



What would You do?

The Interactive Intoxicant Education Event

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Title What would You do? The Interactive Intoxicant Education Event.		
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Abstract <p>This development work comes from need to study and develop the way to conduct intoxicant education in Mikkeli. Traditionally it has been done during so called Intoxicant Tunnel (<i>Päihdeputki</i>) -events. Those events have received critic from researchers (see Salasuo, Soikkeli, Rantala 2005; Lähteenmaa 2005). They discuss, that in those events the role of a learner is too passive and the events have quite strong manipulative aspects.</p> <p>In the spring 2006 we organised the intoxicant education event for pupils in 6th class in a new way. Our multi-professional team consisted of professionals of Mikkeli town specialized in intoxicant issues and two teachers and two groups of students of Mikkeli University of Applied Sciences. Mikkeli University of Applied Sciences had the main organisational responsibility. The main aim was to develop the event toward a more participatory and dialogical way. The implementation of the event was based on workshop working. The theoretical framework was laid by social pedagogy.</p> <p>In this report I describe the process of the project. In addition to that, I analyse the feedback of the clients of the intoxicant education event. The clients were the pupils in the 6th class and their teachers. All together there were 417 feedback forms, which I analysed with Exel-programme. The event as a whole succeeded quite well for the first time. In general the pupils and their teachers were satisfied for the event, but also many aspects still need development. In the future the event could be something in between Intoxicant Tunnel and work shop based working. The event should include demonstration materials as well as forum for interactive dialog of pupils` own themes. The drama education has worked well both in tunnel work and in workshop working. The possibilities for good collaborative learning are very high in this kind of co-operation between</p>		

polytechnic and professionals. In the future the co-operation has to be stronger already at the planning stage.

Keywords

Intoxicant prevention, Intoxicant education, Social pedagogy

Miscellaneous

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1 Introduction

What is good health education? That is the question that I am trying to find answers to in theory and in practice. In this report I consider the intoxicant prevention and health education discourse. In addition to the researchers' discourse I have here one practical experiment about intoxicant education event, which was organized for pupils in the sixth class in Mikkeli. I am going to evaluate both the pupils and teachers experiences.

Everybody has their own needs and believes about the best way to do the intoxicant prevention work. In Mikkeli, like in many other Finnish towns, too, so called "Päihdeputki" -events (in English Intoxicant Tunnels or like Lähteenmaa (2005, 244) calls *shock-effect tunnels*) have been very popular. The intoxicant tunnel is a tunnel, which pupils go through and in where they hear information about intoxicants¹. Rantala, Salasuo and Soikkeli (2005, 253-274) criticize this kind of form of intoxicant education as a manipulation, where pupils have very passive role.

It is difficult to define the good education. Värri defines that the education context has four dimensions. The education consists of schemas² of educators, schemas of persons to be educated and their common schemas, which the educators and the persons to be educated construct together. In addition to that they have their ideas of world, which effects in a education context. The education is not the subjective view of the educator. The educator should take into consideration not only her/his own values, knowledge and skills, but she/he should also be aware about schemas of the person to be educated. An educator and persons to be educated do not need to have the same schemas, but they will be completed, defined and reflected in their common world in hermeneutic dialogue. (Värri 1997, 100-102.)

In our preventive intoxicant education project "What would you do?" we tried to plan and implement an event to a more participating and activating direction than the intoxicant tunnels. Did it work? This is the point that I am going to discuss in this report.

In this report I am trying to compile different conceptions of good intoxicant education. First, I will consider the critical points of intoxicant prevention

¹ With the intoxicants I mean here tobacco, alcohol, drugs, sniffing and illegal medicines

² The schema means different perspectives of a person, which includes all the experiences, thoughts, knowledge, skills of the person.

work today. Then I propose the theoretical framework of social pedagogy for the intoxicant prevention work and, in this case, for the health education as a part of intoxicant prevention work. I also describe, how we worked with the pupils and tried to apply the social pedagogical ideas to the "What would you do?" -event. I will describe the planning process and the implementation of the event "What would you do?". After that I will describe the evaluation process and analyse the opinions of the pupils and their teachers.

The data of this evaluation process consists of feedback of the pupils (395 feedback forms) and their teachers of comprehensive schools (22 feedback forms). Three teachers of the 22 teachers did not take part in the event. We had many feedback discussions with the professionals and students, and many of them wrote their reflections on a paper. The analysis of those papers I will leave out of this report, and I will concentrate to the feedback of the pupils and their teachers. I have analysed the evaluation forms of the pupils and their teachers with Excel-programme so, by counting the frequencies of each theme in the form. The open questions I have analysed within themes. Although the many questions in the form are open, I still was able to classify the answers and count the frequencies.

The name "What would you do?" came from the drama department. It ended up in the question "What would you do?". We actually did not give any name for the event, but called it just as "intoxicant education week". In this report I will use the name "What would you do?" -project about the event.

I am interested about intoxicant and health education. I have taught it and in the future I will develop it in my doctoral dissertation. The work of a teacher is studying and developing. For developing something new we have to study current working. In the polytechnic learning by doing is very natural way to work. I develop myself as a teacher, when I am aware about of the possibilities and threats in this kind of learning event than "What would you do?".

2 The backgrounds of the preventive intoxicant education week "What would you do?"

The intoxicant education event for pupils age of 12 - 13 -years has been organised already many years in Mikkeli. It has been developed and organised by intoxicant prevention work secretary, who has worked in Mikkeli for many years. When she moved to another work, it has been decided that Mikkeli University of Applied Sciences will organise the event in the year 2006.

We discussed the core contents and teaching methods of the intoxicant work in Intoxicant work education seminar at Stakes in 2005. The teachers of intoxicant work prefer to combine the theory and practice, not only introducing the theory of preventive intoxicant work. It seems to be important that students, who are studying the intoxicant work, will be introduced to the practical work soon. During practical work the students will face issues linked to attitudes and values. For that reason we, two intoxicant prevention work teachers in Mikkeli University of Applied Sciences, became interested in the intoxicant education project for all pupils in sixth classes in Mikkeli.

I taught courses such as Youth, Drugs and Intoxicant Prevention Work and Intoxicant Knowledge and Intoxicant work to the students of civic activities and youth work education programme. My colleague taught the Intoxicant work for social work -students. We are both working in the same Culture, Youth and Social Occupation department. The campus areas, however, are four kilometres apart, so the travelling in this co-operation project between the two buildings was a little bit challenging.

In January 2006 a new person started to work as a substitute secretary for the intoxicant preventive work of Mikkeli town. Then we decided that she could organise all other professionals for the co-operation work and we teachers would work with students of two educational programmes. The professionals were intoxicant workers of the intoxicant centre, Mixstop, as well as youth workers and health nurses of Mikkeli town. So many different groups were participating in this project: students, professionals and teachers. The clients were primarily the pupils in the sixth class of the elementary school and their teachers.

In her article, Määttä considers the multi-professional (or multi-agency or multi-disciplinary) co-operation to be very challenging. The reasons can be, for example, different professional traditions, norms, languages, power structures, deficien-

cies in communication skills, time frames and scarcity of resources. (Nikander 2004; Burnett Appleton 2004; Bronstein 2003 according to Määttä 2005, 206.) I think, that we became familiar with those challenges in this project as well. Määttä (2005, 206) discusses the participation of the clients, too. She mentions, that according to Arnkil et al. (2000) and Doolan (2002), the new kind of networking of authorities and clients is based on the dialogue. (Määttä 2005, 206.) In the good educational situations the educational relationship is as dialogical as possible and education is bidirectional.

3 From manipulation to education. Theory behind of the "What would you do? -event"

3.1 Intoxicant manipulation, indoctrination, education?

The education plays an important role to increase the knowledge of health of youth. The health issues should be discussed without mystic and supported by the strong expertise. The pedagogy of health education should be introduced without preaching, which is a big challenge for health education. (Rimpelä 2003, 33–34.) The senior inspector of the Board of the Education, Heidi Peltonen, says that in the health education values and attitudes should be discussed interactively. The health education should be conducted as multi-professional co-operation work. (Karvinen 2003, 10.)

Hoikkala and Hakkarainen define, that health literacy means both cognitive competence and skill to take care about him/herself. The health literacy helps youths to interpret both their own and the others health. Hoikkala and Hakkarainen introduced a new concept of *health sense*. Health sense includes health literacy, but also choices, understanding and interpretation in trusted relationships. The pedagogy and reflection, in interactive relationships, are the main points of the health sense and health literacy. (Hoikkala & Hakkarainen 2005, 5, 12 – 13.)

The researchers have lately evaluated the intoxicant prevention work projects. Many projects which have been moved in a same form from school to school seem to have many critical points: the contents are often unrealistic, the influence of the projects is unsatisfactory and the interaction is superficial. Many projects have received critic from researchers also about indoctrinating features. (Rantala, Salasuo & Soikkeli 2005, 253–274.)

Snook (1972) has defined the indoctrination as the content-, method-, intention-, consequence- and control criteria. The content criteria in indoctrination means, that certain beliefs, for example religious, moral and political, will be taught without critical discussion. "*Disputable ideological questions should be taught so multi-faceted ways, that the pupil is able to evaluate the arguments of the different parties in the quarrel*" ("*Kiistanalaisia maailmankatsomuksellisia kysymyksiä tulisi opettaa niin monipuolisesti, että oppilas pystyy arvioimaan kiistan eri osapuolten perusteluja*"). (Puolimatka 1997, 29-31.) In the health and intoxicant education discussion the moral beliefs should be realistic, and the discussion should be open and argumentative. Furthermore, according to Puolimatka the method criteria means that structural content, which includes the practice and the procedure, produces certain consequences. The consequence criteria means an uncritical adoption of the beliefs, attitudes and values without open rational reflection and assessment. (Kleining 1982, 62 according to interpretation of Puolimatka, 1997.) The control criteria means a tension between the authority of a teacher and the autonomy of the pupil in the teaching situation. The teacher should support the pupil to grow towards an independent person. In good education teachers intention is to support pupils independent judgement, but in indoctrination the teacher does not support it, but suffocates it. (Puolimatka 1997, 32-34.)

Also Lähteenmaa criticizes strongly the forms of the intoxicant prevention work today. She says, that the prevention projects are moralistic and they describe the attitude of adults toward youths, which is one-sided. Adults often think that all youths are in a threat to use the intoxicants. Not all the youths are interested in tobacco, alcohol or drugs. Lähteenmaa demands the positive discourse from youth as a valuable contribution to make this world a better place for all. Lähteenmaa has discovered that the intoxicant discussion is not always pertinent discussion and the intoxicant prevention work have negative effects. (Lähteenmaa 2005, 237-249.)

The School health enquiry (www.stakes.fi) indicates a trend that less and less young people are interested in intoxicants. There is only one marginal group, which uses alcohol and tobacco very much. The intoxicant themes seem not to touch every young persons.

In her article, Lähteenmaa analyzes many different prevention projects. She mentions, that shock-effect tunnels (päihdeputki) have often shocking elements about addictions. (Lähteenmaa 2005, 244.) The same point is criticized by Rantala,

Salasuo and Soikkeli (2005). Lähteenmaa categorises those shock-effect tunnels as a manipulative education. The reflection phase of the projects is more like manipulation, because there typically are no real dialogue with them. The dialogue is not open, the questions guide the pupils to give “right answers”. (Lähteenmaa 2005, 244.)

Every method and every program can be used either in pedagogical or in manipulative way so that humanistic growth either comes true or it will be suffocated. The main question is about the attitude. The educator should be ready for a dialogue, communication and discussions. In “What would You do? –project the starting point was the dialogue and empowerment. We started to think the methods, how we could arouse thinking and dialogue in the group of pupils and decided to construct the event using the workshops.

We concentrated on the issues of tobacco in our workshops, because they cause more problems than drugs in Finland. The big question in Mikkeli intoxicant prevention events for pupils in the sixth class this time is: should the traditional Pähdeputki be continued or should that be developed to more participating direction? For this question we search for solution with the students.

The starting hypothesis in the "What would you do" -project was based on the Kant's idea of using own senses as a possibility to support youths' own psycho-social and physical aspects. Abstinence and healthiness belong to that. Also Soikkeli stresses the idea of the humanistic education into the intoxicant education. Persons own thinking will be supported with the argumentative education and the rational discussion. (Soikkeli, 2002.)

According to the quality criteria of the intoxicant prevention work, the prevention work should be based on the idea of rational argumentation. The information shearing is not enough in intoxicant education. Every person has to have a right to their own values and attitudes. (Jokinen et al. 2006, 15.) The open discussion, where different opinions will be respected and which is founded to the realistic knowledge, can arouse insights. Argumentation and discussion demands practice. Therefore it is important to create situations for argumentation practises in the school contexts.

3.2 Social pedagogy to the intoxicant education

We decided to apply the social pedagogical principles to the intoxicant prevention event for pupils in sixth classes in Mikkeli. Those principles are quite the same, that are used to the health education and intoxicant prevention work. The Nordic experts

define that the most essential in social pedagogy is communality, participatory and a dialog. Also the mobilization, activity and empowerment were mentioned in the interview of Ranne. Social pedagogy was seen as an integrative part of the society. Knowledge, power, purpose and identity are the terms to describe social pedagogy. Social pedagogical orientation includes discussion about the idea of human and ethical questions. (Ranne 2002, 90–97.)

The function of the social pedagogy is resolving the social problems with pedagogical methods. The social problems can be social, communal and communicational. The aim in social pedagogy is to improve the values of human and community. The definition of the social pedagogy is theoretical-practical interaction with the social reality, it tries to find answers to questions about the essence of social pedagogical action and its aims and to the questions of good society, considering the views of communities and persons inside them. (Kurki 2002, 33; Hämäläinen 1996, 54, 297–321; 1997, 15–17.)

Researchers have different orientations and definitions of social pedagogy. Hämäläinen has studied in his doctoral thesis these differences. According to Nohl the aim of social pedagogy is to quicken every field of the human life during the whole life time. The social pedagogical relationship is important. It means the very creative educational relationship, that includes flexibility, contextual, sensitivity, subjectivity and reciprocity aspects. Persons own needs and possibilities will be taken into the consideration. (Hämäläinen 1996, 169; 1997, 84, 88; Kurki 2002, 38.)

Böhnisch (1992), according to the interpretation of Hämäläinen, has developed the social pedagogical theory especially for childhood and youth age and the mastery of life for these groups. The core theme in social pedagogy of Böhnisch is the balance between the tension of the mastery of life and social integration. The emancipation means the facilitating people's independent life by supporting self respect, appreciations, group principal, orientation to the social environment, respect and development of the present instead of the future centrality. Böhnisch stresses, that the personal possibilities to the mastery of life by youth and children by improving cultural independent and the building better growing up and living environments for children and youth are very significant aims in social pedagogy. According to Böhnisch, those fields in the childrens' and youths' growing, which school and other education institutions do not handle, belong to the social pedagogy. These are for example the conflicts

between the mastery of life and integration to the society. (Hämäläinen 1996, 237–240; 1997, 136-138.)

The idea of Böhnisch social pedagogy seems to be quite near the idea of the frame to the intoxicant education. The idea about the mastery of life is near to the Kant's idea of "thinking with own brains". These ideas are the core content of the prevention work as well as integration to the current society and to norms of the society. Nohl's concept of social pedagogical relationship belongs always to the education and intoxicant prevention work. However, in the event (like "What would you do -event"), where the unknown people meet for a short period of time, the idea of social pedagogical thinking is not so simply to realization.

Thierish (1992) has defined social pedagogy everyday orientated way, but without manipulating it. The everyday orientating means to Thierish concentrating to the circumstances of the human life, where the facilitating to the mastery of life happens. This is very important and also Böhnisch mentions, that the concept of "everyday" by Tierisch helps to understand the nature and prerequisites of the youths' and childrens' mastery of life. The social pedagogy of Thierish is implemented in very difficult circumstances. The real participation and the ethic of communication are in the centre. (Hämäläinen 1996, 222–229, 240; 1997, 126–130.)

The context of our project "What would you do?", is different than in the Thierish's social pedagogy, because we did not move into an especially difficult contexts. The Böhnisch way to consider the social pedagogy seems to be nearer the "What would you do?" –project than Thierish way, because of the idea about the mastery of life, which was the aim in the "What would you do"-event as well.

Madsen describes the social pedagogy above all as a working method, which includes especially social pedagogically oriented aims and phrasings of questions. These working methods lie always in the societal context. The workers are not only working with persons, but also with their living environment. The collective education is also a possibility to be used. Madsen is stressing the social dimension to the education. These methods can be used in many contexts and in many professions. (Madsen 1999, 17–22.) The description of Madsen is easy to apply to the "What would you do?" –project. In this project it was impossible to meet every pupil (about 580 pupils) personally. However, it is always possible to have social pedagogical orientation. Then the pupils will be encountered as much as possible as equal partners with the leaders in a dialogue and the working methods were planed so that the par-

ticipation of the pupils was as big as possible. Furthermore, the working should be empowering, so that the pupils feel that they have received something important from the work.

The subjectivity, autonomy and empowerment belong to the definitions of the social pedagogy. Siitonen (1999) creates the concept of empowerment with the grounded theory –method in his doctoral thesis. According his research results, it is impossible to define the features of the empowered human without truism and tautology. The empowerment process is very personal and at the same time social. Empowerment is the intrinsic feeling of power. The empowered person picks up the baton about him/herself and about the environment. The capacity of the person will rise and the way of thinking expands in the empowering process. (Siitonen 1999, 169.) I see, that this aim of the education, health education and “What would you do?” –project is important.

Hämäläinen talks about the social pedagogy as a confirmation pedagogy. He does not speak directly about empowerment. The core in social pedagogy is the confirmation of the mastery of life and generating growth. Social capacity, identity, participation, implication and subjectivity belong to the social pedagogy. (Ranne 2002, 90-91.)

All these definitions of social pedagogy cohere with the youth law, which aims are to support the growth and independence, to promote active citizenship and social confirmation as well as improve the living circumstances. The starting point to these aims are communality, joint responsibility, equality, multi-culturality and internationality, healthy way of life as well as respect of environment and life. (Youth law 27.1.2006) The new youth law is very social pedagogical and can be applied partly also to the school work.

Do these social pedagogical ideas have place in Finnish schools? One research by WHO (2004) brings out that Finnish pupils are not happy in the school. The senior inspector of the Board of the Education, Peltonen, thinks that adults do not listen students enough. (Tolvanen, 2004.) Volanen and Laine discuss, that in the 2000 century the school will supersede the basic learning experiences, which are significant for pupils. They do not have very strong connection to the world outside the school. (Volanen 1991, 229; Laine 2000, 17.) Laine is worried about the individualism in the schools. He sees the schools as a “financially orientating market hall (*markkina orientoitunut valintatori*)”, where students are moving as consumers of the education by

implementing their own individualist careers. (Laine 2000, 18.) Hoikkala (1998, 139) demands the social co-operation for the schools, and stresses its significance for society and working life.

The education is a comprehensive process. It is more important to master the knowledge for the development as human than to adopt the single information. The aim of the education is, that person becomes more and more subject in his/her own life. The school has good possibilities to start that lifelong development project. (Kurki 2002, 99–112.) One aim in the "What would you do?" –project was to support the comprehensive thinking, not to share single information about intoxicants.

In the Nohls` social pedagogical relationship the role of the educator is important. The educator is a facilitator, who helps the growth of the student. The educator creates the circumstances for reflections of experiences and interaction. (Kurki 2002, 33–34.) Himanen sees as well as Kurki, that the teacher as a educator is a creator of self-confidence, enriching community, passion, learning motivation and both knowledge and skills of learning. (Himanen 19.8.2004.)

The Kurki`s idea about the movement from "knowing level" to the "knowing and acting level" can be seen in the report of the International Commission on Education. They have been defined four basic pillars, which are learning to know, learning to do, learning to live together and learning to be. (Delorsin 1996, 85–97.) I dare to say that many different kinds of workshops and traditional class working methods produce this kind of learning.

In the social pedagogy in addition to the Nordic and Germany tradition, there is also the Latin American tradition. The best known theorist in that tradition is Paulo Freire. His philosophy is very large and social. He was an educator, who thought, that it is impossible to distinguish education from society. Freire defines the good education with the problem based concept. In the problem based learning people are at the same time both learners and teachers. The learning is founded to communication and consciousness. Freire calls the problem based learning also as education of freedom. That includes that instead of only the information sharing there is cognitive action too. The dialogical relationship between the teacher and the learner is very important for activating thinking. (Freire 1972, 45–57.) We tried to attain problem based learning circumstance by Freire in the "What would you do?" –project.

4 The aims of the “What would you do?” -event

We had courses of the intoxicant work in two separate educational programmes (social work and community pedagogy). Both educational programmes included the preventive intoxicant education lectures with two teachers. The teaching with an other teacher was really fruitful because of the dialog between the teachers and the possibility to support each others.

In the lectures we tried to define the good intoxicant education based on the knowledge of research and discussion about experiences. The students had collected some views of 12-years pupils, their parents and teachers about the good intoxicant education. The methods of community pedagogies had already been used in the health education of the 14-years pupils, where the opinions of the pupils about good intoxicant practices were asked. With that knowledge we started to define the aims of our work.

We teachers created the pedagogical aim: we hoped that the students would get very good practical learning environment in addition to the theoretical working. Our pedagogical aim was that the students get as much responsibility as possible in this "What would you do" -project. We had very good possibilities to achieve that aim, because the Mikkeli University of the Applied sciences had the responsibility of the implementation of the intoxicant education event. At the same time we had the aim of learning to work with other professionals of the preventive intoxicant work as well as working with in a multi-professional team. That aim came true, when the students of social work and the community pedagogy studies worked together, when the intoxicant prevention secretary (a substitute) took part to the planing process and when the professionals and the students worked together in the event. However, we noticed, that the co-operation in the planing process between the students and the professionals should have been stronger.

The other aims, that we set, concerning the prevention education event, were: the aim to apply the social pedagogical principles to the intoxicant education event, the aim to plan and implement workshops, that activate to discussions and own thinking. We wanted to plan and implement the intoxicant education event, where the participation of the pupils is as big as possible. However, there were many challenges. There were almost 600 pupils in the event during the week. Also the time resources

were limited. We noticed, that the social pedagogy is not easy to apply to the big masses.

5 What did we do and how?

The “What would You do?” –event was part of the intoxicant work –course of the students of social work and community pedagogy. The courses were based on the idea, that these students had separate intoxicant courses with their own emphasises. Only the intoxicant prevention work was a part of both education programs. So the multi-professional co-operation work was implemented already here, when students from two education programmes worked together.

In the common meetings the students divided the small groups. Almost every group had both students of social work and community pedagogy students. Six students planed the workshops, where they processed different participating methods of the intoxicant facts and the temperance as well as good self-esteem. One group made the drama play (appendix 2).

The students of the both education programs had got different kind of knowledge and readiness to plan, implement and evaluate this kind of event. They could share that knowledge to each other. For example the community pedagogy students had already used participating methods in the alcohol prevention education for pupils in 8th class. They had talked to the pupils about preventive work and they could use that knowledge for the planing of the event for pupils in 6th class. The older pupils in 8th class were interested in joining into organise the event for younger pupils in 6th class. This includes many benefits. Jaatinen describes in her research, where she studied the youths` opinions about intoxicant education, that the intoxicant educator should be young (Jaatinen, 2000). In addition, the pupils in the 6th class got to know the older pupils, who they will face in the 7th class in the new school. Unfortunately this idea did not came true. The time resources were so tight, that nobody had enough time to organise the meetings so, that they would fit also to comprehensive school pupils. Anyway the idea was good and the teachers in the comprehensive school accepted it as well as many pupils. Maybe it will come true some time in the future.

We had the first meeting together with the students and educators on the 16th December 2005. In that meeting we informed the students about the backgrounds,

meaning and basics of the intoxicant education week. We also expressed our (teachers) thoughts about the frames of the event. We, teachers, had the idea, that the students would travel around the schools in the small groups and conduct the intoxicant education lessons there, instead of school pupils travelling to some other place. We discussed about the form of the education week and the final decision was to keep the common event in the social and health campus.

In the first meeting the students divided into small groups. The groups had some tasks (appendix 1) before the actual planning meeting. One group got familiar with the curriculum of the 6th class. They also found out, how the intoxicant issues usually are introduced in the 6th class. The group 2 interviewed the pupils in the 6th class and got familiar with the world of 12 – 13 old age, their interests and views about the intoxicants. The third group interviewed the parents of the pupils in 6th class. The main aim of the interviews was to get information about the parents' opinions to the question, what is the need of the intoxicant education in the 6th class. The task of the fourth group was to make timetables for the event and to take responsibility about the information sharing. The fifth group were in contact to the schools. One big challenge for the group work was the practical work placement training period of the students of social work. It started after the Christmas and continued eight month. The common intoxicant prevention course and the education event for pupils in 6th class were instantly after the eight month training period. The small group working was possible almost only by e-mails. To make the work easier every group had the connection person, who was in contact to the own small group as well as to the other contact persons and teachers. Anyway it was really difficult to design a project and have practical training at the same time.

When the students of social work were in practical training, we teachers and those students, who had possibilities, were in contact to the substitute intoxicant prevention work secretary. With her we planed the frames to the event and the intoxicant prevention. She also was the contact person for the professionals and for other intoxicant prevention work teams. Nine professionals came to the event. They were youth workers (6 persons), the workers from the youth drug centre Mix-stop (2 persons) and one health nurse. There were all together 30 students. The professionals worked in those days, which fit to their timetables, some every day and some one or two days. The students had three days working during the week and a drama group every day.

The frame for the students for their planning was, that they had three lessons, which should include three themes. They were facts about the intoxicants, the intoxicant effecting to the social relationships and the alternatives to the intoxicant use and health self-esteem. With those frames the students planned the workshops on their own. So the workshops were not the same for every group. However, the student groups shared the ideas to each others in the common meetings.

The students planning work after the practical training period moved on so, that we had two common lectures first. Then the small groups planned independently and got help from the teachers and other students, if they needed. We had the Moodle – virtual learning platform to help for communication and information sharing, where we had all the lecture materials, articles, literacy list, memos and the works of students. That worked really well. The only disappointment was, that the professionals did not use the Moodle. It could have worked as a very good forum for contacts and sharing ideas of multi-professional co-operation.

6 Evaluation of the event

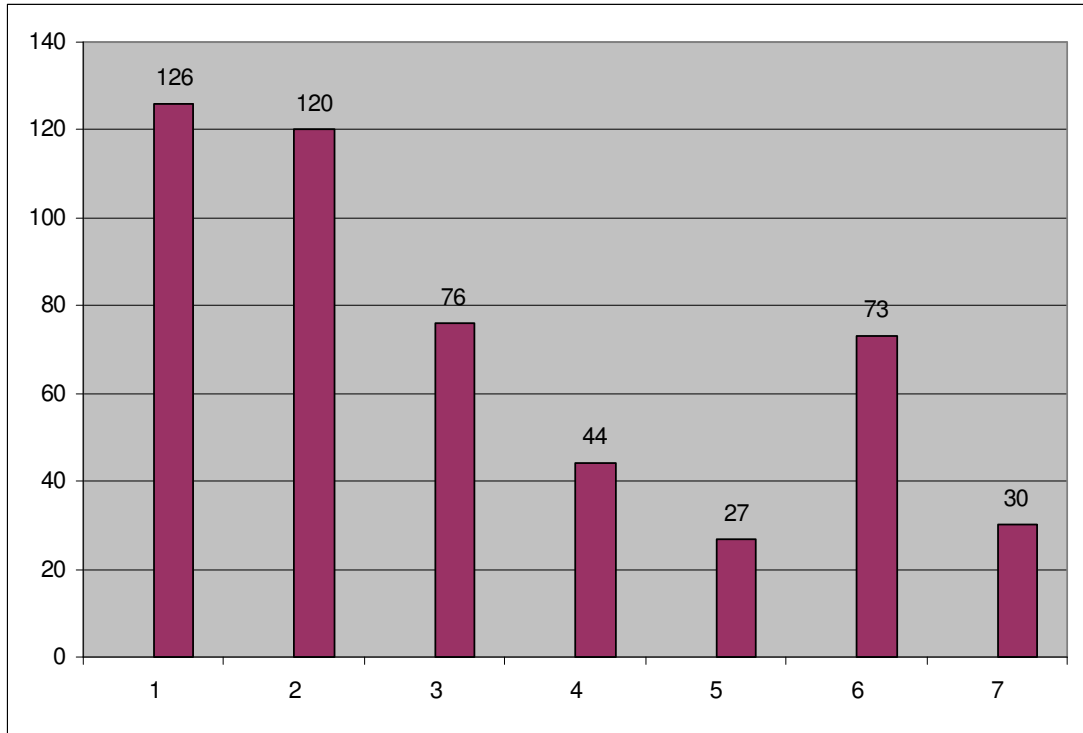
In this chapter I am going to present the results of the evaluation of the "What would you do?" -event. The evaluation results consist of the feedback of pupils and their teachers. The pupils and the teachers had feedback forms, which they filled after the event. We thought, that it is better to have a reflection time before the feedback giving, so we did not give the written feedback forms to the teachers right after the happenings, but the pupils and their teachers filled the forms later in the school and sent them back after a week. With the students and the professionals we had the feedback meetings after every day during the event. We talked there about feelings, which methods worked and which not and about the feedback, what our clients had said.

In this chapter I am going to analyse the feedback forms, which were given to pupils and their teachers. From pupils we got back 395 feedback forms and from their teachers 22 forms. From the pupils and their teachers feedback I have counted the frequencies and analysed them. The open questions I have analysed within themes.

6.1 The pupils' feedback

The pupils' feedback form consists of the questions of learning: the areas they felt they would need more knowledge, their opinions about intoxicant education, changing attitudes and feedback of "What would You do" -event.

6.1.1 The pupils' opinions if they felt that they have learned something new



1: Nothing	2: Smoking	3: Alcohol	4: Drugs	5: Sniffing	6: Intoxicant generally	7: Something else
126 = 32%	120 = 30%	76 = 19%	44 = 11%	27 = 6%	73 = 18 %	30 = 8%

Table 1: The pupils' opinions about the themes, where they feel, that they have learned something new

32 % of the pupils said in their feedback, that they have learned nothing new in the event. Many pupils said that they have heard same things in the school. Also many teachers said, that intoxicant issues have been discussed in many subjects. The pupils had received knowledge about intoxicant from many other sources.

En mistään tiesin jo asiat, joita siellä käsiteltiin. (Nothing, I knew already the things, there discussed.)

Sain uutta tietoa päihteistä ja mitä niihin liittyy. Kokonaisuudessa sain aika vähän tietoa, koska koulussa on puhuttu niistä. (I got new knowledge about intoxicants and what includes to them. In a whole I got quite a little knowledge, because In the school has been talked about them.)

When the community pedagogy students kept the health education lessons about alcohol theme to the pupils in 8th class, the pupils had said the same, that they have heard much about intoxicants, and some are very tired to hear this every year. In my Master's thesis (Vapalahti 2005, 125) where I developed and studied the process drama³ in alcohol theme in health education, similar views came out.

Kerrottiin samat jutut, jotka on kerrottu kymmeniä kertoja. (The same things were explained, which have been explained already ten times.)

The big challenge is, how to discuss the health issues so, that the pupils feel it meaningful. And furthermore, is the intoxicant theme such an important for every school pupil, that they need intoxicant education every year. Many pupils had said in educational situations, that intoxicant themes do not touch them. Not all pupils are interested about intoxicants and they do not touch their lives directly. Why are they involved to get so much intoxicant education, if they already are bored of hearing it? Is it possible, that there are some other themes, which would touch their lives better? Do other health related themes get as much attention in Finnish education curriculum than intoxicants?

However, the education has been seen as one reason, that for example drugs usage did not spread during the first drug wave in the 1960 - 1975 (Salasuo 2004). So the education seems to have an influence on drug usage. One reason for the health education coming to comprehensive school curriculum was the worry about increased alcohol use of youth (Peltonen in the interview of Karvinen 2003,10).

The pupils felt they learned most about alcohol and smoking themes.

Sain tietää mistä tupakan kaamea haju tulee, mitä haittaavia aineita alkoholissa on ja mistä johtuu humalassa horjuminen. Paljon muutakin. (I got to know where the awful smell of the smoking comes from, what kind of damaging substance there is in alcohol and why the drunken person sways.

We decided to focus on the alcohol and smoking themes in the "What would you do?" event, because these are the biggest risks for school pupils health (see Lähteenmaa. 2005, 244).

However, 71 persons (17 % of the pupils), answered that they had learned something new about drugs and sniffing, although we did not centre to those themes. There were lots of news about the sniffing in the newspapers during the

³ One genre in drama education (see for example Owens, A & Barber, K. 2002)

spring. The students felt that it was important to process the dangers of sniffing, too. Many pupils felt this topic has not been talked so often.

että voi kuolla ekalla kerralla kun haistaa liimaa. (that it is possible to die at first time by sniffing glue.)

Some pupils answered, that they had got knowledge about the intoxicants in general.

Huumeiden, tupakan ja alkoholin vaikutuksesta. (About the effects of drugs, cigarettes and alcohol.)

sen kun kuulin miten paljon eri vaivoja voi tulla päihteiden käytöstä. (when I heard, how much different kind of troubles can come by using intoxicants.)

30 pupils (8 %) answered, that they have learned something else new, that has not been mentioned before such as cross-words, hangover, school, the intoxicant event of Mikkeli Polytechnic, diseases, taking snuff and the phone numbers, where the youth can contact, if they need help. Some pupils mentioned the illegal trade of alcohol. Some felt, that it was useful to review the familiar things. The questions were sometimes understood so, that from whom the pupils got the knowledge. In those cases they had answered, that they had got new knowledge from leaders, teachers, specialists and students. Also learning about life, intoxicant education, the synonyms of some words and the choices were mentioned in the answers.

sitä että kannattaa miettiä, mitä menee tekemään ennen kun sen oikeesti tekee. Esim. jos joku antaa tupakkaa, niin siinä kannattaa miettiä, ennen kuin sanoo todellisen vastauksen. (It is worth of thinking, what is going to do before real acting. For example if somebody gives cigarettes, it is worth of thinking before saying the real answer.)

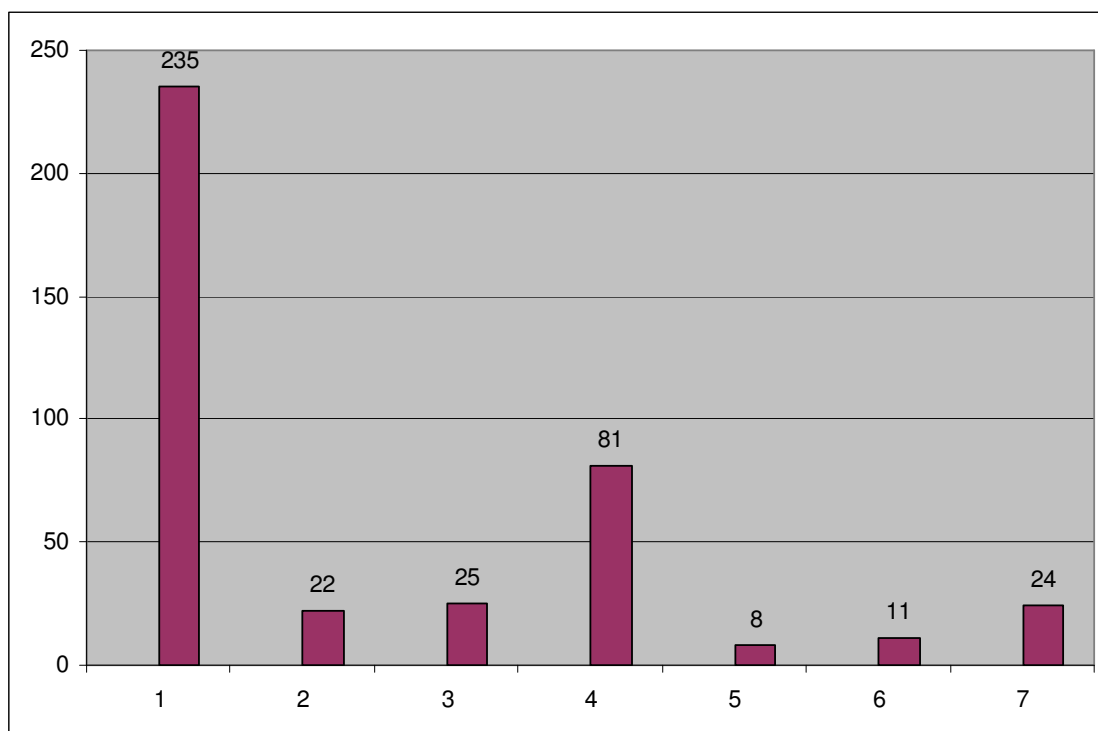
Kesällä ja perjantai-iltoina liikkuu katupartio auttamassa lapsia. (In the summertime there is the street patrol moving for helping children.)

Kaikki joutuu jossain kohdassa valitsee hyvän ja pahan välillä. Tässä se oli hyvin kuvattu eli valitse terve elämä niin ei tarvii pelätä mitä tekee, sanoo vaan: EI! (Everyone has to choose once between good and bad. Here it was good described in other words choose the health life, then you do not need to be afraid about what to do. Only say : NO!)

Ei kaikilla pojilla saata olla mielessä pelkät tytöt. On olemassa erilaisia ihmisiä. (Every boys do not think only the girls. There is different people in the world.)

These answers to the questions give the reason to think, would the most meaningful prevention education of intoxicants be the good, argumentative discussion about the themes based on the youth own opinions.

6.1.2 The pupils' opinions about the themes, they would need more information



1: nothing	2: smoking	3: alcohol	4: drugs	5: sniffing	6: intoxicants generally	7: something else
235=59%	22=5,6%	25=6,3%	81=21%	8=2%	11=3%	24=6%

The Table 2: The pupils' opinions about the themes, they would need more information.

59 % about the respondents said that they did not need more knowledge about intoxicants. Some pupils knew already much about intoxicants and some answered that there was information enough in the event. Some pupils are not interested in intoxicants at all.

En tiedä. tietoa sai tarpeeksi. (I don't know. I got knowledge enough.)

Minulla oli jo tarpeeksi tietoa. (I had already knowledge enough.)

En mistään. Tiedän, että alkoholi ja tupakka on tyhmiä, enkä käytä niitä. Ei oikeastaan haittaisi, vaikka en tietäisi MITÄ haittaa niistä on kunhan tiedän, että niistä on haittaa. (Nothing. I know, that alcohol and cigarettes are stupid, and I don't use them. Actually, it would not matter, if I would not know, WHAT damage they cause, when I know, that they are damaging.)

Päivässä tuli varmaan malkeinpä kaikki tarvittavat tiedot tässä iässä, mutta ainahan on hyvä tietää lisää. (I think that almost all the necessary information for this age came during the day, but it is always good to know more.)

Drugs were the theme that the pupils clearly wanted more information about. 81 pupils (21% of the answerers) wrote, that they need more knowledge about drugs: dangerous of the drugs and what drugs look like. Some pupils expected more information about the drug usage and drug addiction.

Huumeista. Esim. haiseeko ne ja miltä näyttää (että jos joku tuttu tarjoaisi ni tietäisi mitä on) Ettei ottaisi. (About drugs. For example, do they smell and what they looks like (that if someone offers, I would know, what it is) So that I would not take.

Jos joku käyttäis ni miten vois lopettaa vai voiko! En kyl käytä! (If someone would use, how it would be stopped or would it! I don't use!)

Huumeista, koska niitä on niin paljon, joista en tiedä. (About drugs. Because there is so much drugs, that I don't know anything about.

Huumeiden pahimmista vaarallisuuksista, niiden hinnasta, ja mitä ne huumeet sisältää. En itse käytä huumeita tai mitään todellakaan, muuten vaan olisin halunnut juttua. (The most damaging dangers of the drugs, about the prices of them, and what they include. I don't use drugs indeed. Just wanted the talk.)

We left the drugs and illegal medicines out of the education event, because alcohol and smoking are more closer to the pupils lives. Smoking and alcohol were the core contents in the event. 49 % from all the answered pupils had got information about these themes enough. Still 11,9 % felt to need more information about alcohol and smoking.

Mitä siinä tupakassa ja alkoholissa ja muissa aineissa on. (What the cigarettes and the alcohol and other intoxicants include.

The knowledge about sniffing interested 8 pupils. The students took it into consideration in a planing, that the sniffing is important theme to discuss with the pupils. The students were arguing the importance of introducing the sniffing with the easiness and cheapness of sniffing. So it can be really threat for the youth of 13 years. About sniffing there were also news in newspapers in the spring time 2006.

Imppaamisesta oli vähän puhetta. (There was less discussion about sniffing.)

Some pupils (3 %) felt, that they got too little information and knowledge about intoxicants in general. Also the influence of the intoxicants to the life interested the pupils.

Päihteiden käytön vaikuttamisesta elämään ja muuhun olemiseen. (About the influence of the intoxicant using to the life and living.)

Ylipäätään päihteistä enemmän tietoa. En saanut juuri ollenkaan mitään tietoa niistä tänään. (more information about intoxicants. I did not got almost any information about them today.)

24 pupils (6,1% of respondent) answered, that they would need information about something else. In the open questions there were themes like diseases, that have developed of using intoxicant, pictures about drug users, medicines, experiences of the young drug users, snuff, police station, first aid and support information as well as information about help for youth in problems.

huumeista ja mihin menee asumaan, kun jää orvoks. (Drugs and where to go to live by staying orphan.)

mitä voi tehdä / mihin voi ilmoittaa, jos esim. kaveri tms. polttaa/juo tms. (what can be done / where can be informed, if for example some friend smokes / drinks or something like that.

ensiapuohjeita, jos joku on ollut päihteiden vaikutuksen alaisena ja on sattunut jotain. (first aid instructions, if someone has been under the effect of drugs and something has happened.

The law interested someone in the same way than in the general discourse of the adults. The discussion about making cannabis legal arouses to the public discussion sometimes.

Miksi nuuska ja cannabis ovat laittomia, jos ne ovat samankaltaisia kuin tupakka? (Why snuff and cannabis are illegal, if they are same kind with the cigarettes?)

Some pupils announced, that they would need deeper information than what was given in the event.

Olisin halunnut nähdä enemmän asioita. (I had like to see more things.)

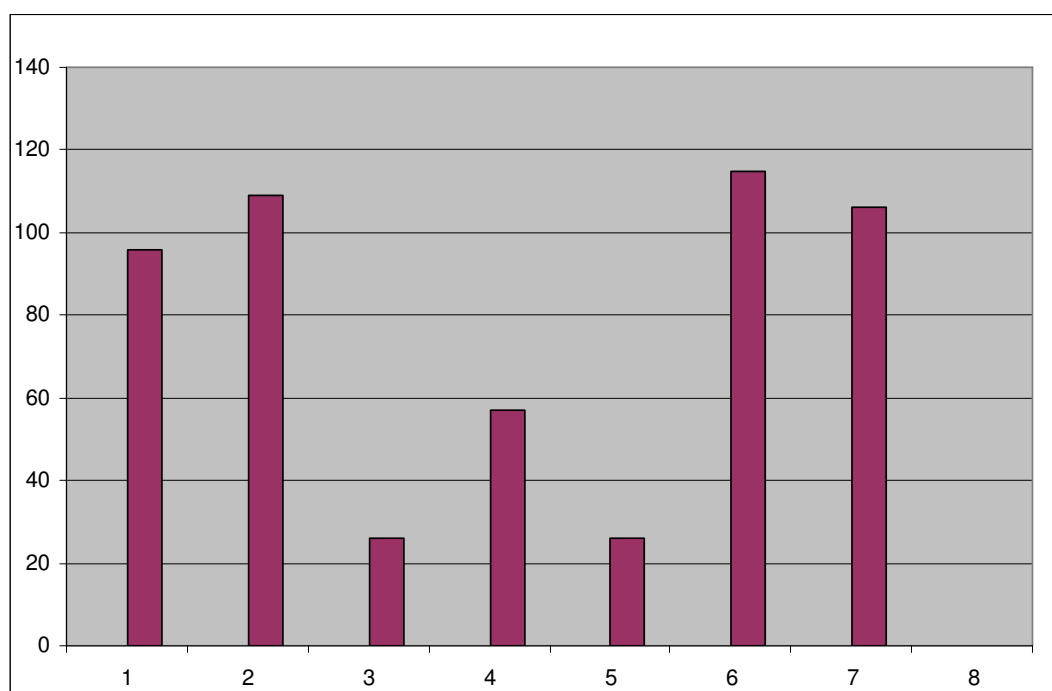
kaikista niistä, mitä siellä keskusteltiin. (Every those things, what there were discussed.)

The theatre play interested many. They would like to see more role play.

siitä, mitä voisi tehdä, jos joutuisi siihen samaan tilanteeseen kuin näyttämöllä. (About what to do, if one got to the same situation than in the stage.)

pitempi esitys (longer theatre play)

6.1.3 Best way to get knowledge about intoxicants



1: parents	2: teacher	3: health nurse	4: visiting expert	5: friends	6: events like this	7: somewhere else
96 = 24 %	109 = 28 %	26 = 7 %	57 = 14 %	26 = 7 %	115 = 29 %	106 = 27 %

The Diagram and Table 3: The pupils' opinions about the best way to get knowledge about intoxicants.

29 % of the pupils thought, that to take part in the intoxicant education happenings is the best way to get knowledge about intoxicants.

*Järjestäkää tapahtuma myös myöhemminkin, siellä on hyödyllistä tietoa.
(Please, organise the happening later, to., there were useful knowledge.*

Almost as many answered, that the teacher is the appropriate person to do intoxicant education. 24 % answered, that the best persons to tell about intoxicants are own parents.

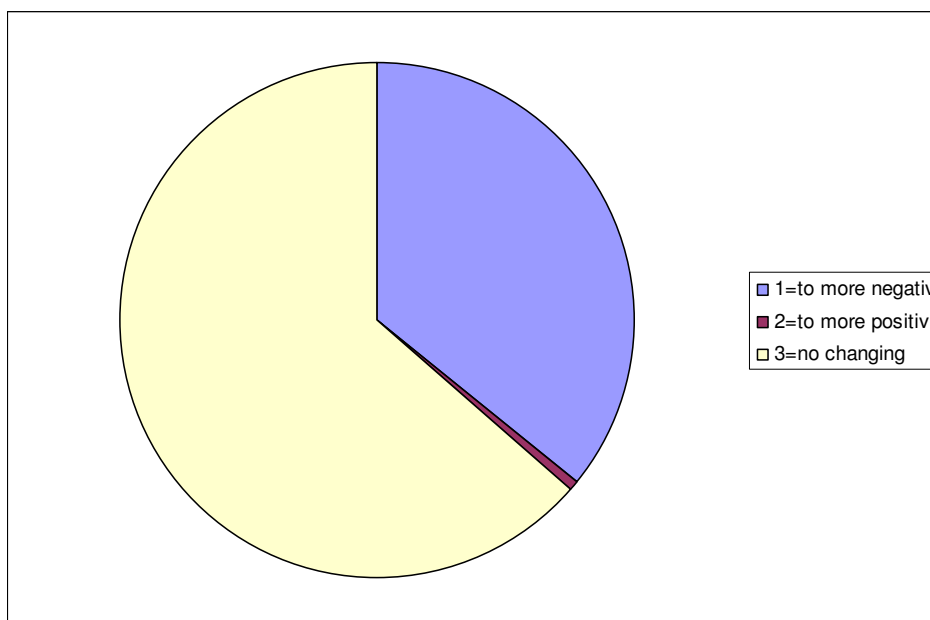
Mulle on asiat ihan selvät ku meidän porukat on ihan ite kertanut ettei kannata kokeilla! (To me the things are right clear, because my parents have right them selves told, that it is not worth to try.)

The pupils in the 6th class have their own class teachers. It seems, that they appreciate the familiar educator to give intoxicant education. Very usual discussion and debate is, if the teacher can be in the intoxicant education situations. Many people, who say, that the teacher can not be in, argue that the presence of the teacher prevent the discussion. The answers of the pupils tell, that the 12 – 13 years youth are not afraid to talk about intoxicant tissues with adults. 205 pupils (52 % of respondents) said, that the best way to get intoxicant knowledge, is to process those things

with the own teacher or own parents. Juha Kemppainen (2005) discussed also, that the best intoxicant educator is the own teacher in the own classroom.

The visiting expert or the health nurse of the school is the best intoxicant educator according the 83 pupils (21 % of respondent). 7 % of the respondent state, that the friends are the best source to get intoxicant knowledge. Jaatinen (2000) said in her study, that the adults have a big part and responsibility in the preventive intoxicant education.

6.1.4 Did the pupils change their attitudes towards intoxicants during the “What would you do?” –event?



1=to more negativ	2=to more positive	3=no changing
141=36 %	3=0,8 %	251=64 %

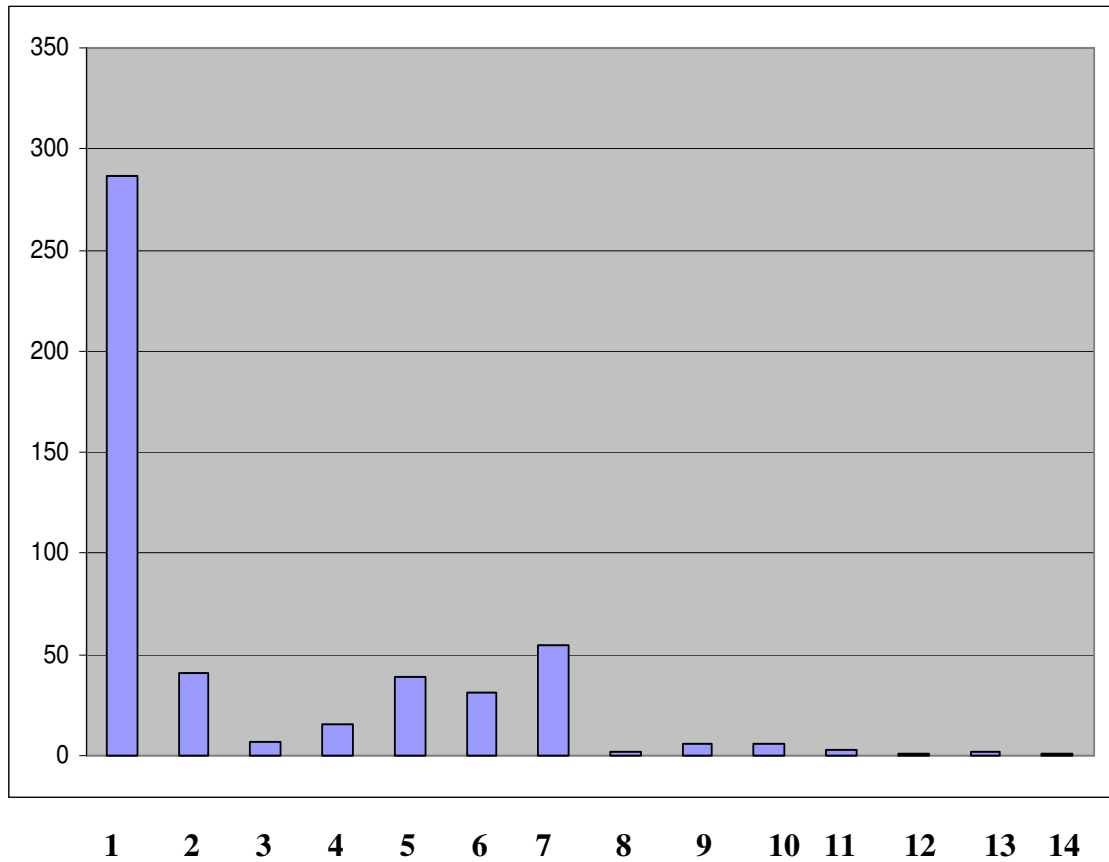
The Diagram and Table 4. The pupils’ opinions about changing their attitudes toward the intoxicants.

Most pupils (64 % of the respondent) stated, that the “What would you do” –event did not change their attitudes toward the intoxicants. 36 % of the pupils answered, that their attitudes had become more negative and 0,8% more positive toward the intoxicants.

It seems, that the youth in the age 12 – 13 have often very negative attitude toward intoxicants. So it is natural, that the attitude either stays in the same or changes even more negative.

Kehottakaa nuoria aina pysymään raikkaina! (Encourage the youth to stay always fresh!)

6.1.5 What was the best in “What would You do?” -event



1 = theatre	2 = working	3 = being together	4 = everything	5 = intoxicant knowledge	6 = doing	7 = to get together with the other school pupils and people
Play methods	and discussions	and learning				
287= 73 %	41= 10 %	7= 2%	16=4 %	39=9,8 %	31= 8%	55= 14%
8 = something	9 = nothing	10 = get away from	11 = group spirit	12 = reason to think	13 = leaders	14 = bus driving
Else		the school				
2=0,5%	6=1,5 %	6=1,5 %	3=0,8%	1=0,3%	2=0,5%	1=0,3%

The Diagram and Table 5. The pupils’ opinions about the best things of the “What would You do?” – event.

I picked all those themes up, that the pupils had mentioned in their answers. I grouped the answers by the themes, then I counted the frequencies of all the themes.

Most of the pupils mentioned, that the best thing in the event was the theatre play. The reasons to the popularity of the theatre play were many.

Näytelmä oli hyvä. Niin voisi oikeasti tapahtua ja varmasti on tapahtunutkin. (The theatre play. It could be possible to happen so and suddenly has happened.)

Näytelmä, se oli tosi hyvä koska todellisuudessa sellaista tapahtuu ja oli kiva kun esitys jätettiin vähän kesken, jotta itse voimme keksiä sopivan lopun sille. (The play, it was real good, because in the truth such kind happens and it was nice, when the play was left little bit incomplete, so that we could do the end to that.)

Näytelmä, koska en yleensä opi mitään puhumisesta. Opin enemmän asioita kuvista ja näytelmistä. (The theatre play, because I usually don't learn anything about talking. I learn more things about pictures and theatre plays.)

Se näytelmä oli ihan tositapahtuma. (The play had happened real.)

Mukavinta oli näytelmä, koska siinä oli hyvät näyttelijät ja hauska juoni. (The play was nicest, because that had good actors and nice plot.

Especially one role seemed to have had an effect for some of the pupils, that was the “cool” girl. The pupils’ feedback about the roles were very interesting to analyse.

Näytelmä ja tanssija oli hieno. (The play and the dancer was great.)

Minusta näytelmä oli todella hyvä. Etenkin Chiffe! Terkkuja Chiffelle! (I think, that the play was real good. Especially Chiffe! Greetings to Chiffe!

The theatre is a very strong way to tell and study many things. Heikkinen writes, that drama gives the possibilities to discuss such things which by talking can be very difficult, even impossible. By studying themes near to the human life, we have emotional ties with in. By studying very contradictory social problems, we have the protection role with the drama working. (Heikkinen 2005, 35.) The drama in “What would you do?” –project has made so, that it touched the life of the 12-13 years pupils. The roles were near the pupils life and they were able to recognise the persons in the drama. However they were far enough so, that the problems, which were presented in the drama, were easy to process. However, the drama did not touch everyone. The pupils in 12-13 years are very heterogenous group, some felt the drama was very true and some thought it was childish.

Omasta mielestäni näytelmä oli parasta. Siinä jouduttiin kahden asian väliin. ollako raikas nuori vai elämänsä pilannut nuori. Jotkut joutuvat kyllä tuollaisiin tilanteisiin. Mä jättäisin bileet väliin. (In my own opinion the theatre play was best. There one was got between two think. To be fresh young or the young, who had spoiled the own life. Some gets to that kind of situations. I would pass the party.)

Näytelmä oli vähän lapsellinen. (The play was little bit childish.)

The heterogeneity of the pupils showed also in the open feedbacks, where others had strong opinions against intoxicants and the others talked about cannabis.

Olisiko teillä hamppukasvin siemeniä? (Would you have cannabis seeds?)

Tupakka pois maailmasta! (Tobacco away from the world!)

Altogether 72 pupils (18 % of the respondent) felt, that the best thing in the happening was the working methods and the practical activities. Also working together with other school pupils was the best thing according to 55 pupils (14 % of the respondent).

Näytelmä ja tekeminen. Koska näytelmä kuvasti nykynuorien päivästä. Tekeminen oli hauskaa ja valistavaa. (The theatre play and doing. Because the play was from the youth today. The doing was fun and educating.)

Mukavinta oli erilaisten ryhmätöiden tekeminen ja tietokilpailut. Ohjaajat olivat mukavia. (The different group works was the best and the quiz. The leaders were nice.)

Mukavinta: olla erilaisten ihmisten kaa. (Most pleasant: to be with the different people.)

Muiden koulujen 6. luokkalaisten näkeminen / tapaaminen. (The seeing / meeting the other schools' pupils in 6th class.)

Julisteen tekeminen, oppiminen ja ystävät olivat päivässä parasta. (To make the poster, learning and friends was best in the day.)

No... näytelmä ja se kun tehtiin pienet ryhmät, joissa oli muita ihmisiä, joita ei tunne ja oli mukavaa kuulla heidän ideoita. (Well... the play and when we made the small groups, where were the people, who I did not know and it was nice to hear their ideas.)

Participation and co-operational methods seem to support many pupils understanding of intoxicants. Some pupils felt that workshops, however, were boring. Also working in groups did not appeal to everybody. The aim was, that the pupils would work together with unfamiliar pupils, but everybody would have some familiar pupils in the same group, like when moving to the 7th class. Unfortunately it did not happen to everyone.

Olisi ollut kivempaa, jos luokkia ei olisi hajotettu. (It would be more pleasant, if the classes were not divided.)

En tuntenut ketään ryhmässäni. (I did know nobody in my group.)

39 pupils (9,8%) mentioned, that the best thing was the intoxicant knowledge and learning. That theme really seems to interest many.

Kaikista hauskinda oli seurata näytelmää ja toimia ryhmässä tehden kaikenlaisia asioita, kuten pohtia omia unelmia. On myös hyvä saada tietoa päihhteistä. (Most funny was to watch the play and to act in the groups by doing different things like discuss own dreams. It was good to get knowledge about intoxicants.)

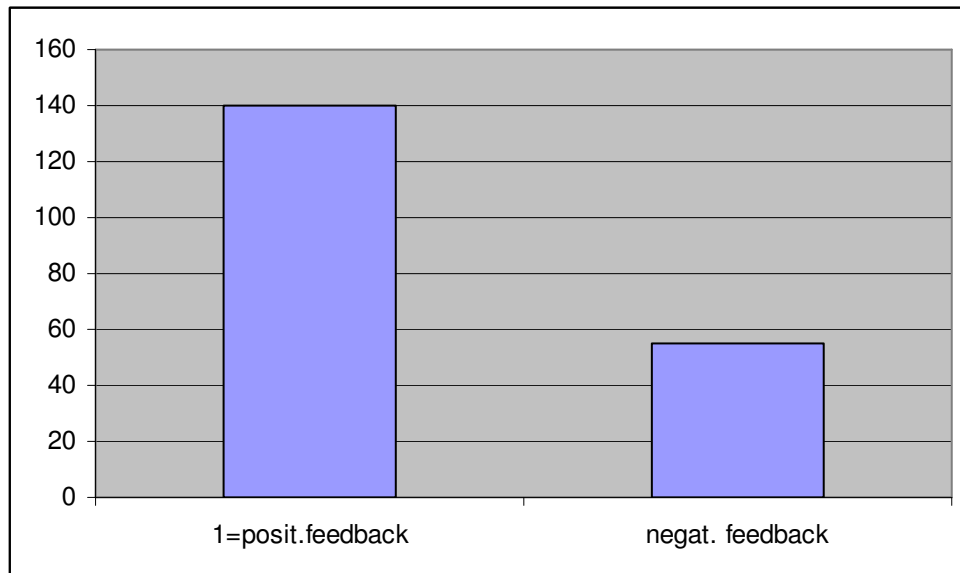
tietoa päihhteistä (knowledge about intoxicants)

The other themes, which were mentioned as the best things in the happening, were to get away from school, group spirit, leaders, bus driving and to get reason for thinking.

Minusta parasta siinä päivässä oli se, että siinä meni koko koulupäivä, vaikka oli hauskaa! (I think that best in that day was, that it took the whole school day, although there was nice!)

Sain ajattelun aihetta. (I got something to think.)

6.1.6 The pupils' feedback about the "What would You do?" –happening



1=posit.feedback	negat. feed-
140=35 %	back
	55=14 %

Table 6. The pupils' general feedback of the happening.

In the open feedback part there were many development ideas. The main wish was there should be more activities. As mentioned before the workshops were different. Now it seems, that generally most of the workshops, but not all, had enough interesting activities.

Enemmän tekemistä, liian paljon istumista. (More to do, too much sitting.)

Tylsää! (Boring!)

Tehtävät tylsiä! The tasks were boring!

Tuo juttu oli ihan kiva, mutta ehkä vähän lisää jotain sellaista toimintaa, eikä pelkkää kuuntelua. (That happening was quite nice, but maybe little bit some kind of action, not just listening.)

Some pupils as well as professionals gave the feedback, that it would be better, if the workshops were similar. The pupils had heart, that some other workshops were more interesting than the others.

Kuulema jotkut pajat olivat olleet hauskeempia, mutta ainakin se paja, missä olin, oli tylsä. (I heard, that some workshops were nicer, but at the one I was in, was boring.)

kuulemma joissain luokissa oli ollut hauskeempaa. Esim. oli tehty näytelmiä. Olisi ollut kivaa, jos olisi päässyt jonnekin muualle, sillä oli aika tylsää. (I heard, that in some classes there were nicer. For example they have used role plays. It would have been nicer to get somewhere else, because there were quite boring.)

The theatre play had positive effect to the pupils. Many mentioned, that the play should have been longer and they should be able to process it more.

pidempi esitys (longer play)

enemmän näyttelemistä (more acting)

enemmän näytelmiä (more plays)

jatko-osa näytelmään (sequel to play)

näytelmään opetus (moral to the play)

Some pupils wanted more advice, more knowledge and clear information. Also more visual aids or demonstrations were hoped.

enemmän kuvia (more pictures)

enemmän tietoa huumeista (more knowledge about drugs)

havaintoesimerkkejä päihteistä (discovery examples about intoxicants)

seurauksia! (consequences)

liikaa asioita oppilaan itsen mietittäväksi (too much things left to pupils' own thinking)

At the same time other pupils felt that they got enough information enough and that the event was interesting.

Oli ihan hyvä idea järjestää tapahtuma. se oli mielenkiintoinen... (It was really good idea to organize that happening. It was interesting...)

Tapahtuma oli hyvin järjestetty ja 6. luokkalaiset saivat varmasti uutta tietoa päihhteistä! (The happening was well organised and the pupils in 6th class got suddenly new knowledge about intoxicants!)

Se oli niin kiva teemapäivä, että noita pitäisi olla enemmän (It was so nice theme day, that such kind should be more)

The leaders got good feedback from the pupils. The pupils expressed, that the leaders were experts, nice, positive and good actors.

Olitte kaikki todella kivoja ja innostavia! (You all were really nice and inspiring!)

He olivat mukavia ja kiitos siitä, että sain tietää nuorisokahvilasta. Aion käydä siellä, kun menen syksyllä 7. luokalle. (They were nice and thank you, that I got to know about youth coffee. I am going to visit there, when I am going to the 7th class.)

Oli tosi hauskaa, kiitos teille! (It was real fun, thank you!)

Olitte hyviä näyttelijöitä! (You were good actors)

Hyvää työtä teitte! (You did good work!)

Oli mukava tavata ja että olitte tosi hauskoja! (It was nice to meet and they were really nice!)

The leaders got critical feedback about the discourse. In some feedback the pupils hoped, that the leaders would introduce more motivational work so, that the groups were more participating.

The open feedback also mentions about the place, where the happening were organised. Some pupils compared the event to the intoxicant tunnel, event which they have had heard of from older pupils. Some expected similar kind of event.

Joskus oli testattavissa ns. humalalasisit, niitä olis ollu kiva kokeilla. (Once there could test so called drunken classes, those would be nice tested.)

Se olisi parempi, jos ryhmät kiertäisivät eri pisteillä. (It would be better, if the groups would go around by different points.)

Olisin ehkä halunnut osallistua Päihdeputkeen, kuten viime vuonna. (I think, that I would like to take part to the Intoxicant Tunnel, like there were last year.)

Oli tosi hyvä. Miinuksen annan paikasta eli kun se oli sosiaalitalolla. (It was really good. The minus I give about the place, because it was on the social house.)

Tapahtuma oli hauska ja se, että olimme yhdessä paikassa, oli hauskaa! Kiitos! (The happening were nice and being in the same place was nice! Thank you!)

Usually the pupils hoped for a longer event, sometimes because of was interesting working and sometimes because of being away from the school. Some

schools took packed lunch with them, but some pupils demanded the food during the event. Anyway the biggest challenge for the workshops was, that they were quite different. Some worked well and the leaders were inspiring, but in some workshops there should have been more participating activities. Also the content should have been planned together so it would be same in the every workshop, but not forgetting the dialog.

6.2 The Feedback of the Teachers

Because the “What would you do?” –event was studying and development event, we had many evaluation and feedback sessions with different groups. After the first day the teachers had possibility to take part into the workshops of pupils or to the workshops of adults. Usually they took part to the workshops of adults. It was also tested, that adults had first their own work shop, but went then to see the workshops of pupils. That proved however not a good solution, because it caused restlessness in the workshops.

In this chapter I am presenting the highlights of the discussion with teachers and their thoughts to the question, what the intoxicant education should be like. In addition to that, I present here the results of the feedback forms, that the teachers filled after the event in their schools and sent to the organisers. There were 22 forms all together, but not all questions were answered, which I took into the consideration by the counting. Like with the pupils` feedback I have counted the frequencies, means and analysed open questions within themes.

6.2.1 The highlights of the discussions in the teachers workshops

The teachers thought, that it was good for students to work without their own teacher in the workshops, if they are safe. Some teachers had the opinion, that the pupils would speak more openly without their own teacher, but some did not see difference in the pupils´ participation. According to those teachers, it is good if the pupils work sometimes with other adults without their own teacher, but sometimes the teacher is needed as an authority figure.

Like the pupils, also the teachers thought, that the drama was good. About the intoxicant education the teachers brought up the following things:

- The pupils should not be underestimate.
- The pupils should not be preached.

- The pupils appreciate no-nonsense knowledge, for example about consequences.
- The themes and examples should be realistic, not shocking.
- The youth has to be respected.
- The working has to be positive and strengthening the self-esteem. That is the main point in the working. “Kovin jätkä on se, joka uskaltaa kieltäytyä, eikä se, joka ottaa.” (The coolest guy is that, who turns down, not that, who will take.)
- Alcohol usage of adults was discussed. It is no need to keep it secret, but there should be open discussions about different ways of alcohol usage and its consequences.
- It could be effective for intoxicant education, if someone by important role model. For example athletics, idols and older youth, would speak about their non-intoxicant stories.

6.2.2 The teachers’ opinions about the usefulness of intoxicant education to the pupils in 6th class

The teachers could answer in the scale 4 to 10, how useful and important they think the intoxicant education is for 12 – 13 years youths. The mean was 9,4. It can be said, that the teachers, who answered, that intoxicant education is very important to the pupils in 6th class.

The teachers thought, that the intoxicant education event “What would you do?” succeed quite well. They had possibility to answer using numbers 4 to 10, of how meaningful the workshops were for the pupils in 6th class. The mean was 8,3. 20 teachers answered to this question.

The drama was most successful according to the opinions of the teachers. Drama and its processing was mentioned 16 times as a successful content. The knowledge about smoking was mentioned five times, the knowledge about alcohol two times and the knowledge about drugs and sniffing once. Supporting future without intoxicants was mentioned three times as the most important content of the event. One teacher has defined, that in the whole the event was very good.

The teachers assessed, that the professionals and students succeed in their task as educators quite well. The criterion was, how good command of the themes they had and how they got contact to pupils. The mean to that question was

8,4, on a scale from 4 to 10. In the open questions the teachers picked up different themes. Some took into consideration the participation of pupils. That varied between the groups. Some pupils were really active and some passive.

Oppilaat olivat innokkaasti mukana. Ei tullut turhaumia. (The pupils were active with. There did not come frustrations.)

Ryhmässä, jota seurasin, opiskelijat joutuivat nyhtämällä nyhtämään vastauksia kysymyksiin. Oppilaat apaattisia. (In that group, which I observed, the students had to pull up the answers to the questions.)

Some teachers appreciated, that sometimes the education comes from someone else than the teacher. The same was discussed also in adults` workshop. The teachers said, that it is good, that the pupils are working sometimes with other adults. The action has to be safe. One teacher wrote, that some pupils were waiting more demonstrative information like in the Intoxicant Tunnels.

asioiden esittäminen muun kuin opettajan toimesta on tervetullutta vaihtelua koulun arkeen. (the presentation of the things by someone else than the teacher is welcomed variety to the schools` everyday.)

oppilaat odottivat näkevänsä enemmän viime vuoden (2005) tyylinmukaista infoa havaintoesimerkkeineen. (The pupils waited to see more such kind of info with the demonstrations like last year (2005).)

Oppilaat saatiin mukaan keskusteluun. (The pupils were got motivated with to the discussions.)

Usually the teachers answered, that the leaders did their work well and they worked as educators quite well. However there were also expressions, that the students had not enough knowledge about intoxicants.

Oli rauhallista ja hyvän oloinen ilmapiiri. Taitavia, mukaansatempaavia nuoria asialla! (There was peaceful and good-feeling environment. Skilful and compelling youth by doing.)

He olivat valmistautuneet hyvin. (They had prepared well.)

Oppilaille jäi erityisesti näytelmä mieleen (huom! dysfasia-ryhmä!) Samoin keskustelu oli asiantuntevaa ja selkeää kielellisesti. (For the pupils left the drama especially in their mind. (Attention! Dysfas- groupe. The discussion was also competent and clear by language.)

Opiskelijoilla ei faktatietoa kaikesta, vaan mutu-tietoa. (The students did not have facts from every thing, but "I thing-knowledge".)

Because the teachers had a possibility to take part in the workshops for adults, some teachers did not see the pupils` workshops at all. So they had no idea what happened in pupils` workshops.

En voi arvioida, kun en seurannut oppilaiden työskentelyä kuin hetken. (I can not assess, because I observed the pupils` working only for a while.)

En osallistunut työpajoihin → vaikea arvioida niiden onnistumista. (I did not take part to the work shops → difficult to assess the succeed of them.)

Also subjective realizations sprang up for some adults, too.

Tajusin, että ei kannata koskea päihteisiin. (I realised, that it is no worth to touch to the intoxicants.)

The teachers, who answered to the feedback, thought, that the intoxicant education event was supporting the intoxicant education of the schools quite well. To the question, if this event was supporting the school education, the teachers answered 8,7, on scale 4 to 10. The teachers argued this in the open answers.

Some teachers argued, that same kind of information received in the school and in event were supporting each others´.

Hyvin samoja asioita kun koulun yl-tunnilla. (Very same things than in the yl-lessons in the school.)

Asiat ovat toki esillä jatkuvasti ja tietynlaista objektiivista suhtautumista antaa omalla elämäntyyllillään. (The things are on the frame all the time and certain objective will be given with own life style.)

Koska molemmissa on hyvää tietoa aiheesta ja ne tukivat toisiaan hyvin. (Because in the both there is good knowledge about the theme and they supported each other well.)

Tieto oli yhdenmukaista koulun information kanssa. (The knowledge was consistent with the information of the school.)

The education, that comes from many direction, was appreciated. The main point of the special intoxicant event can be its´ intensivity and tightness, which support the intoxicant education of the school. This kind of events can also deepen the knowledge given in the school.

Samoja asioita on käsitelty lukuvuoden aikana useamman oppiaineen yhteydessä. On hyvä, että valistusta tulee usealta taholta. (The same things were considered during the school year by many subjects. it is good, that the education comes from many sides.)

Päihdevalistus koulussa ei ole näin intensiivistä, kun se nykyään on ripoteltu eri oppiaineisiin. (The intoxicant education is not so intensive, because it is scattered on different subjects.)

Koulussa päihdevalistus usein hukkuu muihin asioihin, nyt asiaa tuli tiiviisti ja yhdellä kertaa tarpeeksi (muttei liikaa oppilaiden omaksumiskykyyn nähden). (In the school the intoxicant education is often snowed under other things, now the things came tightly and in the one time enough (but not too much considering the absorb competence of the pupils).)

Opettaja, kouluterveydenhoitaja antaa valistusta, mutta tämä syvensi koulun kautta saatua tietoa. (The teacher, school nurse give the education, but this deepened the knowledge, which were got during the school.)

The concrete and unforgettable expressions appealed to some teachers.
Experiences and experimental learning are thought to be good.

Sopiva ikä – tietoa ei koskaan liikaa. Olen ollut aikaisemmin mukana – silloin asiat on esitetty tehokkaasti ja mieleenpainuvasti. (The suitable age - never too much knowledge. I have been earlier with – then the things have been expressed effective and unforgettable.)⁴

Asiat esitettiin konkreettisesti. (The things were expressed concrete.)

The teachers answered to the development question;

Jatkakaa samalla tavalla. (Continue same way.)

en haluaisi muuttaa mitään. (I would not change anything.)

Olen kaikkeen melko tyytyväinen. (I am quite satisfied with everything.)

Tällainen on tarpeellista. Paikka oli hyvä. konkreettiset esimerkit tuovat tiedon oppilaan omaa elämää lähelle. (This is useful. The place was good. The concrete examples bring the knowledge near by the own life of the pupil.)

Tämän kaltainen työskentelymuoto on hyvä. Myös aiemmat ”pähdeputket” ovat puhutelleet oppilaita. (This kind of working method is good. The earlier “intoxicant tunnels” have been thought provoking for pupils.)

Pähdeputki on ollut 6:lk:lle tervetullut ja odotettu vuotuinen oma juttu. (The intoxicant tunnel has been for pupils in the 6th class welcomed and waited every year own thing.)

Tapahtuma oli ehkä vähän pitkä. ”Napakampi” ja elämyksellinen tapahtuma saavuttaa 6. luokkalaiset paremmin. Perinteinen pähdeputki toimii paremmin (kevällä 2004 pähdevalistuspäivä oli tosi hyvä) (The event was maybe little bit too long. ”Retorter” and more experiential event encounter the pupils in the 6th class better. The traditional intoxicant tunnel works better (in the spring 2004 intoxicant education day was real good.)

Enemmän oppilaille tekemistä itselleen, tupakoinnista enemmän konkreettista tietoa, imppauksen vaaroista, enemmän konkreettista tietoa. (More doing for pupils selves, more concrete information about dangerous of smoking and sniffing.)

Se, että oppilaat tapasivat muiden koulujen oppilaita, oli hieno asia. Hyvä, että sekoititte ryhmiin! (It was fine, that the pupils met each other from other schools. It was good, that you mixed the groups!)

loistava yhteistyön muoto! –nuorilta nuorille toimii hienosti! (Excellent form to the co-operation! –from youth to youth works fine!)

Tällainen yhteistyö on erittäin tarpeellista ja tässä muodossa kannatettavaa. Oppilaat tuskin kokevat tällaista tapahtumaa ”saarnaamisena”, kuten kouluopetus usein voit tuntua (riippumatta sen muodosta). (This kind of co-operation is very useful and in this form supporting. The pupils hardly feel this kind of event as “a preaching”, like the school teaching can be felt. (regardless of its form))

⁴ The teacher was not in the pupils' workshop.

Missä kulkee veteen piirretty viiva valistuksen / tiedotuksen suhteen, kun kyse on kielletystä hedelmästä? (Where goes to the water drown line concern to the education / information, when the question is about forbidden fruit?)

7 Discussion

In this report I have outlined the feedback of the pupils in 6th class and their teachers. As I mentioned before also the people, who implemented the event, have given written and oral feedback and development suggestions. Those ideas were very uniform with the development ideas of the pupils and their teachers.

The facts are very important for intoxicant education. For example Rimpelä (2003, 33-34) and Soikkeli (2002) demand strong knowledge to the intoxicant education. The students and the professionals mentioned in their feedback and discussions, that more and stronger co-operation in the planing phase is important. The Moodle should be open for professionals, too. The co-operation during the week was very fruitful.

Enemmän toimintaa ja ammattilaisten kanssa yhteissuunnittelua! (more action and planing together with the professionals!)

Was the "What would you do? -event" good health education within the social pedagogical frame? For the first time workshop based working in the event was quite good. The first steps to the direction to participate the pupils was good. There are many things to develop. After the feedback of pupils and their teachers and after reflection of the students and professionals can be said, that in the future the event could be something between the intoxicant tunnel and workshop working methods. There have to be more demonstration materials, also more active doing is needed. Sometimes it was challenging in the workshops, if the group is very passive to take part or to discuss. For those kind of situations it is necessary to plan alternative and different activities. One professional suggested that the training for challenging situations could be helpful.

Myös jonkinlainen etukäteisharjoittelu ohjauksen ongelmatilanteista, voisi estää painostavien hetkien syntyä (kun kukaan ei puhu ja edestä "saarnataan". (Also some kind of training beforehand about the problematic situations in the leading, could prevent the oppressive moments (when nobody talks and it will be "preached" in front of the classroom.)

From the feedback it can be seen, that the drama was most impressive experience for pupils. Could that be in the future the core content of the intoxicant

education event? Like Rantala, Salasuo and Soikkeli (2005) suggest the epic theatre for the method to intoxicant education. A good drama, which is founded on the study of the life of the target group, is very activating and motivating. But the theatre play only is not enough. It needs conflicts and the open ending. Then pupils have to find the different solutions for the conflict by the dialogical and argumentative discussions. At the same time as they think of the conflict and the theme of the play, they learn argumentative discussion style. That is the best way to become the master of one's own life.

Learning in the projects and practical activities is important especially in Polytechnics. This development work has taught me as teacher and facilitator a lot. The process has been very open and problem based. We had many problems and to find solutions for them has taught a lot. To me, as teacher, it is important to work as facilitator in this kind of learning processes, where we study and develop learning programmes. In Mikkeli we have very strong knowledge of preventive intoxicant work. I hope that during this work we gained some new views to intoxicant education.

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Appendices

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| Appendix 1 | Tasks for the students before the course of the preventive intoxicant work |
| Appendix 2 | The drama plan |

Ryhmien tehtävät jaksolla 1

APPENDIX 1

Ryhmä 1:

- tutustuu 6.luokkalaisten opsiin
- ottaa selvää, miten kuudensilla luokilla käsitellään päihdeasioita

Ryhmä 2:

- haastattelee 6. –luokkalaaisia
- hakee tietoa 6. –luokkalaaisista, heidän maailmastaan, kiinnostuksistaan ja käsityksistään päihhteistä → huom. etiikka

Ryhmä 3:

- haastattelee 6. –luokkalaisten vanhempia ja esim. nuorisotyöntekijöitä
- hakee tietoa 6. – luokkalaisten vanhempien käsityksistä 12 – 14 – vuotiaiden päihdetietoustarpeesta ja päihdevalistustarpeesta

Ryhmä 4:

- aikatauluttaa tunnit
- toimii yhdys- / koordinaattoriryhmänä muihin ryhmiin
- sisäinen tiedottaminen

Ryhmä 5:

- ulkoinen tiedottaminen
- yhteydet kouluihin

→ Ryhmät valmistavat jaksolla 2 omiin luokkiinsa tunnit.
→ Jokainen ryhmä pitää silmät auki yleisestä päihdekeskustelusta ja tutustuu jaksolla 2 vallitseviin päihdevalistuskäytäntöihin

Ape ja Anneli

APPENDIX 2

Roolit:

Anneli, 12 v.

Anna, 12-v. Annelin ystävä

Chiffe, (Sirpa), 12-v. Annelin uusi kaveri

Ape, 12-v.

Hyvärinen, 12 –v, Chiffen poikakaveri

Petsku, 12-v. Apen ja Hyvärisen joukkuekaveri

Annelin äiti

Apen äiti

Rooleissa:

Anna, Taneli, Joonas, Matti, Tiia, Leena, Mirja, Jenni

Anneli

asuu rivitalossa

yksinhuoltajaäiti → hyvä, asiallinen, ”maalaisjärkinen kasvattaja” → luottaa Anneliin ja heidän väliseen hyvään suhteeseen: uskoo, että Anneli puhuu omista asioistaan, jos siihen on tarvetta → antaa Annelille vastuuta arjessa

isovelji

Harrastukset: pitkään harrastanut Annan kanssa kirjoittamista, nettirunoja, chattailee tietokoneella paljon, nyt alkanut kiinnostaa myös hiphop-kulttuuri ja raptekstit

Persoonaltaan epävarma, hämmentynyt murrosiän tuomista fyysisistä ja henkisistä muutoksista → saanut tukea hämmennykseen Annalta

ei puhu äidin kanssa omista asioistaan, koska ajattelee, että äiti ole kiinnostunut nuorten asioista, eikä ymmärrä

ihastunut Petskuun

Anna alkanut tuntua vähän tylsältä kaverina

haluaisi olla Chiffen kaveri

Anna

Annelin lapsuudenkaveri ja naapuri, bestis

tasapainoinen tyttö

kiinnostunut runoista ja edelleen samoista asioista, kuin Annelin kanssa lapsena

Chiffe eli Sirpa

seurustelee Hyvärisen kanssa

harrastaa hiphop-tanssia

vetovoimainen

suosittu

pissis

Annelin äiti

rauhallinen

tuo perheelle perusturvallisen kasvuympäristön

huolehtivainen

yksinhuoltaja

tasapainoinen

Ape

pelaa jalkapalloa

varakkaasta perheestä → äiti kotiäiti, isä urahaukka

pikkusisko

asuu omakotitalossa varakkaalla alueella

persoonallisuudeltaan mukautuja, ujo, henkisesti epäkypsä,

ei kiinnostunut tytöistä eikä seurustelemisesta

joukkuepelaaja

Hyvärinen

seurustelee Chiffen kanssa

maalivahti

normien rikkoja

porukan hauskuuttaja

luulee olevansa suuri naistenmies

Petsku

rauhallinen

tasapainoinen

naisten ihanna

Anneli ihastunut

Apen äiti

joukkueaktiivi

kotiäiti

kulissit tärkeämmät kuin sisältö

hössöttäjä

Kohtausluettelo

1. Anneli ja virtuaalinuoriso-ohjaaja tai päiväkirja

Anneli kirjoittaa joko päiväkirjaa tai virtuaalinuoriso-ohjaajalle omista ongelmistaan (näkyvät valkokankaalla kirjoitukset). → tarkoitus tuoda esille Annelin sisäisiä ääniä ja todellisia ajatuksia sekä taustoja (murrosiän muutokset, kaverisuhteet, ihastus jne.)

2. Äidin ja Annelin riita

Äiti tulee huoneeseen. Tuo esim. viikattuja pyykkejä tms. Kyselee Annelin kirjoittamisesta. Anneli peittää äkkiä kirjoittamisensa (sammuttaa koneen esim.) Äiti ihmettelee Annelin sulkeutumista. Kyselee Annasta. Anneli suuttuu ja lähtee. ovi paiskahtaa.

3. Pukukopissa pelin jälkeen

Pojat kertaavat voitettun pelin tapahtumia. Hyvärinen pelannut nollapelin. Puhe siirtyy tyttöihin ja Chiffen ja Hyvärisen seurusteluun. Pojat vitsailevat Hyvärisen ja Chiffen suhteesta.

4. Apen ajatusäänet

Muut, paitsi Ape stilliin. Apen ajatusäänet paljastavat hänen todelliset ajatuksensa seurustelusta, Hyvärisestä, näiden seurustelusta jne.

5. Apen äiti hösöttää pukuhuoneessa

Poikien herjan heitto Hyvärisen ja Chiffen seurustelusta ja tytöistä jatkuu. Apen äiti ryntää pukuhuoneeseen ”nostamaan joukkuehenkeä” omalla tavallaan. Hösöttää. Ape kysyy oliko isä katsomassa. Äiti sanoo isän jääneen vielä Brysseliin, kun sillä on niin paljon töitä.

6. Anna ja Anneli kohtaavat pihalla

Anneli on menossa vihaisesti jonnekin, mutta Anna pysäyttää tämän. Anna kyselee, mikä vaivaa. Anneli haukkuu äitinsä. Anna tuo keskusteluun näkökulmia mm. äidin välittämisestä ja mukavuudesta jne. Anna ihmettelee, miksi Anneli on muuttanut jne.

7. Chiffe hiphoppaa

Anneli yrittää selittää Annalle, omaa muutostaan, mutta ei ehdi, kun näkee Chiffen hiphoppaamassa. Chiffe tanssii sopivan pätkän. Muut tulee jamittamaan ympärille.

8. Nuoret suunnittelevat perjantaita

Tytöt ja pojat kohtaavat. Jännitteet selväksi. Anna jää taustalle. Suunnitellaan perjantaijuhlia, joihin liittyisi myös tupakointia ja alkoholiakin. Apen ajatusäänet jälleen paljastavat, että tämä ei haluaisi lähteä bileisiin, koska ei halua olla alkoholin kanssa tekemisissä. Toisaalta ei myöskään haluaisi jäädä ulkopuoliseksi.

→ Esitys voi päättyä tähän ja purussa voidaan käsitellä, miten tarina päättyy esim. valitun henkilön näkökulmasta. Ryhmät voisivat siis päättää, kenen näkökulmasta tekisivät lopun tarinalle (Ape, anneli, Anna jne.) Työskentely voisi olla näytelmän lopun tekeminen, still kuvan tekeminen, piirustus, kollaasi lehtikuvis- ta, kirjoitus, sarjakuva jne, kertomus jne.) Ryhmä voisi itse päättää.

→ ohjaajat voivat koota työskentelyn muutamalla sanalla ja tuoda itsetunnon kannalta tärkeitä asioita esiin.