

# Parents' Pūpū Platter

## Session One: Introduction to Anti-Social Behaviors and the use of Alcohol, Tobacco, and other Drugs

### Session Overview

<i>Time</i>	<i>Activity</i>	<i>Topic/Materials</i>
10 min.	Introduction, Goals/Objectives, Ground Rules	Included in presentation
10 min.	Ice Breaker	<b>Two Truths and a Lie</b> -scratch paper for each person -pen/pencil for each person
20 min.	Presentation	<b>Intro to ATODs and ASBs</b> -included in presentation
20 min.	Activity	<b>Where do you Stand?</b> -topic list included in presentation -Signs (Agree, Don't Know, Disagree)
10 min.	Personal Reflection	<b>Developing a Family Plan</b> -handout -pen/pencil for each person
20 min.	Small Group Discussion	<b>Clarification of Values</b> -included in presentation
10 min.	Large Group Reporting	Included in presentation -Chart Paper -Chart paper pens
10 min.	Community Resources	Introduction by community agency representatives
10 min.	Closing/Evaluation	-handout

### **Additional Materials Needed –**

Computer w/ CD Drive & Projector

CD w/ Power Point Presentation

Tape

CD player (Optional. Can use computer to play CD if computer has sound capability)

### **Introduction-**

Session one will introduce parents to recent trends and information regarding alcohol, tobacco, and drug use, and the manifestation of anti-social behaviors with an emphasis on violence. Parents will participate in activities that help them identify their own values regarding alcohol, tobacco, drug use, and violence.

They will then have the opportunity to develop new values sets for their household, or use their own experiences and cultural values to assist others in



their development. Finally, the participants will be introduced to community resources that are available should families want additional support in the areas presented throughout this session.

### ***Session Objectives-***

- Parent participants will improve their ability to identify signs of anti-social behaviors and the use of alcohol, tobacco, and other drugs.
- Parent participants will show an increased confidence in addressing conversations about anti-social behaviors, alcohol, tobacco, and drug use with their children.
- Parent participants will be able to identify key community resources available for support in the areas of anti-social behaviors, alcohol, tobacco, and drug use.

### ***Review Ground Rules-***

The following ground rules shall be applied to all Parents' Pūpū Platter Sessions in order to maintain a safe environment for all participants -

*Privacy* – Sensitive information may be shared in the sessions. What is said in the sessions will not be shared. Participants may also choose not to self-disclose. Their wish for privacy will be honored.

*Respect* – Individuals with different perspectives, experiences, and value sets will be sharing and working together. Participants need to be safe to bring thoughts and ideas forth without fear of judgment. An emotionally safe environment will be maintained.

### ***Ice Breaker-***

Participants break up into groups of three to four individuals. Each individual comes up with three “facts” about themselves, two of which are true, one that is not. In groups, participants read their personal “facts”, and the other participants will try to guess which “fact” is a lie.

Learning points:

- Things are not always what they seem
- We may think we know someone, only to suddenly make new and sometimes surprising discoveries.
- Some people are really good at lying....

### ***Presentation-***

Go through the formal instruction portion of the presentation (PowerPoint presentation found on CD), which will focus on the following:

- Substance Abuse vs. Dependence
- Common Drugs/Effects
- Risky Behaviors in Youth
- Statistics geared towards Hawaii and Native Hawaiians
- Risk/Protective Factors
- Family Values/Responses to ATODs/ASBs



### **Activity- Where do You Stand?**

*Adapted from Kamehameha Schools "E Ola Pono – Makua" curriculum.*

Signs on three separate sheets of white paper read "agree", "disagree", and "don't know", and are posted at three locations around the room.

Inform participants that statements will be made about life in general, parenting, alcohol, tobacco and other drugs and violence. Instruct participants that after each statement is read to go and stand near the sign that best represents how they feel about the statement or "where they stand." In other words, if the participant agrees with the statement they should move to the "agree" sign. If they disagree, move to the "disagree" sign. If they are not sure how they feel, they should move to the "don't know" sign.

Allow for a brief discussion once each participant has moved to the area of his/her choice. Ask the participants to share why they chose to stand where they did. This is voluntary; however, each participant should have at least one opportunity to share if they choose.

#### **Statements:**

- Pineapple is tastiest when eaten with li hing powder.
- Humans are naturally violent.
- Youth will experiment with alcohol, tobacco and drugs sooner or later.
- My children know how I feel about alcohol, tobacco and other drugs.
- Hitting in "self-defense" is ok.
- Schools and parents are equally responsible for teaching about alcohol, tobacco, drugs and violence.
- I am in agreement with other adults in my family about how to address the topic of drugs and violence with my children.
- Adults should be completely honest with children about their own experiences with drugs, alcohol and tobacco.
- It's okay for a teen to drink at home under adult supervision.
- People who are high are not responsible for what they say or do.
- What happens in the family should stay in the family.
- When a parent is not present, other adults are responsible for that child.
- It should be against the law to ride with a driver under the influence.

After the activity and discussion, pass out the handout "12 Premises for Raising Resilient Youth". Go around the room and read them together. Close by explaining that these premises are a combination of premises from Kamehameha Schools Safe and Drug Free Program materials and the Council on Prevention and Education, and that research supports these statements. Explain that the Parents' Pūpū Platter also supports these premises, and will be providing strategies for supporting them in the home during this and the next two sessions.



### ***Personal Reflection-***

The participants will complete personal reflection handouts that contain the following points:

*After participating in the activities today...*

*I learned:*

*I felt:*

*I realized:*

*Think about the following questions (you don't have to write anything down if you don't want to):*

- How do you feel about your child's having a beer now and then?*
- What would you do if you found cigarette papers in your child's bedroom?*
- Do you expect your child to stay away from all drugs throughout junior high and high school?*
- Does your child know your family's rules for drug use?*
- Is beer considered a drug in your home?*
- Is it okay for your child to have a glass of champagne at a wedding?*
- Are there any rules for your use of drugs? Alcohol?*

*Based on your thoughts on the previous questions, what would you like to include in your family plan (address drug/alcohol abuse and/or violence)?*

This is also a good time to include background music as the participants reflect. Encourage silence as each person completes their own reflection.

### ***Small Group Discussion-***

Participants will break up into groups of no more than four or five to share and discuss the following guiding questions:

- What was one of your biggest “discoveries” so far?**
- Each of you has been asked to reflect on your family plan regarding substance use and violence. Are there changes you would like to make in your home? How do you think your views are received by other members of your family? Work together to think of strategies for beginning these conversations in the home.**

### ***Large Group Reporting-***

Reconvene participants in the large group and offer an opportunity to report back to the group based on the following guiding questions:

- What were common themes that you discovered within your group?**
- Did you have any group “a-ha” moments?**



*note: “a-ha” moments are when a new idea or concept clicks, and the learner is able to understand in a way that is relevant and applicable to their life.*

**Community Resources-**

Invite community agency representatives that have been able to participate with the families to introduce themselves and the programs that they represent, providing a time for parents to learn what additional resources are available in the area of substance abuse and violence prevention.

**Closing and Evaluation-**

Summarize with the parents the goals and objectives that have been reached. Re-address the goals as they were provided in the introduction (included in ppt. presentation). Validate the group experience of the session, and reiterate the connection to other community agencies for additional support and resources.

Collect evaluation forms from participants before they leave.





**Agree**



**Disagree**



**Don't  
Know**

## 12 Premises for Raising Resilient Youth

1. **No one can control someone else's behavior 24 hours a day, 7 days a week.**
2. **We may influence children through open and honest communication, including listening, sharing, and modeling. We can also share knowledge, information, understanding, and love.**
3. **Pain is a natural part of life. It is normal to feel pain.**
4. **When a person hurts, it helps to express feelings.**
5. **Everyone needs feedback from others to know and improve themselves.**
6. **We teach and promote self-esteem in our children by listening to their thoughts and feelings with interest, respect, and understanding even when we disagree.**
7. **Children respond to opportunities to contribute to their family through responsible behavior only after years of practice. Responsibility is learned through practice.**
8. **Developing expectations and consequences is very different from setting rules and exacting punishments because the focus is on teaching and modeling responsibility rather than appearing to be retaliating for parental disappointment.**
9. **Children need and deserve unconditional love, i.e., no misbehavior can cause the absolute loss of love, respect, nurture, support, or compassion.**
10. **Alcohol, tobacco and other drug use can be a life-threatening condition that can be prevented.**
11. **Violence or abusive behavior is learned and can be unlearned.**
12. **Parents are the most influential in determining whether a child will abuse substances or engage in violence-related behavior.**

Adapted from the Council on Prevention and Education: Substances (COPES), "Raising Resilient Youth" <http://www.copes.org/include/index.htm> and the Kamehameha School *E Ola Pono – Makua* training materials.



## Personal Reflection - A Family Plan

After participating in the activities today...

I learned:

I felt:

I realized:

Think about the following questions (you don't have to write anything down if you don't want to):

- How do you feel about your child's having a beer now and then?
- What would you do if you found cigarette papers in your child's bedroom?
- Do you expect your child to stay away from all drugs throughout junior high and high school?
- Does your child know your family's rules for drug use?
- Is beer considered a drug in your home?
- Is it okay for your child to have a glass of champagne at a wedding?
- Are there any rules for your use of drugs? Alcohol?

Based on your thoughts on the previous questions, what would you like to include in your family plan (address drug/alcohol abuse and/or violence)?

