. You don't need to learn to smoke even if you see someone else smoking. If someone thinks smoking is cool or mature, why do you think he/she thinks so? Most adolescents and adults do not smoke. There are things other than smoking that make you more mature. What could they be? Taking responsibility? Being brave? Taking care of yourself and others? What other things?

## Illustration 2) An adolescent is about to go out with her friend and the parent tells her something



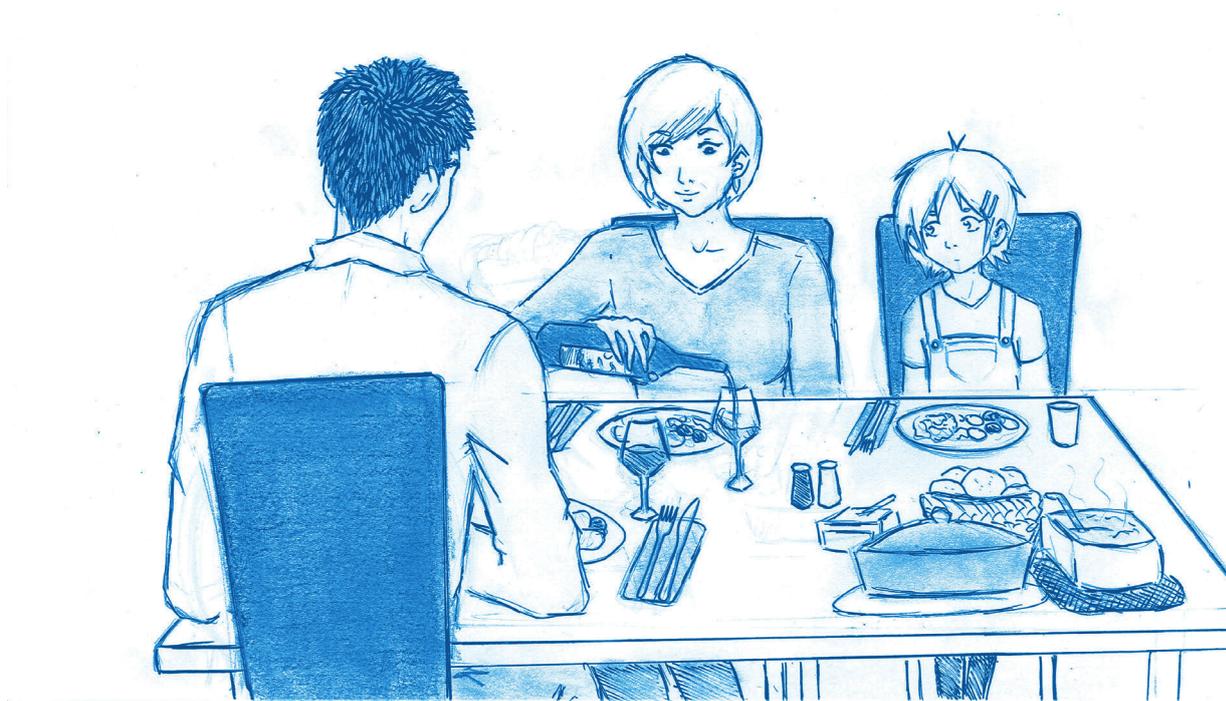
## Questions

- What's happening in the illustration?
- Why is it important for parents to know where their children are?
- Are there any situations where parents should especially know what their children are doing?

Processing illustration 2: Discuss the thoughts raised by the stories. Make sure that you discuss curfews and parents' responsibilities when examining the illustration. The mother in the illustration may remind the adolescents: "Please stay together. Keep your phone on so that I know where you are. If someone has alcohol, you stay away from it. You should be home by 9pm."

Why should parents know where their children are? Note that the parents are responsible for minors. The practical reasons also include safety and doing as agreed: children and parents should openly discuss where they go and what they do.

### Illustration 3) At a dinner table



#### Questions

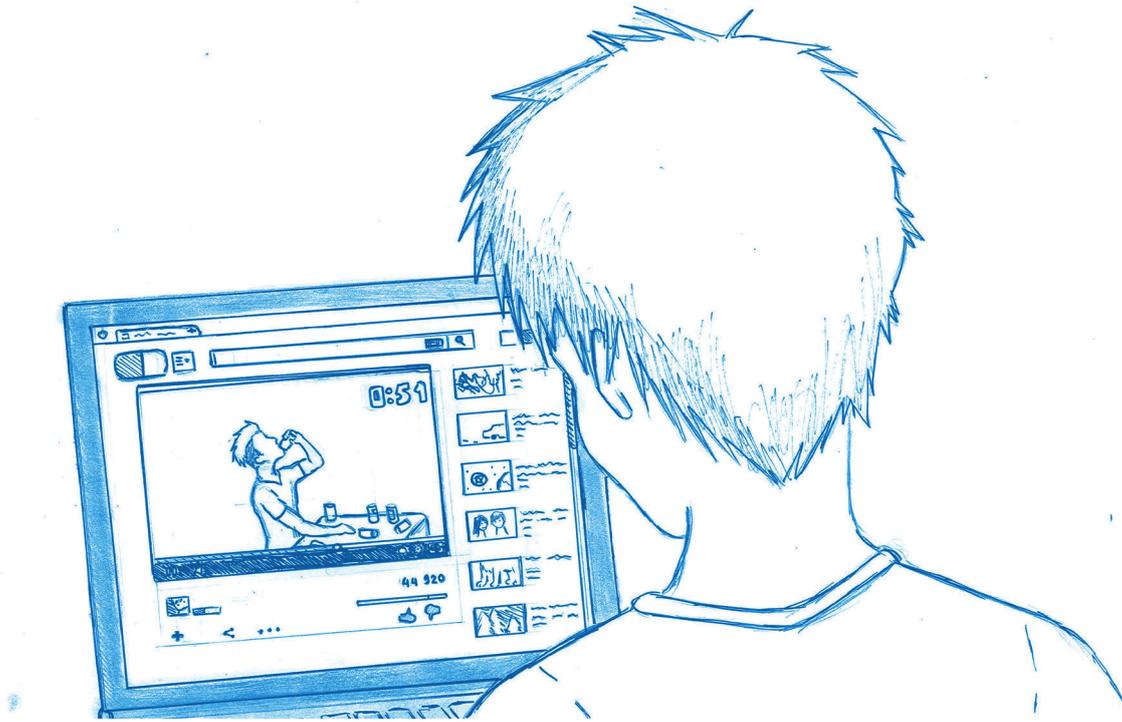
- What's happening in the illustration?
- What does the child think?
- What do the parents think?

Processing illustration 3: The illustration can generate at least two types of stories: 1) The child is worried about her parents drinking, or 2) the child asks if she can try the wine.

Can I try it? If the group writes a story where the girl asks a permission to try the wine, you can discuss, for example, the following points: 1) Why does the child asks if she can try it? She probably wants to try it out of curiosity or just see what her mom says. Students may have many other suggestions to justify the question. 2) How do you think the parent answers? If the parent gives permission, does she set any condition, such as the quantity? If the parent does not give permission, why not? Note that the minimum age for alcohol consumption is 18 and that alcohol exposes minors to bigger health risks than adults. 3) If you were parents yourself, what would you answer? Why?

*Why do you drink?* If the group writes a story where the child ponders her mom drinking, you can discuss for example the following points: 1) What can the child do if she is worried about her mom drinking? Note that students can talk with the school nurse or welfare officer if they are worried about their parents drinking. You should always discuss it with your parents but if this doesn't help, you can turn to your school nurse or welfare officer. 2) What do you think about adults drinking? Can adults drink without causing harm or disturbing the child? What is it like?

## Illustration 4) On the internet



### Questions

- What's happening in the illustration?
- What does the adolescent think?
- What does the parent think?

### Processing illustration 4:

This illustration will generate discussion on at least the following: 1) is it good to get information on intoxicants by reading something randomly online? 2) what kind of behaviour models can you get from alcohol-related videos on internet?

In the students' stories, the adolescent can get worried after seeing the video (he understands that it is bad to drink yourself senseless) or he can take the person in the video as a role model and go out to get alcohol. You can discuss that how you react to the pictures and information in the media is also a matter of choice: just because someone does something stupid doesn't mean you should do the same.

Remind the students that:

- You should always check the source when looking for information on the internet: who wrote the text or who uploaded the video? What does it say about intoxicants – if you are not sure about some of the information, how can you check it? (For example, by asking your parents or teacher or checking official websites or instructional books.)
- The Internet is often used for entertainment as browsing and watching videos is fun. Children could show their favourite sites to their parents, discuss the forums they visit and how they participate in the conversations themselves.
- Children see videos and programmes about intoxicants on the internet or on TV. You should share your opinions about intoxicant use in the programme with your parents: why people use intoxicants and what else they could have done in the same situation.

- Children should always tell their parents if they have seen something confusing or upsetting on the Internet or on TV. You can ask adults what the video or picture is about – could it be real or was it staged? Are the people in the video or picture doing the right thing? What is confusing about it and what do adults think about it?
- You should note that everyone should behave responsibly on the internet. You should not post or share any material that you think is doubtful – for example from the point of view of contents or copyrights. You should protect your own identity: you should not post your contact details anywhere publicly or give them to strangers.

The instructor of the lesson should think about the questions while also taking into consideration the topics of the stories written by the students. You should not hesitate to seize on even surprising themes, since the purpose is to engage in the discussions initiated by the children and focus on the things that are on children's mind.

## Lesson 2

**Objectives of the lesson:** To ponder what parents should know about adolescents' free time and how intoxicants are present among adolescents and adults in the students' own neighbourhood. If lessons 1 and 2 are held one after another, you should use a little bit of time at the beginning of the second lesson to process the work of the first lesson.

**Workflow of the lesson:**

- Processing the group work from the previous lesson (10 min)
- Post it work (15 min)
- Processing the work (15 min)
- Feedback form and closing remarks (5 min)

### POST IT WORK: "MESSAGES FOR PARENTS" (15 MIN)

**The objective:** To gather students' thoughts for the parent evening. To encourage students to discuss their free time and alcohol and tobacco with their parents when needed: the topic is not a taboo and it can and should be discussed.

The instructor explains that students can write their own thoughts down for the parent meeting. The answers are handled anonymously during the parent meeting so that parents can discuss them: for example by showing them on PowerPoint or putting them on the wall. The work can be conducted in small groups or individually.

**Workflow:**

- Four Post-it notes are given to each student or small group.
- The instructor shows the questions on PowerPoint (slides 19–23).
- Each student or group writes answers to the notes: one answer per note.
- The notes are taken to the instructor in front of the class and they are placed on four sheets with one question as the title so answers to the same question are gathered together.

Questions:

- 1) What should adults know about the free time of children your age?
- 2) What do you think about smoking and alcohol among adolescents in your neighbourhood?
- 3) In your opinion, who should intervene when adolescents use intoxicants?
- 4) What would you like to discuss with adults with regards to alcohol and tobacco?

## PROCESSING WORK (15 MIN)

The instructor goes through the answers with the students one flip chart at a time. The instructor gathers together the Post-it notes on the same topic: for example, the answers for the free time question are gathered in one group as "Where child is and who he or she is with" and another group of answers as "What children like doing." The instructor may ask what the answers mean. He or she can also talk with students about why a certain topic received more answers or why it's important to discuss these topics with students. The instructor should not bring up individual answers that seem sensitive – at least not by asking who wrote them. Instead, discuss what you should do in such situation and explore if there is anything else students would like to add for the parent meeting.

## FEEDBACK FORM AND CLOSING REMARKS

The instructor gives the feedback forms to students. Students fill in the forms in class and return them to the instructor. The instructor thanks the students for the lessons.

# Objectives and workflow of the parent meeting

**Objective:** To generate discussions on intoxicants among parents during the parent meeting and between parents and their children at home. Share good practices and opinions (e.g. curfews). To discuss positive everyday life together and explore how children and adolescents can enjoy enough special experiences on top of everyday life so that they don't resort to intoxicants. To demonstrate what a big role social contexts play in the way children form impressions about alcohol and tobacco by means of the students' story work.

The slide shows for the educational and parent meeting models can be downloaded at [www.innokyla.fi](http://www.innokyla.fi) > anni-hanke

## Workflow of the meeting

*Introduction of parents and preparation (approx. 20 min)*

*Discussion 1: Discussions of illustrations + processing (approx. 45 min)*

*Discussion 2: How should you discuss intoxicants with your children at home? (approx. 10–15 min)*

*Closing remarks and feedback (5–10 min)*

## For the instructor of the parent meeting

### Remarks for the meeting:

- The parent meetings may last between a half hour and two hours depending on the programme of the evening.
- The instructor of the parent meeting can choose the material he or she considers most appropriate and adapt it to the time available and the school's own goals. The whole programme is designed to be covered in approx. an hour and a half to two hours depending on how active the parent discussion is.
- If you wish to conduct the parent meeting without the lessons, you can simply use the stories included in the slide show.

## INTRODUCTION OF PARENTS AND PREPARATION (APPROX. 20 MIN)

Objective: on the basis of the slide show, the instructor explains why it is important to discuss intoxicants with children and encourages them to think of social contexts where children see intoxicants.

### For the instructor of the parent meeting: Show slides 1-4.

Introduction of parents (approx. 5 min). If there are only a few participants, everyone introduces themselves. If there are many participants, you can use the same quick introduction round used with students during the first lesson.

Quick introduction: the instructor asks everyone to stand up and explains that he/she will list some good features of human beings. When someone thinks the feature mentioned applies to him/her, he/she can sit down. The instructor continues to list different features until everyone is sitting.

Artistic

Sportive

Hard-working

Cheerful

Good sense of humour

If someone is still standing, at least he/she is modest – and can sit down

Processing: explain that the students did this same exercise during their session. During the lesson, the students learned that everyone is good at something and that everyone has good features. Everyone also has something to learn. There is no "magical drink" that can make us suddenly more courageous or more mature. Everyone grows at his/her own pace – to become a unique individual. It's important that everyone appreciates each other and helps each other when needed. No one should pressure others to do things they don't want to do – like, for example, experimenting with intoxicants or anything that might harm themselves or others or hurt other people's feelings unnecessarily.

**For the instructor of the parent meeting: show slides 5-6 of the parent meeting slide show. Note: Avoid spending too much time on these slides since the next part of the session is reserved for the main discussion.**

## DISCUSSION 1: DISCUSSIONS OF ILLUSTRATIONS + PROCESSING (APPROX. 45 – 60 MIN)

**The objective:** Parents discuss the stories students have written and see how students view the situations related to alcohol and smoking while discussing it with their peers.

**General:** Illustrations can be used with or without the speech bubbles. The speech bubbles connect the situation to a certain topic. If the illustration without the speech bubbles was used, students may have more freely interpreted the situation from their own point of view. The illustrations should be used during the parent meeting just like they were during the lessons.

**Illustrations:** The illustrations without speech bubbles can be printed for small groups (see educational and parent meeting model appendices 5-8). The illustrations with speech bubbles are included in the slide show.

**Implementation methods:**

The work can be conducted either by discussing it in small groups or with the whole group. Implementation method 1 requires much more time in practice, but it also allows discussions among the parents.

	IMPLEMENTATION METHOD 1 (group discussion 15 min + processing 45 min)	IMPLEMENTATION METHOD 2 (approx. 40 min)
<b>How do I use this method?</b>	<p>Parents are divided in small groups (3-6 groups). One parent is chosen from each group to take notes on the discussion. One illustration is given to each group and each small group discusses the questions related to the illustration.</p> <p>Processing: The groups present the illustrations to each other while telling each other about the discussions they had.</p> <p>At the end, the instructor shows the students' stories related to the illustrations to the whole group.</p> <p>Discussions on the thoughts raised by the illustrations: how do students view situations related to alcohol and smoking? How should you discuss the topic with them?</p>	<p>The instructor shows the illustrations on PowerPoint one by one. The group discusses them together: the instructor poses questions to the parents.</p> <p>The instructor shows the stories related to the illustration written by the students. Discussions on the thoughts raised by the illustrations: how do students view situations related to alcohol and smoking? How should you discuss the topic with them?</p>
<b>When should I use this method?</b>	<p>This implementation method is for situations where the work starts on time, the space available is sufficient and you think parents will be able to actively ponder the topic as a group. If there are more than five groups, two groups share the same illustration and the related questions.</p>	<p>This implementation method is for situations where you have little time available or if there are so few participants that a group work does not seem a good solution.</p>

# IMPLEMENTATION METHOD 1, DETAILED INSTRUCTIONS

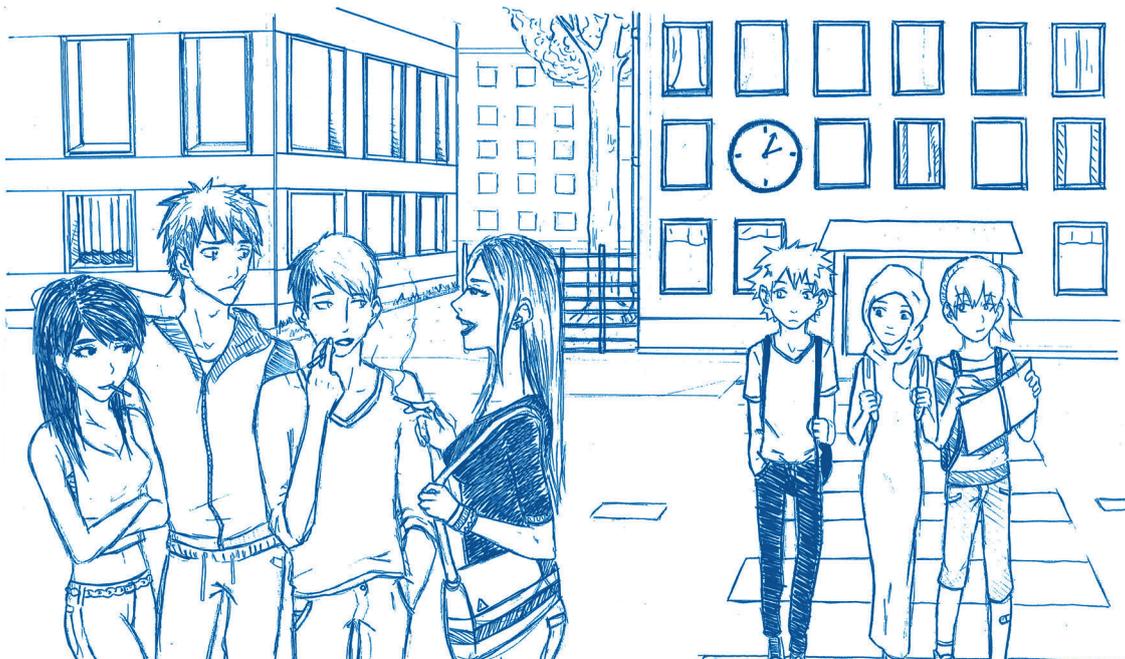
## Small groups (postcard method) (approx. 5 min)

The instructor will count the participants and divide them into small groups of 4-6 persons. Two postcards are given to each group. One card is cut into 4-6 pieces depending on how many participants there are in each group. The undamaged cards are placed on tables where the small groups are to be gathered. Each parent receives one piece of the card and he/she has to find the other members of his/her group: the people with the other pieces of the same card. Each group will gather at a table with the same undamaged card.

## Implementation of table groups (15 min in group + discussion approx. 30 min)

The same illustrations that students used during the first lesson are handed out at the tables. Each table receives one illustration. The parents are supposed to familiarise themselves with the students' answers and discuss the same illustrations based on their own questions as follows:

### Illustration 1)



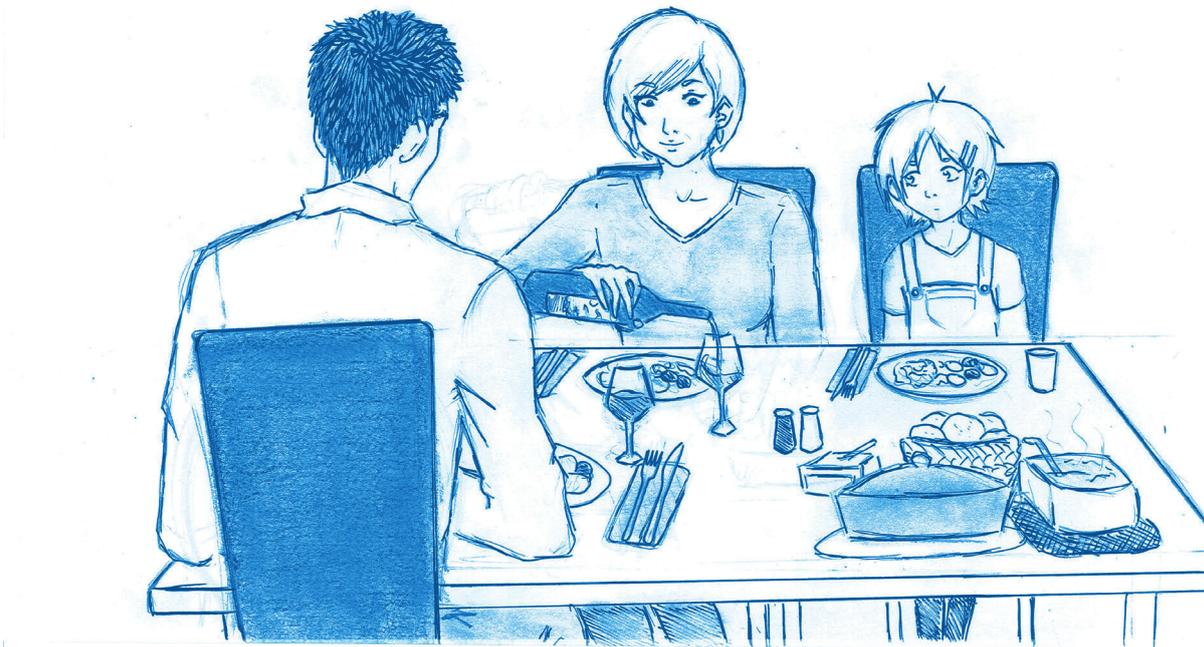
- What's happening in the illustration?
- What do you think the primary school students think in this situation?
- What do you think the high school students think in this situation?
- What do you think about smoking among minors?
- What kind of guidance have you given your children on how they should view other adolescents smoking?
- How can parents influence their children so they won't start smoking?

### Illustration 2)



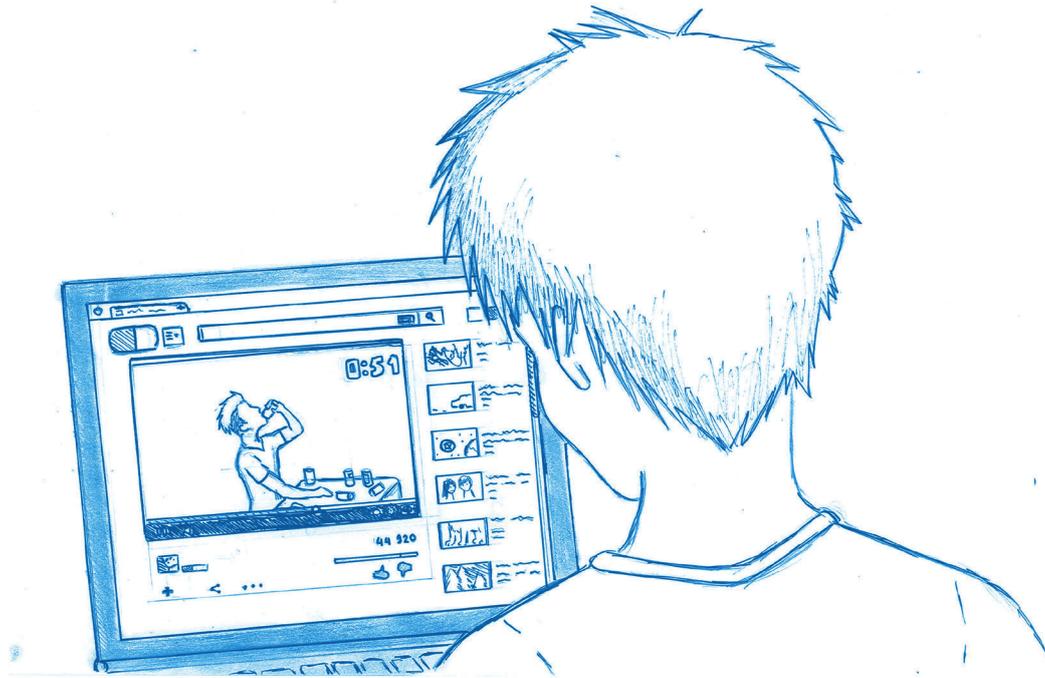
- What's happening in the illustration?
- What could the mother say? And what about the girls?
- Why is it important for parents to know where their children are?
- How can the parents of different families work together to ensure that children are enjoying their free time safely?

### Illustration 3)



- What's happening in the illustration? / What kind of situation could the illustration refer to?
- What does the child say?
- What could the parent respond to the child?
- What should the parent take into consideration?

#### Illustration 4)



- What's happening in the illustration? / What kind of situation could the illustration refer to?
- What does the boy think?
- Why is the boy watching this particular video?
- What should the boy discuss with his parents?

#### Processing the discussion work - Implementation method 1

The work is processed one illustration at a time.

- 1) Parents' discussions. Each group shows the illustration they discussed and shares a few central thoughts brought up during the discussion. Others can comment and share their own thoughts about the illustration
- 2) Students' stories. After each illustration, the instructor shows the parents a few stories relating to the illustration which are included in the slide show and written by the students.

Discussion:

- What do the parents think about the student stories?
- What kind of misconceptions can children have about intoxicants?
- How can parents help reduce misconceptions through discussions with their children?

## IMPLEMENTATION METHOD 2. DETAILED INSTRUCTIONS

**Students' stories.** The instructor shows the PowerPoint illustrations one by one, pausing to share a few of the student stories related to each illustration. The instructor should add the students' stories in the slide show in advance. The slide show includes a few model stories that were gathered in the Turku area in 2014. The Remarks section of the slide show includes questions to promote discussion on the stories.

Additional questions:

- What do the parents think about the student stories?
- What kind of misconceptions can children have about intoxicants?
- How can parents help reduce misconceptions through discussions with their children?
- Why is it important that parents discuss intoxicants with their children?

## DISCUSSION 2. HOW SHOULD YOU DISCUSS INTOXICANTS WITH YOUR CHILDREN AT HOME? (10 – 15 MIN)

The instructor shows slides about children's comments collected during the lessons on the following questions.

- 1) What should adults know about the free time of children your age?
- 2) What do you think about smoking and alcohol among adolescents in your neighbourhood?
- 3) What would you like to discuss with adults with regards to alcohol and tobacco?
- 4) In your opinion, who should intervene in the intoxicant use among adolescents?

Discussion: one slide at a time / same questions are in the Remarks section of the slide

- 1) What should adults know about the free time of children your age?
  - Does anything surprise you about the children's comments?
  - Have you asked your children about the topics mentioned in their comments?
  - Why do you think children brought up these topics in particular?
  - Why do children think it's important for parents not to "always" know where they are?
- 2) What do you think about smoking and alcohol among adolescents in your neighbourhood?
  - What neighbourhood do you think children had in mind when they responded to this question?
  - What are the neighbourhoods where you can see adolescents smoking or drinking in your area? (Are there any stories in your area about, for example, drugs in certain neighbourhoods?)
  - Why is it important to discuss areas/situations where you have noticed adolescents using intoxicants with your children?
- 3) What would you like to ask your parents with regards to alcohol and tobacco?
  - Does anything surprise you about the children's comments?
  - How can you discuss your own drinking habits with your children? How would you justify your own views about alcohol to your children?
  - What kind of values would you like to transmit to your children when you discuss intoxicants with them? For example, why do you think it's important not to develop a problem with intoxicants?
- 4) Who do you think should intervene if minors are drinking?
  - Does anything surprise you about the children's comments?
  - Why do you think the comments are along these lines?
  - Would you contact the parents of your child's friend if you saw the friend drunk or smoking? Why?

## CLOSING REMARKS (5–10 MIN)

**The instructor** makes the following closing remarks:

It's good to talk about intoxicants with 5th and 6th grade students even if they do not have the intention to start using them or seem interested of them. It's good to talk about why people use intoxicants in general (according to one student, "as part of general education") and what risks are involved in them. It's also good to discuss situations where children see intoxicants: what happened in the situation? Why do you think people behaved as they did?

### Activation

Ask the parents three more things:

- 1) How many of you will discuss the contents of this parent meeting with your children? (parents should raise their hand to answer).
- 2) Finally, I would like you to bring up three more points: what are the most important topics you will discuss with your children at home? The quickest parents can mention one topic each. If three is not enough, parents can mention several topics.
- 3) What message would you like to send students from this parent meeting? I would like you to give three (or more) messages which I will write down in the PowerPoint. The messages will be given to the students in the classroom. Do you have any suggestions for the students or other things you would like them to hear?

Thank you for the interesting discussion!

## REFERENCES

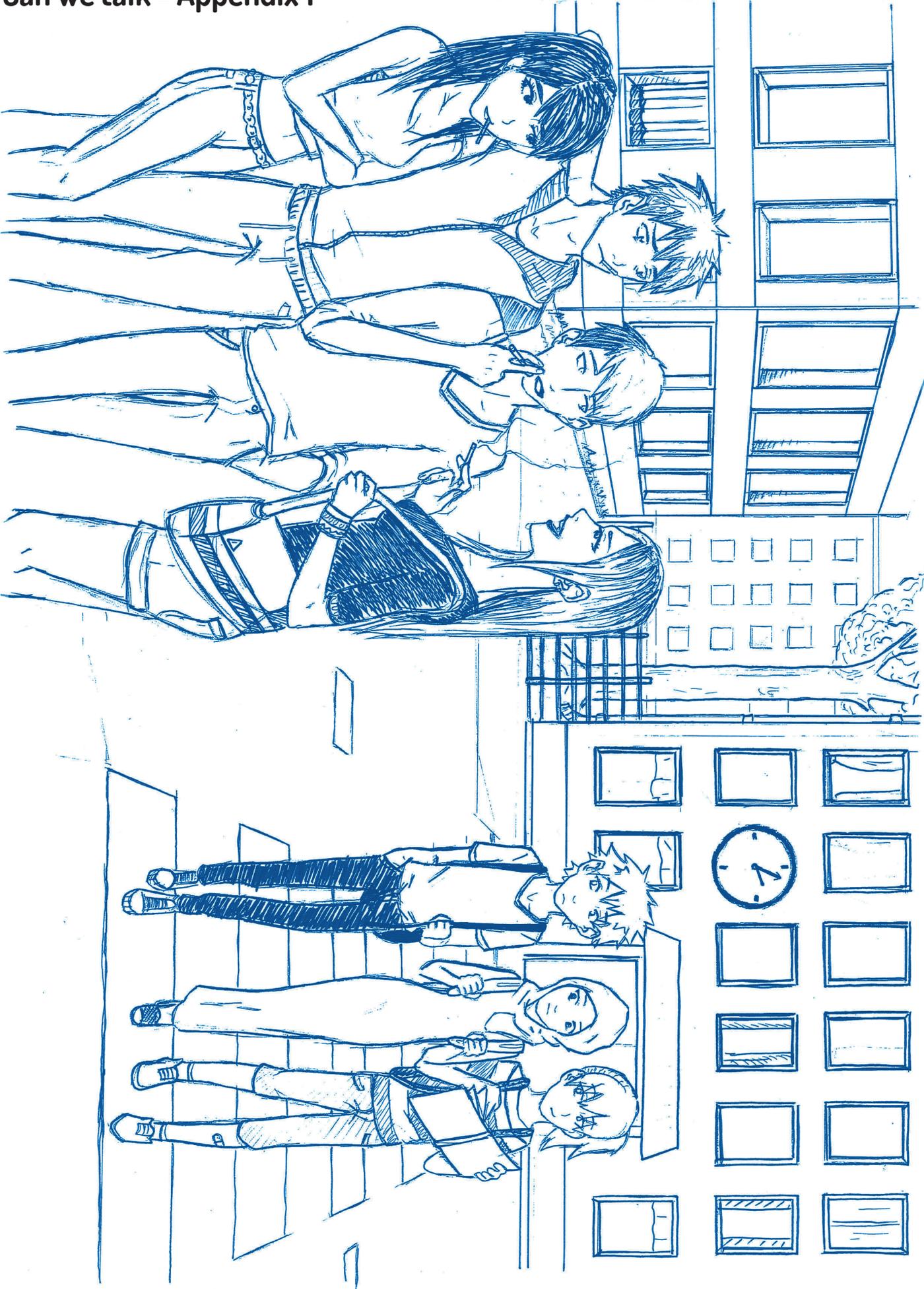
Lehto, Anna-Sofia., Katainen, Anu & Maunu, Antti. Riskinä toisten tahto? (Does others will pose a risk?) Qualitative analysis of 9th grade students' understanding of risk related to alcohol. Pages 656–669. *Yhteiskuntapolitiikka (Social policy)* 77 (2012) (6). 2012.

Maunu, Antti. Ryypäämällä ryhmäksi? (Boozing to become a group?) Substance abuse prevention maps for adolescents' and young adults' drinking culture. Pori: Ehkäisevä päihdetyö EHYT ry and Antti Maunu. 2012.

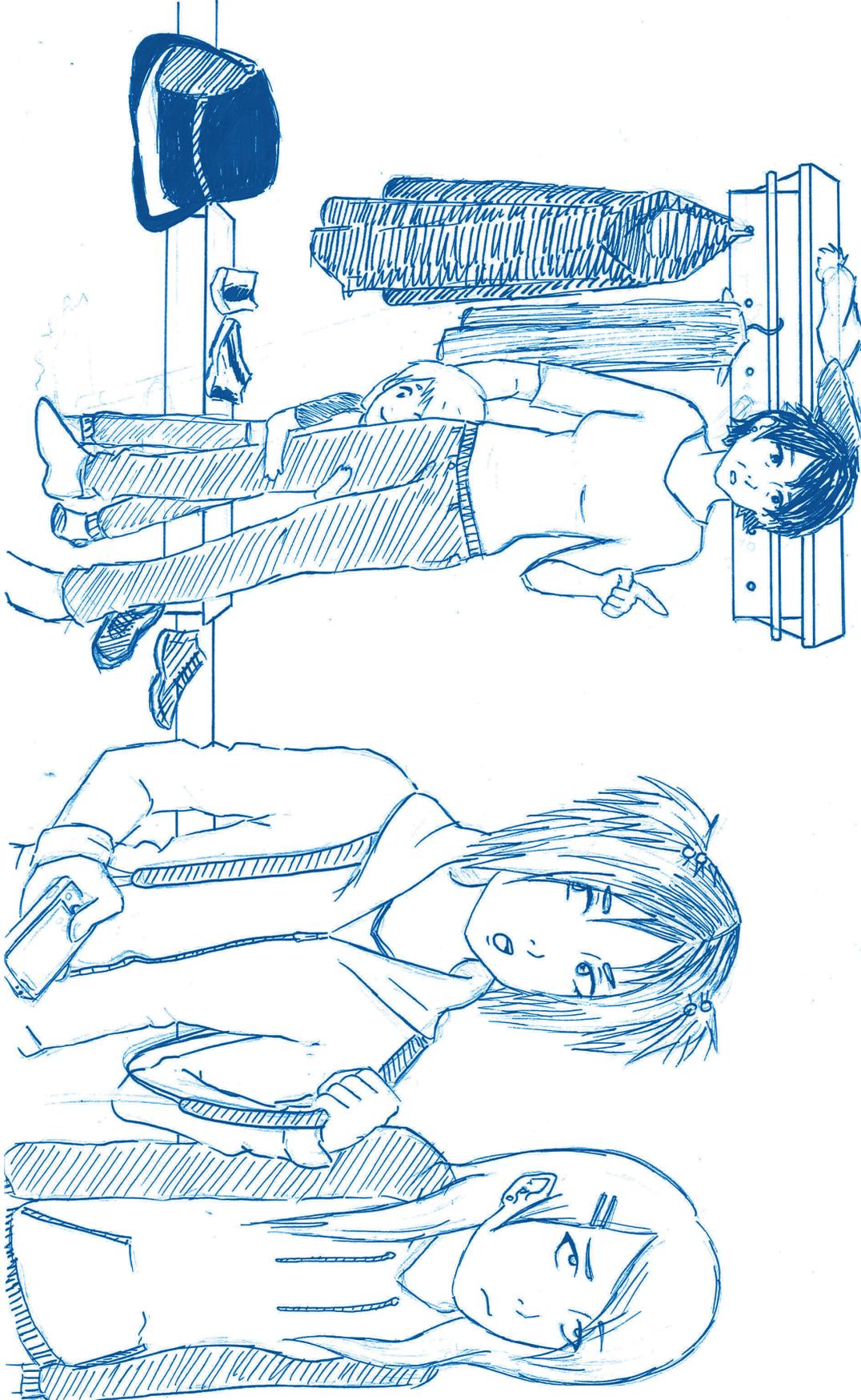
Myllyniemi, Sami. Part III. Ylisukupolvinen hyvinvointi (Cross-generational welfare). Pages 47–86. Author Sami Myllyniemi (edit.). *Monipolvinen hyvinvointi (Multifaceted wellness)*. Nuorisobarometri (Youth Barometer) 2012. Youth Research Network / Finnish Youth Research Society, 127 publications, 53 online publications. *Hybridit (Hybrids)*. Helsinki: Advisory Council for Youth, 46 publications. 2012.

Warpenius, Katariina, Holmila, Marja, Tigerstedt, Cristoffer (edit.) Alcohol and substance abuse harms for relatives, other people and society. Tampere: Department of Health and Welfare. 2013.

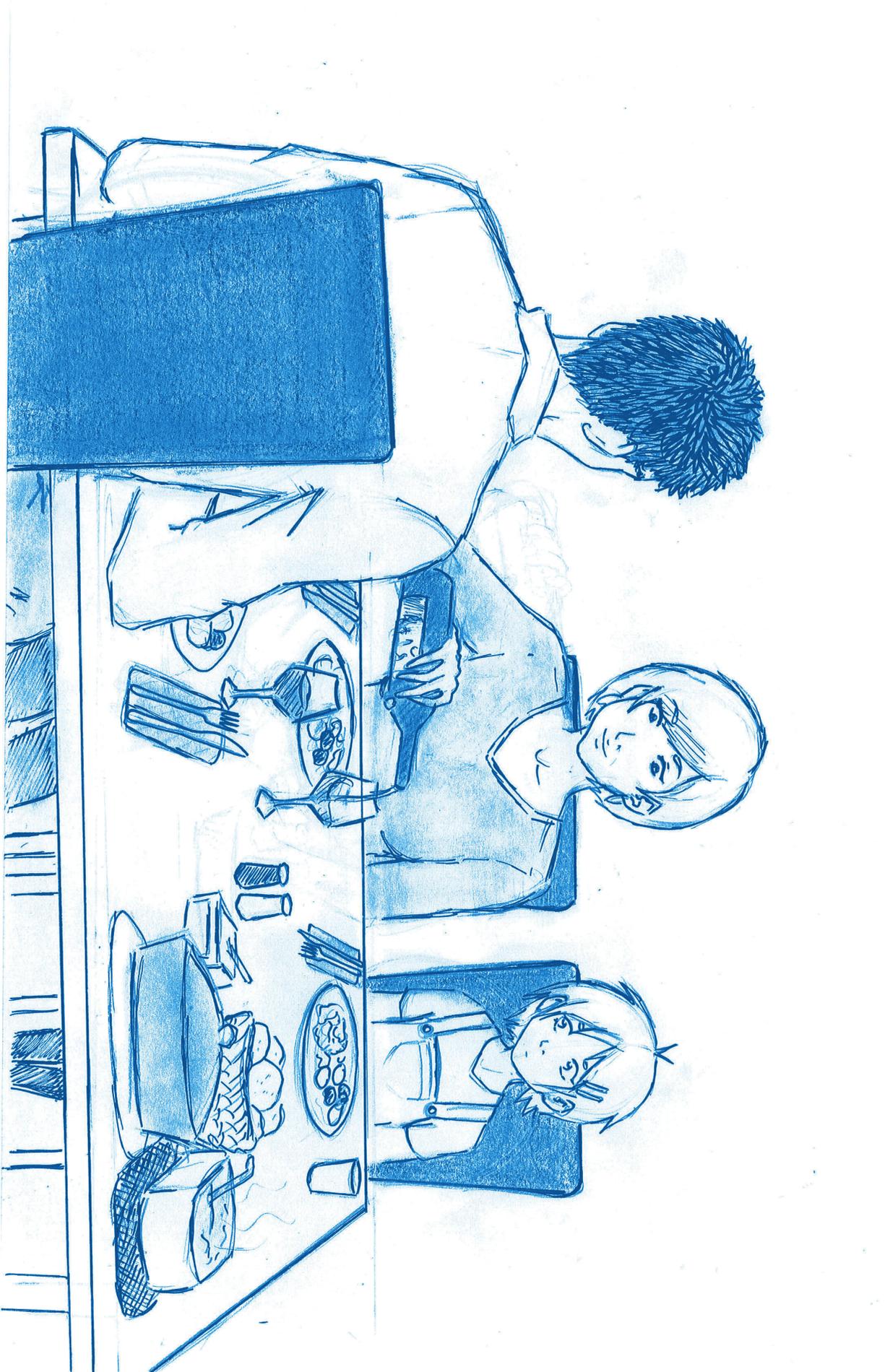
Can we talk - Appendix 1



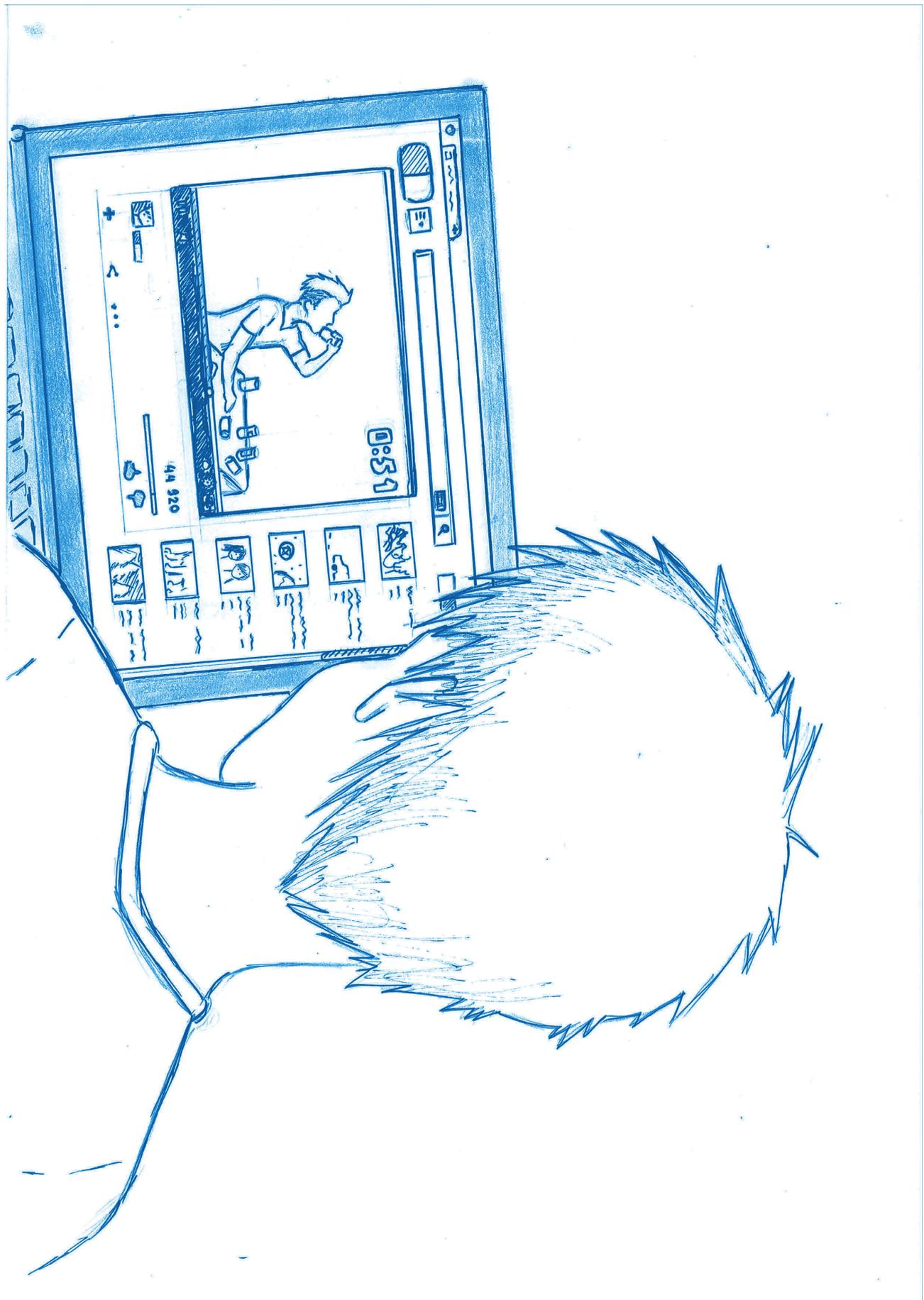
Can we talk - Appendix 2



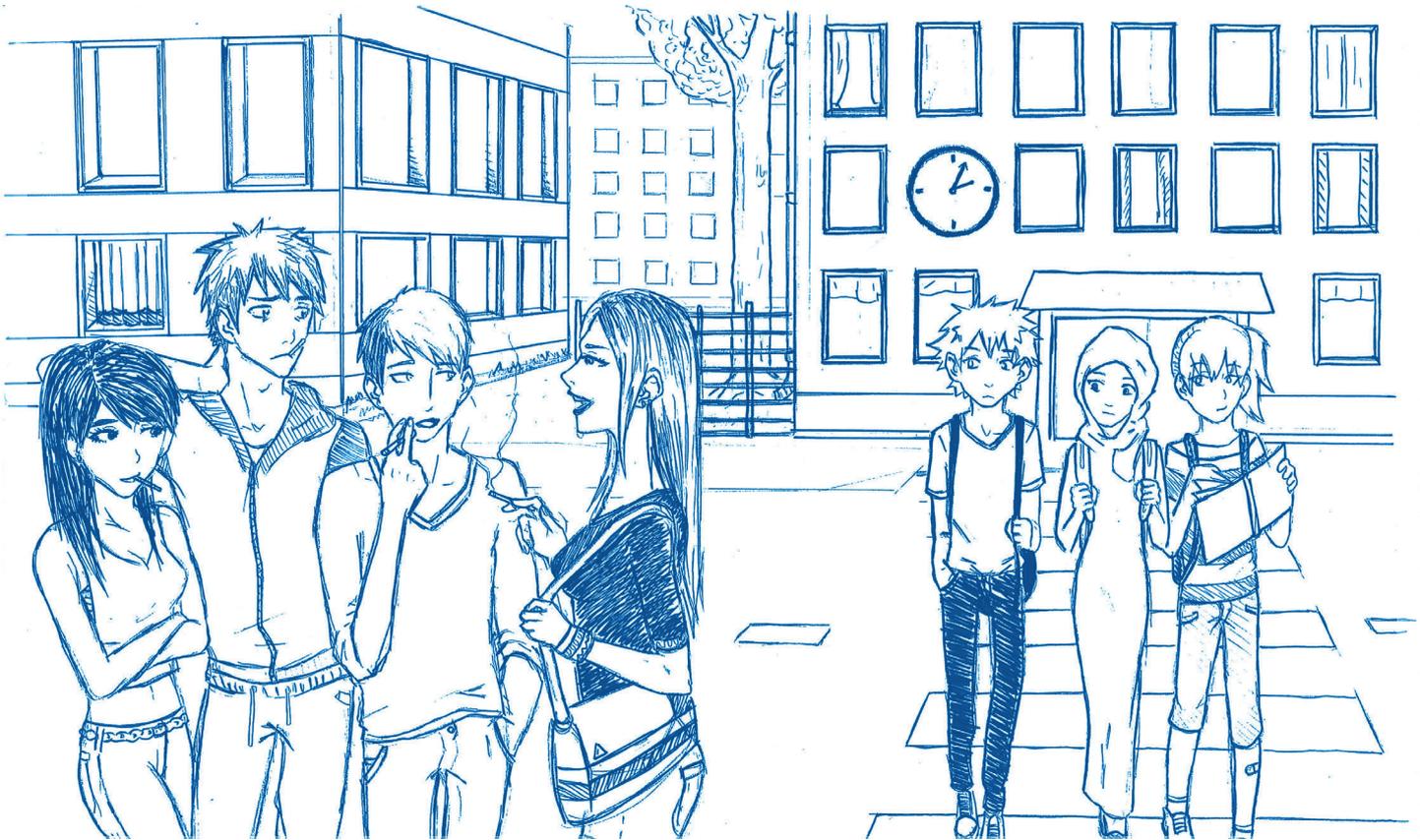
Can we talk - Appendix 3



# Can we talk - Appendix 4

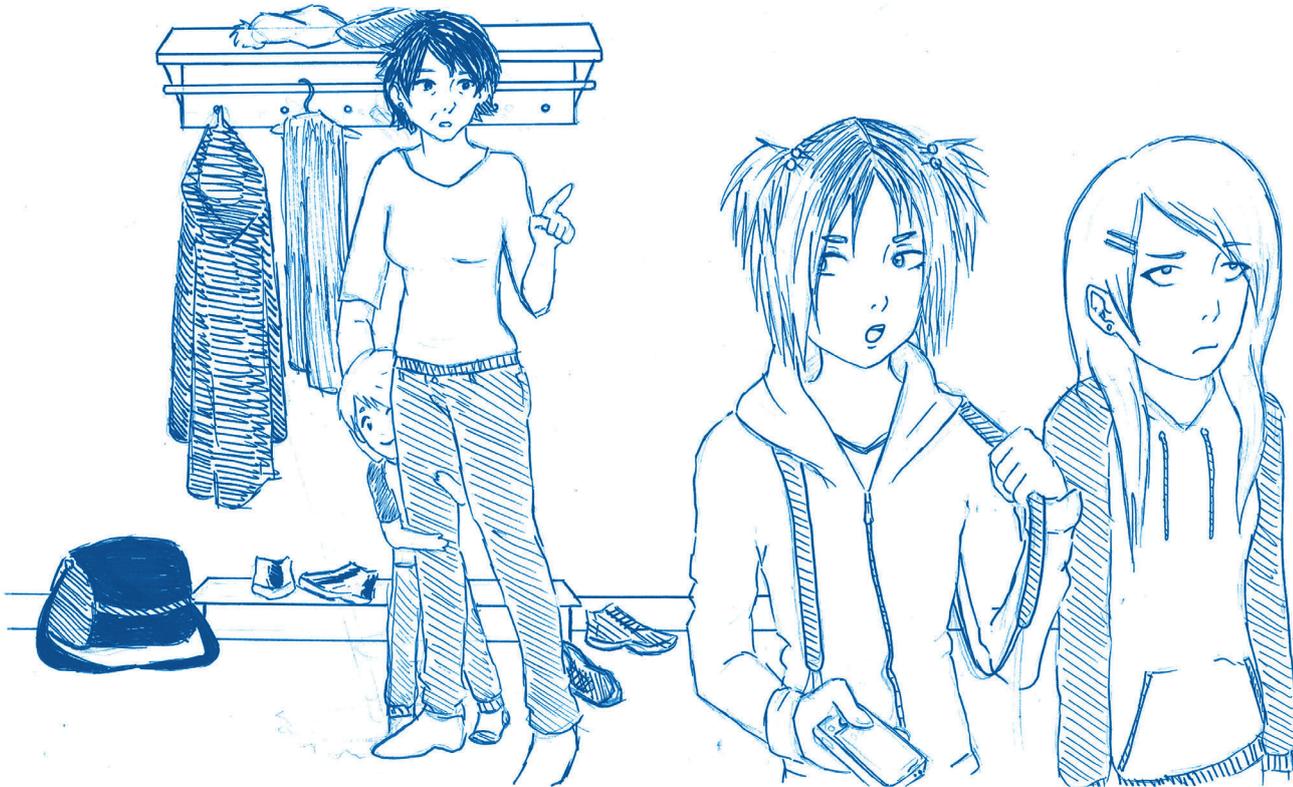


## Can we talk - Appendix 5 - Group work for parents



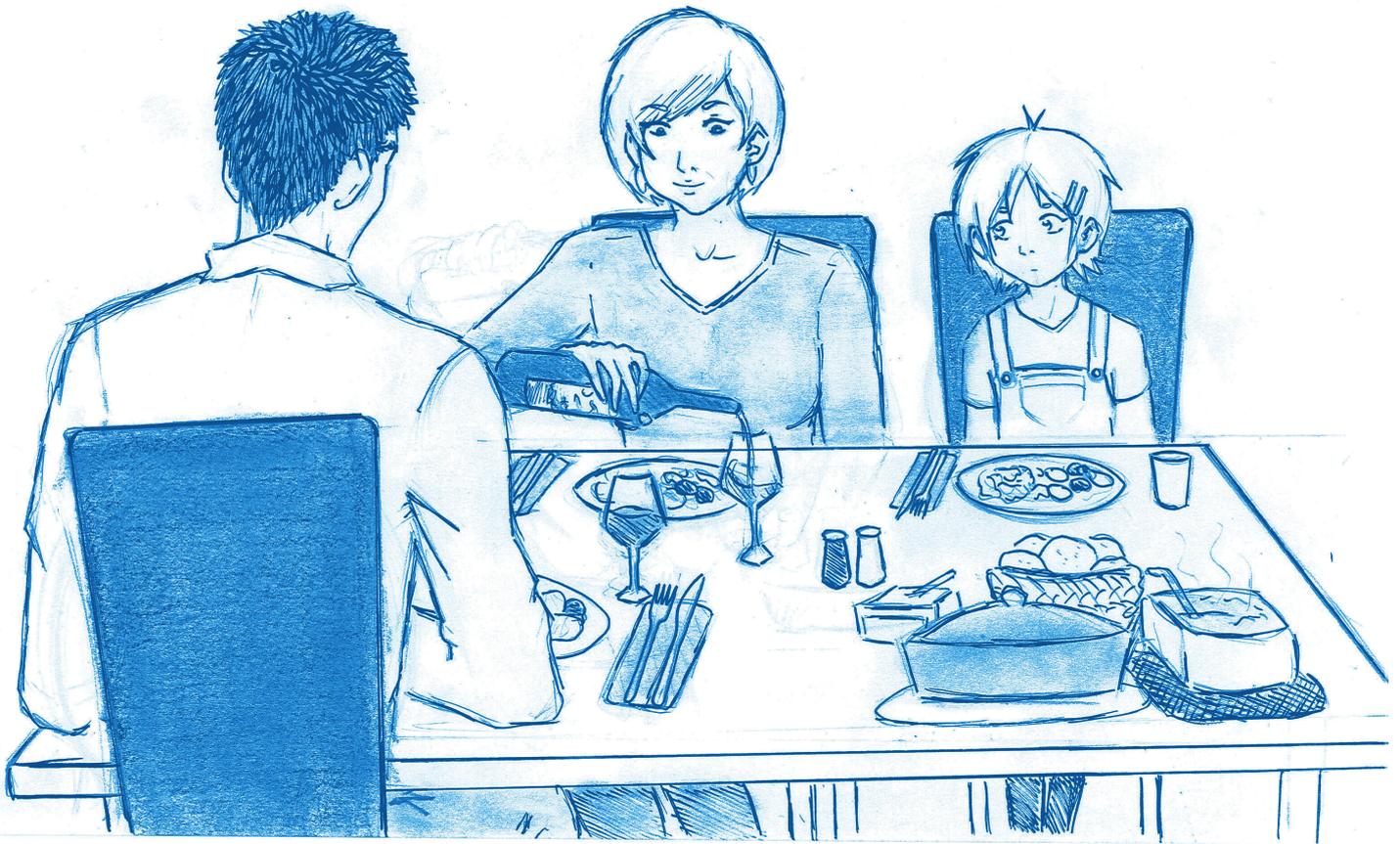
- What's happening in the illustration?
- What do you think the primary school students think in this situation?
- What do you think the high school students think in this situation?
- What do you think about smoking among minors?
- What kind of guidance have you given your children on how they should view other adolescents smoking?
- How can parents influence their children so that they will not start smoking?

## Can we talk - Appendix 6 - Group work for parents



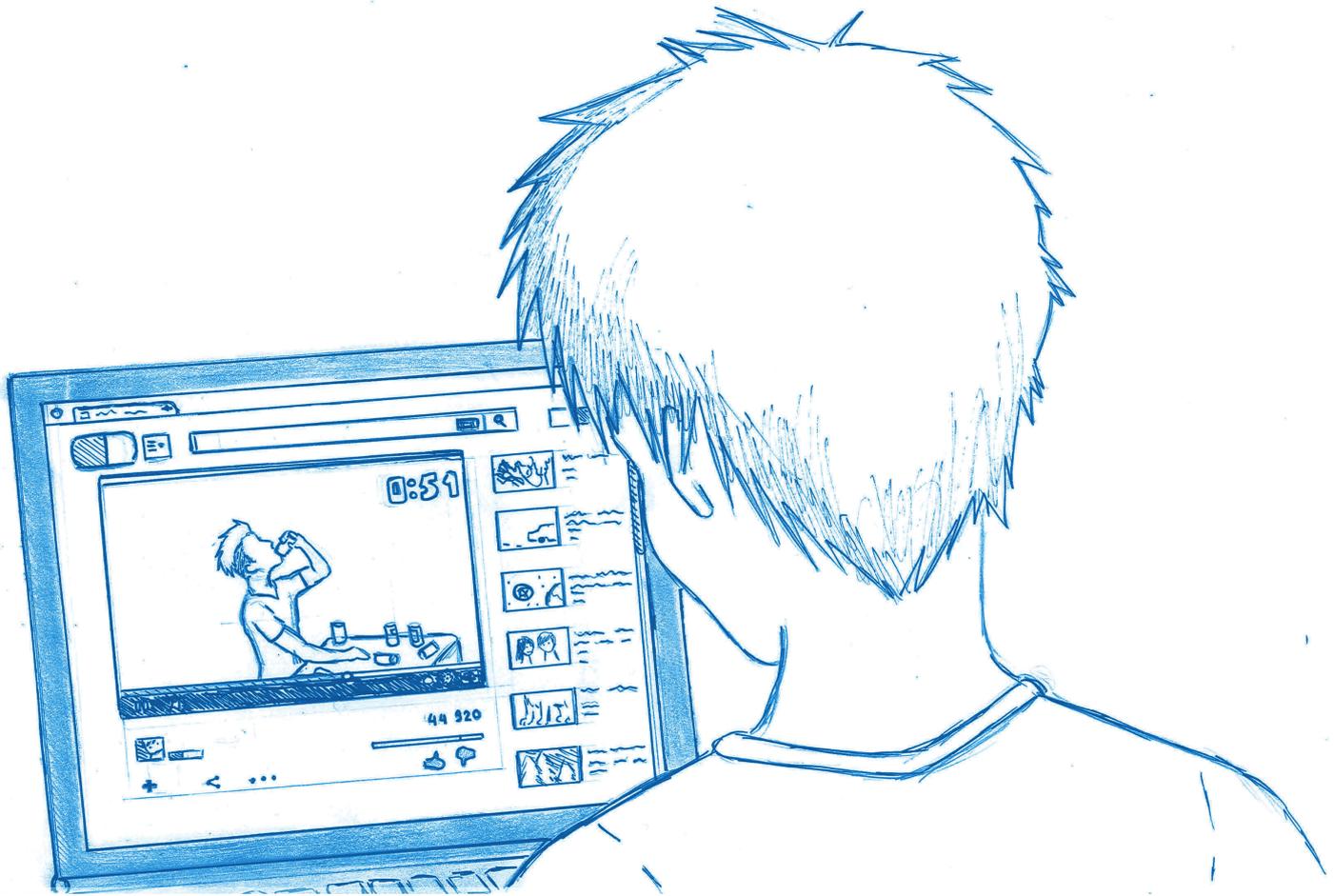
- What's happening in the illustration?
- What could the mother say? And what about the girls?
- Why is it important for parents to know where their children are?
- How can the parents of different families work together to ensure that children are enjoying their free time safely?

## Can we talk - Appendix 7 - Group work for parents



- What's happening in the illustration? / What kind of situation could the illustration refer to?
- What does the child say?
- What could the parent respond to the child?
- What should the parent take into consideration?

## Can we talk - Appendix 8 - Group work for parents



- What's happening in the illustration? / What kind of situation could the illustration refer to?
- What does the boy think?
- Why is the boy watching this particular video?
- What should the boy discuss with his parents?

## CAN WE TALK - APPENDIX 9 - FEEDBACK FROM THE 5TH AND 6TH GRADE STUDENTS

School:

Class:

Sex: girl / boy

### 1. What do you think? Select the number corresponding to your opinion

4=completely agree, 3=agree to some extent, 2=disagree to some extent, 1=completely disagree

In my opinion discussing alcohol is important	4	3	2	1
In my opinion discussing tobacco is important	4	3	2	1
The lessons brought up the topics in an appropriate way for 5th and 6th grade students	4	3	2	1
During the lessons I thought about my neighbourhood in regards to these topics	4	3	2	1
During the lessons I thought about my family in regards to these topics	4	3	2	1
I found the lessons useful	4	3	2	1
I think the lessons were useful for my classmates	4	3	2	1
I was able to share my views during the lessons	4	3	2	1
The illustration/story work during the lessons was interesting	4	3	2	1
The "messages for parents" during the lessons was interesting	4	3	2	1

### 2. What do you think about the lessons?

### 3. What did you find most useful during the lessons?

### 4. What else could have been discussed during the lessons?

### 5. Have you talked with your parents about alcohol or drinking?

Choose "Yes" or "No" and answer the question.

- a. Yes. What did you discuss? In what kind of situations?
- b. No. Why do you think you have not discussed it?

### 6. Would you like to discuss alcohol or drinking with your parents after these lessons?

Choose "Yes" or "No" and answer the question.

Yes/No. Why?

### 7. Have you talked with your parents about tobacco or smoking?

Choose "Yes" or "No" and answer the question.

- a. Yes. What did you discuss? In what kind of situations?
- b. No. Why do you think you have not discussed it?

### 8. Would you like to discuss tobacco or smoking with your parents after these lessons?

Choose "Yes" or "No" and answer the question.

Yes/No. Why?

## CAN WE TALK - APPENDIX 10 - FEEDBACK FROM PARENT MEETING

School:

My child's class:

I am: Father / Mother / Stepfather / Stepmother / Other carer

### 1. What do you think? Select the number corresponding to your opinion

4=completely agree, 3=agree to some extent, 2=disagree to some extent, 1=completely disagree

In my opinion it is important to discuss alcohol with children	4	3	2	1
In my opinion it is important to discuss tobacco with children	4	3	2	1
I had the impression that during the lessons the topics were discussed in an appropriate way for 5th and 6th grade students	4	3	2	1
During the parent meeting I thought about my neighbourhood in regards to these topics	4	3	2	1
During the parent meeting I thought about my family in regards to these	4	3	2	1
The parent meeting was useful for me	4	3	2	1
I think that the parent meeting was useful for other parents	4	3	2	1
I shared my own views during the parent meeting	4	3	2	1
The illustration/story work during the lessons was interesting	4	3	2	1
The "messages for parents" during the lessons was interesting	4	3	2	1

### 2. What do you think about the parent meeting? (What was most useful during the parent meeting? What else could have been discussed during the lessons and parent meeting? Other thoughts?)

### 3. Have you talked with your child about alcohol or drinking?

Choose "Yes" or "No" and answer the question.

- a. **Yes.** What did you discuss? In what kind of situations?
- b. **No.** Why do you think you have not discussed it?

### 4. Will you discuss alcohol or drinking with your child after these lessons?

Choose "Yes" or "No" and answer the question.

**Yes/No. Why?**

### 5. Have you talked with your child about tobacco or smoking?

Choose "Yes" or "No" and answer the question.

- a. **Yes.** What did you discuss? In what kind of situations?
- b. **No.** Why do you think you have not discussed it?

### 6. Will you discuss tobacco or smoking with your child after these lessons?

Choose "Yes" or "No" and answer the question.

**Yes/No. Why?**

# ånni



ÅNNI-HANKE



ANNI-HANKE@EHYT.FI



@ANNI\_HANKE



ÅNNI HANKE



WWW.ÅNNI.FI

WWW.INNOKYLÄ.FI > ÅNNI