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# Support of Life Management Skills to Prevent Exclusion: A Brochure Guiding Immigrant Youth to Free-time Activities

Helsinki Metropolia University of Applied Sciences

Nursing

Bachelor of Health Care

Bachelor's Thesis

12 April 2019

Author(s) Title	Eveline Penttilä Aino Vesterinen Support of Life Management Skills to Prevent Exclusion: A Brochure Guiding Immigrant Youth to Free-Time Activities
Number of Pages Date	30 pages + 4 appendices 12 April 2019
Degree	Bachelor of Health Care
Degree Programme	Nursing and Health Care
Specialisation option	Nursing
Instructor	Marianne Sipilä, Senior Lecturer
<p>Excluded individuals are those individuals who are outside of societal systems such as schooling and work market systems. A lack of life management skills play a central role in the formation of exclusion. This thesis was done as a part of the Connex- project to address the issue of exclusion in immigrant youth. It was done as a functional work, with the purpose being to create a brochure showcasing cost-free activities in Helsinki and present it to Myllypuro Primary School's junior high students. The goal was to help prevent intergenerational exclusion in immigrant youth by directing them to services that support life management skills.</p> <p>Important life management areas that support the prevention of exclusion in immigrant youth are language, physical activity and social interaction. Positive social relationships create a sense of identity and belonging in individuals, as well as teaches various life skills. Having adequate language fluency influences the formation of friendships, the formation of identity in a new culture, and being able to succeed academically. Not only does physical activity have several health benefits, through sports youth have a chance to meet new people, feel a sense of belonging and learn life skills such as team-work and setting goals.</p> <p>Based on the aforementioned life management areas, 33 cost-free activities were found in Helsinki that support those life skills. These activities were gathered up in a brochure and given out to the youth of Myllypuro Junior High, as well as shared to parents through the school's administration program Wilma.</p> <p>The benefit of the brochures is that through them, youth are directed to activities that support life management skills and can therefore help prevent exclusion. Furthermore, the brochure includes activities that parents of youth can join in on, therefore addressing the intergenerational aspect of exclusion.</p>	
Keywords	Prevention of exclusion, life management, intergenerational exclusion, youth, immigrant, language, relationships, physical activity

Tekijät Otsikko	Eveline Penttilä Aino Vesterinen Elämönhallintataitojen tukeminen syrjäytymisen ehkäisemiseksi: Maahanmuuttaja nuorten ohjaaminen vapaa-ajan aktiviteetteihin Flaijerin avulla
Sivumäärä Aika	30 sivua + 4 liitettä 12 Huhtikuuta 2019
Tutkinto	Sairaanhoitaja AMK
Tutkinto-ohjelma	Hoitotyö (Nursing)
Suuntautumisvaihtoehto	Sairaanhoitaja
Ohjaaja	Marianne Sipilä, Lehtori
<p>Syrjäytyminen tarkoittaa yhteiskunnallisesta järjestelmästä erottautumista, esimerkiksi työ- ja kouluelämän ulkopuolelle jäämistä. Puutteellisten elämönhallintataitojen on huomattu edesauttavan syrjäytymisen muodostumista. Tämän opinnäytetyön tavoitteena oli ehkäistä maahanmuuttajataustaisten nuorten ylisukupolvista syrjäytymistä ohjaamalla nuoret aktiviteetteihin, jotka tukevat elämönhallintataitoja. Tuotoksena kehitettiin esite, johon koottiin Helsingin alueelta löytyneitä maksuttomia vapaa-ajan aktiviteettejä. Esitteitä jaettiin sittemmin Myllypuron yläasteen opiskelijoille. Opinnäytetyö toteutettiin Connex- projektille, jonka tavoitteena on ehkäistä ylisukupolvista syrjäytymistä maahanmuuttaja nuorten parissa.</p> <p>Elämönhallinta käsitteenä on laaja ja koostuu monista eri osa-alueista, kuten kommunikaatiokyvystä ja sosiaalisista taidoista. Maahanmuuttajanuorille tärkeitä elämönhallintataitoja syrjäytymisen ehkäisemissä ovat muun muassa kieli, fyysinen terveys, sekä sosiaaliset suhteet. Myönteiset sosiaaliset suhteet kehittävät identiteettiä ja yhteenkuuluvuutta. Erityisesti perhesuhteet ovat tärkeässä roolissa elämönhallintataitojen tukemisessa. Hyvä kielitaito taasen vaikuttaa ystävyysuhteiden muodostumiseen, identiteetin rakentumiseen integroitua uuteen kulttuuriin, akateemiseen kehittymiseen sekä työelämän valmiuksiin. Fyysistä terveyttä on suotuisaa tukea liikunnan avulla, koska liikunta mahdollistaa sosiaalisia kohtaamisia, luo yhteenkuuluvuuden tunnetta, tukee ryhmätyötaitoja sekä tavoitteiden asettamista.</p> <p>Yllämainittuja elämönhallintataitoja tukevia vapaa-ajan maksuttomia aktiviteetteja löydettiin Helsingin alueelta yhteensä 33 kappaletta. Aktiviteetit koottiin esitteeseen, joka sittemmin jaettiin henkilökohtaisesti Myllypuron yläasteen nuorille, sekä heidän vanhemmilleen, hallintojärjestelmä Wilman kautta. Jotkut aktiviteetit mahdollistivat myös vanhempien osallistumisen ja näin ollen huomioi ylisukupolvisen syrjäytymisen aspektia. Esitteen avulla nuoret ohjattiin vapaa-ajan toimintoihin, jotka mahdollistivat osallistumisen taustasta ja elintasosta riippumatta. Vapaa-ajan toimintoihin osallistuessa nuorilla on mahdollisuus oppia elämönhallintataitoja ja näin ollen myös pienentää oman- sekä tulevan sukupolven syrjäytymisen riskiä.</p>	
Avainsanat	Syrjäytymisen ehkäiseminen, elämönhallintataidot, ylisukupolvinen syrjäytyminen, nuoret, maahanmuuttaja, kieli, sosiaaliset suhteet, liikunta

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## 1 Introduction

According to the International Council of Nurses (2002), nursing is to holistically care for an individual no matter the age, family, group, community or setting. Furthermore, a part of nursing is to promote health and prevent illness. (ICN 2002.) Promotion of health is crucial to improving an individual's health condition and life quality altogether. It includes both physical and mental health.

World Health Organisation defines mental health as a "state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community" (World Health Organisation 2014). Furthermore, mental health is a part of overall health and well-being and reflects the balance between an individual and their environment. (Nopari, Kiiltomäki & Pesonen 2007:18.)

When talking about excluded individuals what is meant are those individuals who are outside of societal systems such as schooling and work market systems. Lack of life management, health problems as well as the absence of societal relations are also central aspects considered in exclusion. (Terveyden ja hyvinvoinnin laitos 2018a.) Exclusion thus poses a risk for mental health as it comes to WHO's definition of mental health and well-being. Being excluded takes away an individual's awareness of their own capabilities and potential, as well as deprives them from being able to contribute to the community.

The prevention of exclusion in youth is an issue that is outlined and addressed in the Helsinki City Strategy. More specifically, the strategy aims to address the issue of exclusion in youth before problems regarding it can occur. This is achieved by promoting health and adding protective factors to the lives of youth. (Helsingin kaupunki 2019.)

This thesis is a part of the Connex – project and is done as a functional development work. The thesis work strives to help prevent the exclusion of immigrant youth through the promotion of life management skills and therefore, promote mental health. This will be done by helping guide these individuals to places that support life management skills. Collaboration with Myllypuro Primary School's Junior High will be done to achieve this goal.

## 2 Central Concepts

### 2.1 Prevention of Exclusion

When talking about excluded individuals what is meant are those individuals who are outside of societal systems such as schooling and work market systems. Lack of life management skills, health problems as well as the absence of social relations are also central aspects in and related to exclusion. In fact, when young individuals facing exclusion are asked what they consider to be the utmost reasons for exclusion, they mention the lack of friends as the most important. (Terveyden- ja Hyvinvoinninlaitos 2018a.)

Every fourth excluded young person in Finland has an immigrant background, and two thirds of these individuals are men. In fact, the risk of exclusion among immigrant men is almost three times higher than that of the native Finnish population. (Myrskylä 2012.)

Prevention is a way of controlling problems before they can occur (Koskinen–Ollonqvist & Savola 2005:16). Therefore, preventing social exclusion should be done by preventing the factors which usually lead to exclusion from happening. Recognition of these risks which lead to social exclusion is often done too late, as it can be hard to identify those issues in advance. (Notkola, Pitkänen & Tuusa et al. 2013:245.) However, early action and support of families with problems is crucial in the work to prevent exclusion. For individuals with an immigrant background specifically, effective integration to the culture as well as directing to schooling and the work market is vital. (Myrskylä 2012.)

In Finland, municipalities have a legal responsibility to organize preventative support. This responsibility is carried out by social- and health services, as well as education systems. Together with the Social Insurance Institution of Finland (Kela) and the Ministry of Economic Affairs and Employment of Finland (Työ - ja elinkeinoministeriö), municipalities are helping individuals with the rehabilitation from various social problems, including exclusion. (Notkola, Pitkänen & Tuusa et al. 2013:244–247.) In 2018, Helsinki City outlined a strategy to prevent exclusion in youth in the form of the “Mukana – program”. It aims to prevent exclusion before it becomes a problem. (Helsingin kaupunki 2019.)

## 2.2 Intergenerational Aspect of Exclusion

Different home situations and home environments give children different starting points for life. This derives from, for example, the different ways of doing things in each home and the varying levels of wealth. Following this, across generations individuals inherit a certain social readiness on how to act. The term “cross-generational” or “intergenerational” refers to the repetition of similar kinds of characteristics from one generation to the another. (Pohjantammi n.d.:7–12.) Exclusion can, in some ways, be hereditary in this way. According to statistics, about half of the parents of excluded youth are outsiders or non-employed themselves (Myrskylä 2012). Furthermore, a parent’s profession or lack of employment affects a young individual’s schooling path: as an example, children growing up in an environment where the parents have vocational jobs, often develop motivations towards vocational schooling and do not see their future schooling path as a long one. (Pohjantammi n.d.: 7–12.)

Even though exclusion is capable of transferring between generations, it is important to note that the problems of parents do not automatically predispose their children’s lives. It is crucial to solve cross-generational issues by bringing to families’ lives protective factors. (Nousiainen, Petrelius & Yliruka 2013: 6, 11–12.) Furthermore, all the support given to the youth of today helps future generations. In a few years, the youth of today have families and children of their own to care for, and by supporting these youth, the cycle of intergenerational exclusion can be prevented or even stopped. (Hämäläinen 2006:48.)

## 2.3 Immigrant

An immigrant is defined as a person who has moved from one country to another. (THL 2018b.) Whereas, according to Statistics Finland (Tilastokeskus 2017), a person with an immigrant background is someone who’s both or only known parent is originally from another country. As such, a person with an immigrant background can also have Finnish nationality. (Sutela & Larja 2015.) The influence of immigrant parents or any other ethnic social circles one might have, nurtures children of immigrants to grow into a multicultural environment. Following from this, second generation immigrants may view two different cultures as their own. Immigrants often face various cultural differences when moving to a country that has a different culture from their own. Adapting to a new country's norms can be demanding, but it is reachable. (Sam 2000:6–7.)



In 2017, 4,5% of Finland's population were immigrants, that is of other than Finnish nationality. Immigrants have settled mainly in the bigger cities, such as Helsinki, where currently 9,5% of the citizens are immigrants. (Tilastokeskus 2017.) The most common reasons for moving are due to family relationships, work situations and having a refugee status (Sutela & Larja 2015). According to Population Association (Väestöliitto 2019), in 2014, the amount of youth from ages 0 to 24 with a foreign language as their mother tongue was 7.1%. The number of these individuals has been increasing rapidly during the past years and continues to do so. (Väestöliitto 2019.) This thesis targets immigrant adolescents and more specifically youth aged 12 – 18. As such, the aforementioned statistics highlight the importance of this thesis in helping immigrant youth integrate to Finnish society.

## 2.4 Life Management

In referencing to the Finnish term "elämänhallintataidot", which has no direct English equivalent, the term "life management skills" will be used. Life management is a wide and abstract term that includes one's ability to cope with life's adversities, as well as the skills which let individuals succeed in different environments of life. It consists of different areas of life such as mental health, relationships, physical health, lifestyle, mood and self-esteem. Balancing these areas is a way of managing life, and by improving them one may feel that they are better able to approach sudden misfortunes in life. (Nyyti ry 2016: 7–9; Gould & Carson 2008: 60.) There is not much research targeted on life management in general, but rather on the individual concepts and skills that are considered to be a part of overall life management. (Yuen et al. 2010: 296–297.)

Life management skills are everyday abilities that expedite academic success, personal development, social development, and career or future planning. Some examples of such skills include interpersonal relationship skills, leadership abilities, the ability to self-manage, solve problems, make decisions, and being able to come up with ways to further develop and make use of one's talents. Within these so-called skills are certain attitudes that can also be also considered to be a part of life management, such as resilience, optimism, work ethic, respect, carrying responsibility and having a sense of initiative. (Yuen et al. 2010: 296–297.) Essentially, life management skills are various and can be both behavioural and cognitive, interpersonal and intrapersonal. Behavioural skills are those related to communicating with others and cognitive skills are those related to de-

cision making. When interpersonal skills are developed, it can be seen in one's confidence and how one sees themselves. Intrapersonal skills, on the other hand, can be seen in one's competence to plan for the future. (Gould & Carson 2008:60.)

The efficiency at which youth transition from childhood to adulthood is influenced by how they are able to cope with the physical and emotional changes that naturally occur during adolescence. The receiving and learning of skills in life management is necessary for this process. Due to this, interventions to help develop life management skills in youth are important, and they have to be considerate of the youth's physical and emotional development and maturity level. (Yuen et al. 2010: 296–297.)

Life skills can be learnt spontaneously through everyday life experiences, as well as taught directly. For instance, in families, parents act as a model for certain life skills that are then passively modelled and learnt by their children. An example of this is communication. On the other hand, for example in schools, youth can be directly taught certain skills. These include techniques for studying, critical thinking and problem-solving. (Yuen et al. 2010: 296–297.)

### **3 Purpose, Goals and Research Question**

The purpose of this thesis is to create a brochure showcasing cost-free activities in Helsinki and present it to Myllypuro Primary School's junior high students. The goal is to help prevent intergenerational exclusion in immigrant youth by directing them to services that support life management skills.

The research questions guiding our thesis are: What life management skills are especially important in the prevention of intergenerational exclusion of immigrant youth? What kinds of activities and clubs in Helsinki support these life management skills?

## **4 Factors in Life Management that Help Prevent Intergenerational Exclusion**

Supporting life management skills reduces the risk of exclusion: the lack of life management skills are concrete hazards in the development of exclusion (Nousiainen, Petrelius & Yliruka 2013: 143–144). Life management is a broad topic consisting of various skills and areas of life. When considering the target group of this thesis, immigrant youth, important life management areas that support the prevention of exclusion are language, physical activity and social interaction through the formation of relationships.

### **4.1 Relationships**

Relationships with others are crucial to human functioning. This is when it comes to both psychological and physical health. Relationships are present in different contexts and areas of life, and they vary in intimacy, length, type, investment, etc. What these different types of relationships do have in common, however, is that essentially, they are how an individual relates to another person. (O'Donnel et al. 2014:45.)

Positive relationships are attached to better happiness, satisfaction as well as physical health results. Vice versa, not having significant and healthy relationships have been linked to declined physical health: social isolation has been seen to increase the risk for mortality. (O'Donnel et al. 2014:44.) Furthermore, relationships have been found to be a source of meaning for life. This is true among all ages, cultures and genders. Indeed, individuals who have experienced social exclusion have reported levels of meaning of life to be lower. (O'Donnel et al. 2014:45.) This highlights the importance of having and fostering positive relationships in one's life.

Through relationships, one develops self-concept and identity, according to the social psychology theory. Developing identity has been suggested to be central to one being able to make sense of their life. (O'Donnel et al. 2014:45.) Being in relationship with others is also an essential element in gaining and developing interpersonal life management skills. For example, through relationships one has opportunities to learn how to resolve conflicts, which is a valuable skill to learn. (Yuen et al. 2010:301.) Furthermore, relationships promote development in communication, empathy, responsibility, cooperation, negotiation, understanding of others and even leadership skills. Through these skills, one is better able to handle personal situations, self-improve, build and maintain

social relationships. (Yuen et al. 2010:296; 300–301; 304–305.) Therefore, in order for youth to be able to learn these skills, it is vital that they find and have social relationships.

Individuals can rely on the various relationships in their lives in times of stress to cushion the impact of the stress. (O'Donnel et al. 2014: 47–48.) When individuals face adversities or stresses of life, having positive relationships, increase the likeliness that one copes with the stressors in such a way that health consequences will be reduced. Indeed, from research into individuals facing major life situations, it has been found that social support buffers the negative effects on health and helps with the coping process. (Heaney & Israel 2002:194.) For immigrants it is especially important to find this support system. This is as they may be separated from their natural support of family, who may live in a different country. (O'Donnel et al. 2014: 47–48.)

Family relationships have an important role in the development of various life management skills. Even though youth spend a lot of time with friends, family relationships are more constant and therefore, have an especially significant effect on the development of life management skills. Lambert et al. did a study in which he found that for American youth, family relationships hosted a big source of meaning for life. Having a sense of meaning and purpose for life acts as a cornerstone for wellbeing. (O'Donnel et al. 2014:46.) Furthermore, having open communication with parents and parents having a genuine interest in a youth's life, act as protective factors for a young person (Terveyden-ja hyvinvoinnin laitos 2019). Combined with the intergenerational aspect of exclusion, this shows the importance of fostering positive family relationships for youth.

The school environment is also important, not only in educating and teaching youth, but in fostering relationships for youth. It is a place where youth spend a major part of their time and meet friends. Indeed, having relationships is a vital part of staying connected to schools. In a study by O'Donovan et al. (2015), they found that students who had positive relationships in school, experience school as an enabling space. An enabling space is an organisation or community that effectively keeps youth connected to learning. Those students who did not have such positive relationships, risked at not benefitting from school and consequently began to disengage from it. Based on this, the youth that begin to disengage from school need to be provided with the possibility to form positive and trustworthy relationships and are as such, able to develop their interpersonal skills. (O'Donovan et al 2015: 647–648.)

In sum, positive social relations promote health in several ways, including by creating a sense of identity and belonging in individuals (Fenton 2015), as well as teaching various life skills. Indeed, it has been found that friendships are a strengthening factor in life management (Rönkä 2004). When it comes to the prevention of exclusion, youth that face exclusion have reported that they consider the lack of friends as the biggest reason for the exclusion (THL 2018a). Furthermore, by not having these kinds of relationships, youth risk the possibility of not learning various valuable life management skills. As stated earlier, having life management skills are central in the prevention of exclusion.

## 4.2 Physical Activity

Participating in sports has multiple positive effects on one's health. It is an activity that improves not only physical-, but also social and psychological skills (Polvi 2008). People who are physically active, have a lower risk of falling ill with more than 20 diverse chronic illnesses. It can also improve mental health and disorders such as depression. (Fogelholm et al. 2005: 11-15.)

Sports and physical activity can help one learn and maintain various life management skills. Lee et al. found that the following four areas of life management skills were developed in adolescents participating in an afterschool sport program: being more active, improving their social as well as problem solving skills, and having an enhanced feeling of purpose. (Lee, Park, Jang & Park 2017.) Indeed, participating in sports is a good way for youth to develop life management skills in a fun way.

When it comes to mental health and psychological support, sport is linked to the feeling of pleasure. This feeling of pleasure is further enhanced by participating in sports with a group of people. For example, when doing sports with others, successfully reaching mutual goals can create a feeling of victory and pleasure. For an adolescent, these kinds of positive experiences where one experiences not only pleasure, but the success of reaching mutual goals within a team, can be highly important in framing one's own identity and in searching for a place within a community. (Fogelholm et al. 2005: 48-49.) Sports also create an environment where goals are measurable and achievable in short term. Following this, experiences of success demonstrate the importance of setting goals, which could support one's performance also academically. (Danish, Forneris & Wallace 2005: 47.)

The improvement of social skills in group sports is almost unavoidable, since interactions with other people are inevitable. Furthermore, one can improve skills such as taking others into account. (Polvi 2008:29 – 34.) Giving feedback, as well as supporting one another, does not only build team spirit, but also how one views themselves. Togetherness will build a foundation for self-confidence to grow also as an individual. (Polvi 2008.:29 – 34.) According to Danish, Forneris & Wallace (2005: 47) the most common reasons for participating in sports are in fact, improving skills, having fun and most importantly, making new friends. As discussed earlier, having close positive relationships is central to the prevention of exclusion.

Sports groups for adults are able to target the intergenerational aspect of exclusion. These groups act as a meeting place for both immigrants and native individuals, it is a place where adults to get to know new people. This is especially true if the individual is outside of the work- or school environment. It gives them a place to go during the day and meet new people. In Finland, especially many Muslim groups have expressed a desire for such sports groups, with swimming being a popular desire in immigrant women. (Mikkonen 2005: 53 – 71.) Therefore, sports can act as a way to prevent exclusion in both, adults and youth. Furthermore, by supporting an adult, the intergenerational aspect of exclusion can be addressed.

As much as there are positive outcomes from participating in sports, there can also be negative effects on one's psychological and social growth, if the environment is not focused on supporting them. This could lead to improper attitudes and behaviour, such as someone being casted as an outsider. (Pirnes & Tiihonen 2010: 207 – 208.) Therefore, life management skills can be learned through sports, but the competence obtained needs to be transferred to a real-life setting (eg. school and more specifically, managing in test situations), for it to be viewed as competence in that life management skill:

“Therefore, helping a young athlete learn deep breathing to manage stress while taking a critical foul shot in basketball is certainly an example of developing a social-emotional competency; however, it is not truly a life skill unless efforts are made to transfer that breathing technique to other contexts, such as school test taking” (Gould & Carson 2008: 60).

To learn to transfer these kinds of skills, a coach plays a huge role and should be able to educate on the importance of these skills in everyday life. Coaches who have not received proper education on coaching itself, and much less about life management skills, will not be able to support these skills within others. (Gould & Carson 2008: 60, 63

– 64.) Nevertheless, in sports one is plunged into meaningful action, where one receives both negative and positive experiences. (Pirnes & Tiihonen 2010: 207 - 208.)

To conclude, physical activity and sports have many positive effects in an individual's life. Adolescents gain various life management skills when playing sports together with other people. Not only is one meeting new people, but also gaining information about social skills and experimenting with the feeling of togetherness. These kinds of experiences will support one's view of themselves, and as such, can improve the sense of purpose in life. For a person who has an immigrant background, this is especially important. Furthermore, the benefit of sports for immigrants is that often times language barriers do not prevent participation. The combination of these factors and the support of life management that sport provides, can act together to prevent exclusion in youth.

### 4.3 Language

As an immigrant, one may not be proficient in the language of the country they are currently living in. Learning the language of a country is highly important in integrating into the society: having language fluency in a new country and culture is an essential factor in successful integration. As it is, having the ability to communicate adequately in a new culture makes socializing and integrating with local people easier. (Gatwiri, 2015; Sisäasiainministeriö 2007: 12 – 13.)

Language skills are central in defining and forming social relations. Consequently, language barriers can be a concern when it comes to forming social relationships. Vaccarino and Dresler-Hawke (2011) did research in New Zealand into how students form friendships with foreign international students, students from different cultures. The benefits found in having friends from the same culture included similarity: it is easy to relate and understand each other, as well communicate with one another. Foreigners do not share a similar background, and as such, communication and relating to is more difficult. Indeed, one of the biggest difficulties reported into making friendships with foreigners was language: 41% of the participants reported language barriers to be a hindrance into forming friendships with a foreigner. Natives felt that foreigners do not understand them completely, whereas foreigners found it difficult to express feelings in a second language. This was not always the case however: some participants formed friendships with foreigners because of the differences and having the chance to learn something new about a different culture. (Vaccarino & Dresler-Hawke 2011:184.)

In relation to this, findings from a study by Kayaalp (2016), show that already existing social circles in schools that have formed earlier on, can also make it hard for immigrants to fit in and form social relationships. Being accepted to such groups is somewhat determined by complying to the dominant culture's values and norms: speaking the dominant language and having proficiency in it can be a determining factor in whether someone will fit in or not. As it is, some schools have a hierarchical nature in which the native speakers are one group and the non-native speakers another. Although these kinds of rules that regulate social relationships are unwritten, they do affect everyday life in schools and the sense of belonging that youth face. (Kavaalp 2016: 139 –141.)

Being able to speak the language of a country is almost a prerequisite for getting schooling and it makes learning in school easier (Sisäasiainministeriö 2007: 12–13). As it is, language skills have a defining effect on academic skills and career opportunities. Immigrant youth can be linguistically disadvantaged, leading to stress and difficulties in understanding in school, and therefore, progressing academically. Not only do they have to learn new things, they must do so in a language that is foreign to them. (Kavaalp 2016: 138–139.) In a study by Shakya et al. (2010), researchers found that language barriers are a key struggle when it comes to following educational goals. These barriers make it difficult for immigrants to understand what is taught in classes as well as diminishes the ability to ask clarifying questions. Consequently, this can cause immigrant youth to fall behind in academic successes. (Shakya et al 2010: 71.) Similar results have been found in other research as well. Symons and Ponzio found that both youth and their teachers thought that the lack of proficient language skills is an important factor influencing both academic, as well as psychosocial challenges. In other words, language barriers are one of the greatest hurdles when it comes to school success. (Symons & Ponzio 2019:101.) Later on, knowledge of one of the national languages is also necessary for getting certain jobs. As such, it is important for immigrant youth to have language proficiency as to not become excluded from society and education opportunities.

Both of these studies (Shakya et al 2010:71; Symons & Ponzio 2019:101), however, mainly targeted refugees, who generally may have more severe linguistic challenges than other immigrant groups. Furthermore, it is important to note that first and second-generation immigrants may have different experiences regarding this area. Second-generation immigrants tend to have better language skills and understanding of the culture than first-generation immigrants. (Kavaalp 2016: 138–139.)



Language development does not only influence social and communication skills, but also the formation of self-identity. When individuals begin to use and learn a new language, they are not only communicating with others, but they are also shifting their identity of who they are and how they relate to others both now and in the future. Learning a language is tied to an individual's current and future identity, and it may influence the possibilities these individuals see for their future selves. It can also act to promote a sense of acceptance in the society. (Symons & Ponzio 2019:103,115.) Having a strong sense of identity and being able to see a positive future for one self, is important when it comes to life management.

Learning the language is not only important for the youth, but families as well. In order for immigrant mothers not to isolate themselves in their homes, it is important that they form social relations to Finns. Language skills support this. Furthermore, mothers are in an important role when it comes to the whole family and the youth. (Sisäasiainministeriö 2007: 12–13.) As such, by supporting parents' and especially immigrant mothers' language learning, the intergenerational aspect of exclusion can be addressed and taken into consideration.

To summarize, language skills affect a wide range of areas in life. Having language proficiency affects the formation of relationships, the development of identity in a new country, and can influence school success and future career opportunities. By learning the language, one is consequently supporting life management in these areas. Promoting language can act as a way to support inclusion and integration into a new culture.

## **5 Implementing the Thesis**

### **5.1 Methods**

#### **5.1.1 Functional Thesis as a Method**

This thesis was conducted in the form of a functional thesis. A functional thesis is development work where one strives to find solutions to issues risen from practice or to renew old practices. The end-result is an improved version of something existing or a completely new product. It can come in the form of an event, service, material, model, guide,

presentation, among other things. (Salonen 2013: 5–7; Ojasalo, Moilanen & Ritalahti 2009:18.)

In short, the process of a functional thesis begins from the choosing of an idea and continues on to the finished product and the literate presentation of the work in the form of a report. The report includes theoretical background, methods, materials, the different actors and the results or end-product. What is meant by actor is the partner or client that is being worked with. The implementation of the development work progresses together with the actor and includes conversations, evaluation, redirecting of the work, support, as well as giving and receiving feedback in different phases of the work. (Salonen 2013: 24–25.)

A functional thesis also has features of research work. For one, the development work does not consist of random measures, all decisions are justified and documented. Furthermore, both theoretical information and information from practice is obtained to support the work. The obtained information is critically examined, as is the process, the results, and any own decisions made. While analysis methods are not as thoroughly presented or justified as they would in a research – based thesis, an adequate amount of materials and data is used for an outsider to be able to understand all the decisions made and see the logic in the progress of the work. Finally, the whole process of the development work is documented precisely, and the results presented in a way that is clear and serves the purpose of the product. (Salonen 2013: 22–25; Ojasalo, Moilanen & Ritalahti 2009: 22.)

Below is a more detailed description of the process of the development work used in this thesis, as based off and applied from Ojasalo, Moilanen and Ritalahti's process of development work (2009).

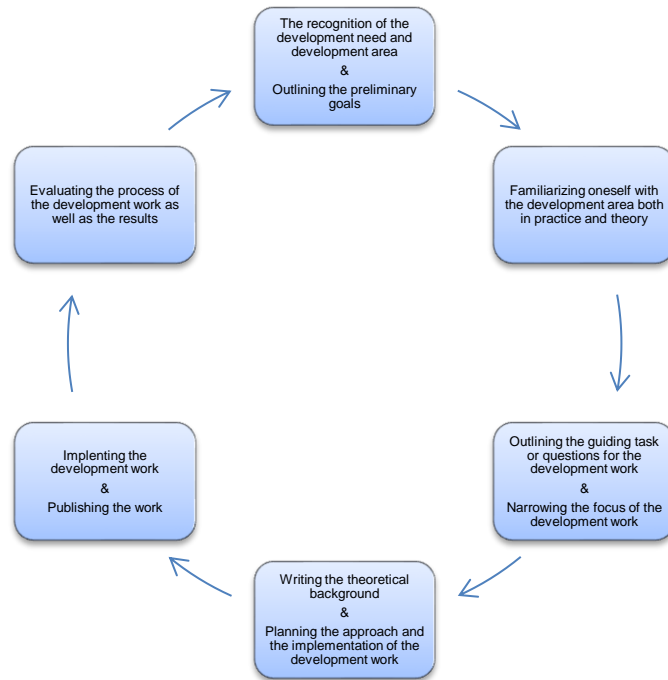


Figure 1. Process of Development Work as Adapted from Ojasalo, Moilanen and Ritalahti's Process of Development Work (2009)

### 5.1.2 Information Retrieval

In order to find background material and do research for this thesis, various books from the health field as well as healthcare databases such as Medic, PubMed and Cinahl were used. However, these healthcare databases proved to have limited information on the topics and concepts of the thesis, so the social work database Taylor & Francis online was used. As a search engine, Google Scholar was additionally used. For general information on the theoretical background, THL and WHO websites were searched. The search was done systematically but supplemented with manual search. The results from the search were critically examined and only reliable sources chosen. Furthermore, material that was as new as possible, preferably from 2008 onwards, was strived to be found. The sources that were chosen reflected the thesis topic and research questions.

In the search both Finnish and English key words were used. For the Finnish word "syrjäytyminen", the terms social isolation as well as exclusion were used. In addition, for the Finnish word "elämänhallinta", the search key life management or life skills was used. These terms were supplemented with other terms related to the topic: e.g. life management AND immigrant or exclusion AND youth. Because life management consists of a variety of skills and much research is done on specific life skills rather than life

management as a whole, specific life management skills were also used as key words in the search: e.g. exclusion AND language.

The search was narrowed to those articles related to youth (age 12 onto around 29). A study was not necessarily discarded if it was not specifically about immigrants. This is because while certain life management skills are more important for immigrant youth than youth in general, youth all around the world learn and need similar skills of life management in their everyday lives.

## 5.2 Description of The Work Progress

### 5.2.1 Timing

The thesis work was started in autumn 2018. Three three-week periods to solely work on the thesis were allotted. These three periods were named descriptively as the *planning phase*, *implementation phase* and the *reporting of the thesis work*. During each of these periods, a seminar was held in which the thesis work thus far was presented and an opponent gave comments on it. Work on the thesis was done outside of these allotted times as well. Below is a graph outlining the work done in each of the allotted three-week periods.

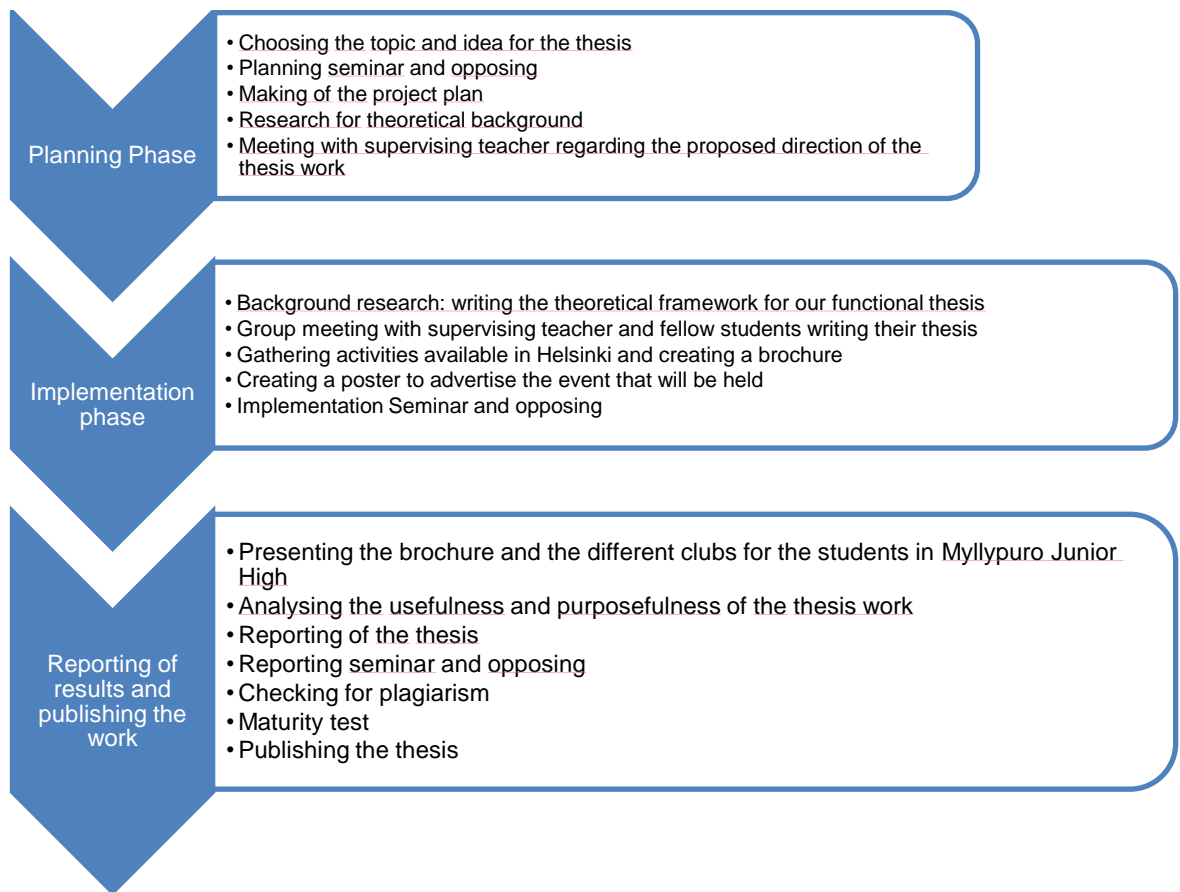


Figure 2. Timing of the work

### 5.2.2 Environment and Target Group

This thesis was done in collaboration with the Connex-t-project. Its aims are to prevent the intergenerational exclusion of young immigrant men and support the transition of these individuals from compulsory schooling to the next educational level, while engaging their families and school professionals. This project has begun in January 2019 and will last 2,5 – 3 years. The focus of the project is Southern Finland.

The thesis was conducted in the Helsinki metropolitan area and collaboration was done with Myllypuro Junior High to carry out the thesis work. The target group for the thesis was derived from the target group of the Connex-t-project: young immigrant men aged 12–29. The functional aspect of the thesis was done in the junior high of Myllypuro Primary School and as such, the target group was adolescents aged 12–18, more specifically. The contact person from Myllypuro Primary School was the current guidance counsellor of the school, Tiina Valtonen. According to her, there are around 200 students in

the Junior High of the school. Furthermore, many of the students are either immigrants or have an immigrant background.

Even though the target group of this thesis is immigrant youth, an important aspect in integration to society is getting connected with the native population. As such, when gathering the free-time activities for the functional aspect of this work, not only those specifically directed at immigrants were considered. Finally, as this thesis also considers the intergenerational aspect of exclusion, activities that were potentially open to the parents of the youth were also welcomed. Despite all of this, when researching for the activities, the main target group of immigrant youth was kept in mind.

### 5.2.3 Creating a Brochure Gathering Cost-Free Activities in Helsinki

The purpose of this thesis was to gather cost-free activities in Helsinki into one place. By doing so, the goal was to prevent exclusion in immigrant youth by directing youth to services that support life management skills. As it is, many activities and clubs inadvertently support life management. According to Hansen, Larson and Jodi (2003: 27–28, 40–50) extracurricular activities influence a variety of developmental and life management skills which can be categorized as personal development and interpersonal development. Personal development includes being able to set goals, manage time and being able to cope with emotions. Interpersonal development, on the other hand, includes progressing social skills and the way of managing them. For this thesis work, activities that, more specifically, support life management in the areas outlined in the theoretical background, were searched for and gathered into one place.

The search for these activities was done on the Internet. The criteria for including the activity was that it related to the theoretical background in that it promotes life skills in language development, social relationships or physical health. Moreover, other criteria were that the activity had to be a continuing activity (that is, not a one - time event), in Helsinki, for youth aged 12 and up, and is potentially open for other family members as well. Additionally, a standard was that the activity needed to be free of charge. More than a third of immigrants in Finland have found that fees for sport hobbies are a barrier for participating in them (Opetus- ja kulttuuriministeriö 2016). Furthermore, an international comparison was made to find out the connection between one's income and activity in

sports. The results demonstrated that this connection is explicit: lower income suggests of lower participation in sports activities (Opetus- ja kulttuuriministeriö 2016). Unemployment, as it hints of lower income, makes this barrier even greater. As it is, immigrant's unemployment rates in 2012 were almost double as much as Finnish natives. (OECD 2014: 123–132., tables 2.A1.12 & 2.A1.11.) Therefore, the importance of gathering only cost-free activities was significant, as it allows for the activities to reach youth despite varying standards of living.

To help illustrate the search for the activities, two separate tables were created. In one, the websites browsed through and the key words that were used in the search were inserted (Appendix 1). Some websites that were browsed through include: already existing hobby sites, websites of different churches in Helsinki as well as other religious organizations, and youth community centre and library websites. In addition, individual google searches around the theme were done. The key terms used in the Google searches were also noted down in the table. In the second table that was created (Appendix 2), the activities that hit all the criteria were jotted down. Furthermore, what kind of activity it is, where it is located, the link to the website of the activity, as well as the social media information were written down.

This thesis was done in collaboration with Myllypuro Primary School in Helsinki. Contact with the school was done through the school's current guidance counsellor, Tiina Valtonen. The first contact with the school was done by the supervising teacher of this thesis, after which a meeting to meet the contact person was arranged. During this first meeting, the meaning and goal of the thesis work was discussed, the school's needs were surveyed, and the timing for the process was settled. The guidance counsellor was also questioned on the best way to implement the thesis, that is how to present the gathered activities, in order for it to reach as many students as possible. It was decided that a poster (Appendix 3), to be hanged on the walls of the school, as well as a brochure (Appendix 4), containing the information about the gathered free-time activities, would be created. The brochures would then be given out personally to the students of the school. Furthermore, an e-version of the brochure, which could be shared through the school's administration program Wilma, would be made. Wilma is used by the school to allow communication between teachers, students, and students' parents. By sharing the brochure through this program, it maximises the amount of people it can reach.

The brochure and the poster were created on a website called “Canva”, which offers ready-made platforms and bases for designing. The usage of Canva was smooth and it helped create a brochure that was both inviting to look at, as well as had enough space to display all the free-time activities gathered. Additionally, it allowed for the brochure to be produced as an e-form as well.

After the poster and the brochure were created, they were printed out at Myllypuro Junior High. The poster was used as an advertisement for the upcoming event where the brochures were to be handed out and more information on the gathered cost-free activities would be given. More specifically, the posters held information about the time and place of the upcoming event, with the aim being to invite the students to come and get their own brochure. Fifteen copies of the poster were printed and hanged on the walls of the school. Additionally, the same information was presented on TV-screens which were used to share information within the school. During this visit, the plan was to also print out the brochure, but problems occurred with the outlook of it, causing it to be unfit for printing. After some changes were made to the brochure platform, 130 copies were printed out a week later, on the same day the event took place.

#### 5.2.4 Presenting the Brochure for Myllypuro Junior High students

The event was implemented on two separate days, during the Junior High student's lunch break. In addition to advertising the event by the posters that were hanged on the walls of the school a week before, the guidance counsellor made an announcement through the school radio to inform about the event. The place of the showcase was meant to be in the lobby of the Junior High, but it was suggested that the brochures be handed out in the school's media room instead, which is right by the lobby. This decision was made to preferably reach those students who are genuinely interested in the concept: the students would have to come and get the brochures rather than receive them while walking by. To make the showcase look inviting, the brochures were set on a table, and the poster was reflected on a silver screen in the room. When students came in, they were introduced to the concept and a brochure was handed out. Questions and comments were supported and answered if they occurred. Two trainees from the Junior High joined to help with the distribution of the brochures. By seeing the familiar faces of the trainees in the Media room, it was thought to be easier for the students to approach the showcase.



After the first day of the event, some modifications were done according to the relatively low quantity of the students who showed interest towards the brochure. As such, as it was in the original plan, a table was set up in the lobby of the Junior High to reach all the students after all. Students were invited to get their brochure from the table, and some brochures were given out to passer-by's.

## **6 Discussion**

### **6.1 Examining the Outcome**

The result of this thesis was a brochure that gathered free-time activities in Helsinki which support life management skills in the areas of language, physical health and relationships. These areas were based on and derived from the target group of immigrant youth, and the aim of this product was to help prevent intergenerational exclusion. Around 33 different kinds of activities were found that supported these skills and were mentioned in the brochure. Additionally, websites where more activities could be found, were provided in the brochure.

Finding activities that were related to and supported the theoretical background were relatively easy to find. Most free-time activities and hobbies support at least one, if not more, of the life management areas outlined in this thesis. Especially supporting life management in the areas of language and relationships were common in nearly all the activities that were found. This is as most free-time activities are done in groups, meaning that social interaction is inevitable. Furthermore, as the language used in free-time activities in Helsinki is mostly Finnish, supporting language development comes naturally when participating in the activity.

When it comes to the support of life management skills through physical activity, it was not as present in activities available in Helsinki. Whereas language and social interaction are supported in various kinds of activities, physical activity is mainly supported in those activities in which the sole and primary purpose is the sport or physical activity. For example, language and relationship skills are both supported in garden care, even though they are not the primary focus of the activity. Physical activity, on the other hand, is supported in activities such as floorball and football, where sport and physical activity is

the main focus of the activity. Therefore, supporting life management in language and social interaction through free-time activity is, in a sense, easier to achieve than it is for physical activity.

Despite being able to find activities that hit all the criteria, it required a lot of search and the activities were difficult to locate. While there are numerous free-time activities for youth in Helsinki, most of them charge a fee. For example, most of the hobbies listed in existing hobby search sites on the internet are not free. Furthermore, while a hobby search site may list an activity as free, once you go on to the activity providers website, the hobby might not actually be completely free. This is especially the case with hobbies related to sports and physical health: there are very little cost-free sport related activities in Helsinki. Therefore, finding cost-free activities was not as simple as going through one hobby search database. Furthermore, many of the free time activities found were ones that one must know about from other sources than the internet, that is, they are not really advertised, and locating them through a simple google search is difficult. In order to locate activities for this thesis, many google searches using several different key words was required, as well as systematically reviewing different web pages that could potentially have information on free-time activities, such as church websites. Therefore, for an average young person to find a cost-free activity in Helsinki, locating them would require quite a bit of work. Following this, the brochure produced through this thesis work should make finding cost-free activities for youth easier to find.

Relating to this, one weak aspect of the brochure is that as it only offers information about the activities, the youth need find a way to join the hobbies themselves. The goal of the brochure to support life management skills is only fulfilled if the youth actually go and participate in the activities. Conclusively, the activities are the ones supporting life management skills and the brochure only guides the youth to find them. However, hopefully the ease of finding a hobby through the brochure motivates the youth to go try them out.

When it comes to the intergenerational aspect of this thesis work, the brochure was created as an e-version as well as a paper version. The e-form allowed the brochure to be shared through the administration system Wilma, which also connects the parents of the youth. By enabling the parents to view the same information that their children have received, they will hopefully be more prepared when it comes to supporting their children's activities. The brochure also provides information on activities that are meant for

anyone to join in, eg. Language cafés. These activities are ones that parents can benefit from and their life management skills could be supported as well. It also allows for the option of parents and youth being able to participate in activities together and therefore, support the parent-child relationship.

However, the language courses were also a category of free-time activities that the youth were not particularly interested in. In addition, many of the other hobbies gathered in the brochure, such as garden care and floorball, were separated to age groups or had a target age group. Therefore, they were activities where the youth and parents could not participate in together. Therefore, this thesis work is lacking in the sense that it does not address the intergenerational aspect of exclusion adequately. However, it is important to note, that despite not being able to reach parents of youth as successfully as the youth themselves, by supporting these youth, future generations are also supported: intergenerational exclusion in the next generations will not occur if the youth of today can be helped.

The guidance counsellor with whom collaboration was done with in order to carry out this thesis work, was very happy and satisfied by the brochure that was created. She praised the visual appearance as well as was positively surprised by the amount of free-time activities that were gathered. In general, she congratulated the work and thought that the end-result was both relevant and favourable when it comes to the needs of the school. Moreover, the guidance counsellor commented that she believes that the brochure created adequately addresses the issue of social exclusion. As it is, collaboration with Myllypuro Primary School worked seamlessly, and the sentiment was verbally agreed upon by both parties.

Something that came up during the process of doing this thesis is the usage of the word "exclusion". While it is what this thesis work aims to affect and prevent, it can also be a very stigmatising word. This idea was brought up by the guidance counsellor. As it is, there was debate on whether the word should be included in this thesis at all. While it was mutually agreed that the word was not to be used in the created brochure, as the youth of the school are not yet excluded or necessarily even under the threat, the question remained whether to use the word in the report of the thesis. Instead of thinking about the "prevention of exclusion", there was some discussion about potentially using something along the lines of "empowerment" and the "fortifying of life skills". Nevertheless, it was mutually agreed that as the prevention of exclusion is even outlined in the

strategy of the city of Helsinki (Helsingin Kaupunki 2019), and something that this thesis aims at touching, the word will remain in the report.

## 6.2 Utilizing the Product

The main thing separating the brochure from other websites jointing extracurricular activities is that the brochure only provides activities that are free of charge. As it was already stated, a charge can be a barrier when looking for a new hobby (Opetus- ja Kulttuuriministeriö 2016). As such, for everyone to be able to join, a benefit of the brochure when compared to hobby websites is that it only contains charge free activities. Additionally, since websites from various organizations were used to gather the information for the brochure, it contains activities from various fields, allowing for different personalities to find a hobby suitable for their interests.

As the brochure was printed out on an A4 piece of paper, it was a concrete and physical guide helping youth find extracurricular activities. Furthermore, by printing it out, it was possible to hand it out personally to the students and allowed receiving comments from the youth right away. As such, it was also possible to know that the right target group received the brochure.

The reception of the brochure in the school was varied. Even when putting up the advertising posters the week before, students showed interest by coming up to look at the posters. On the days of the events, around 110 brochures were given out. During the first day, the more interested youth came to get a brochure, and these were the youths that gave out some comments. The next day, the brochures were more given out to “passer -by’s”, who did not stay to comment on the brochure. In general, some youth seemed genuinely interested, some were sceptical and some blatantly told that they were not interested.

There were several comments from the youth asking about sports related hobbies, and more specifically soccer. Indeed, it was an area that the youth were particularly interested in. As mentioned earlier, finding cost-free sport activities in Helsinki was difficult, as there are not many. However, there were different youth nights and youth centres listed in the brochure that can host sports, especially if requested for by the youth. This information was given to the youth when they asked about sports. Nevertheless, as it is

in an area that the youth were interested in, sport activities could act as a way to really reach youth and through it, support life management skills and prevent exclusion.

The brochure can be utilised in the future outside of this thesis work as well. The brochure was delivered to the school as an e-version as well as being handed out personally to the youth of the school. As such, it was produced in such a way that it could be easily distributed to a bigger audience if wanted, and that the personnel of Myllypuro Junior High could print out more if they so wished. As it is, the guidance counsellor of the school wanted to print out more of the brochures and distribute them to one of the nearby community centres. As such, it allowed for even more people to view it and hopefully guided them to begin a new extracurricular activity.

### 6.3 Development Ideas

This thesis fulfilled its purpose of creating a brochure gathering free time activities in Helsinki in one place, and the goal of helping to prevent social exclusion through the strengthening life management skills was addressed. However, during the process new ideas arose on how to further develop this work, and what things could be considered in similar work in the future.

For one, while the brochures, the product of this thesis, were given out to youth of the school being worked with, the effectiveness of the brochures is unknown. A development idea following this thesis would be to assess how the youth took on the brochure, and whether the youth went and participated in the gathered-up activities. Furthermore, more insight into how helpful and useful the youth found the brochure to be could be shed light on.

A question that this thesis work does not adequately address is the intergenerational aspect of exclusion. While this thesis work helps present different activities for youth and parents, it does not really address how to encourage youth to participate in activities together with their parents. Furthermore, the created brochure has relatively little activities that youth could do together with parents. Future work could be aimed more specifically on the intergenerational aspect of exclusion, and how to encourage youth and parents to communicate and participate together.

A thought that was brought up by the guidance counsellor of Myllypuro Junior High, was that getting youth to move and participate in activities outside of their immediate living area can be hard. According to her, youth tend to search for hobbies from around their immediate living area. If this is the case, many of the activities gathered up in the brochure are too far away, despite them being in the same city. The amount of hobby options in such a relatively small area as where the youth live is very limited, especially when it comes to cost-free activities. As outlined in the theoretical background, extracurricular activities help develop several kinds of life skills (Hansen, Larson & Jodi 2003: 27 – 28). Therefore, it is important that youth have places to go to and activities to participate in outside of the school environment. Perhaps by providing information on what activities are available in other parts of the city, the youth may be more motivated to try them out. Nevertheless, future work could be directed at how to motivate youth to move out from their comfort zone or how to ensure more areas in Helsinki have activities that youth could participate in and take advantage of.

Another key finding that was raised during the thesis work, was the interest that youth had for sports and activities related to physical activity. It was a comment that was heard from several students. Moreover, as outlined in the theoretical background, the benefits of physical activity for the development of life management skills is huge (Polvi 2008:29 – 34). Combined with the interest that the youth held, it is an area worth focusing on in future work. For example, work into how to empower and motivate youth through sports could be done.

A way to address both these issues, youths' reluctance to leave their neighbourhood as well as the interest youth have for sports, would be to consider the option that could schools host afternoon clubs or activities for their students. In this way, the youth would not have to travel distances to reach free-time activities. Furthermore, as schools typically have gymnasiums and sports equipment, hosting sport activities, such as soccer, would be made possible. This could also help foster a more positive attitude towards schools for youth.

#### 6.4 Ethical Considerations

Ethical considerations were kept in mind during the whole process of this thesis. Finnish advisory board on research integrity's (Tutkimuseettinen neuvottelukunta 2012) guidance was used as a baseline for ethical considerations. The thesis was written honestly

by pointing out the sources that were used. To support this, a plagiarism test was made through Turnitin. Critical considerations towards the sources were kept in mind during the whole process, to make sure that they could endure ethical screening. A contract was signed by the collaboration parties to make sure that there was a mutual understanding about the process and timing.

#### 6.5 Professional growth

This thesis work helped support the professional growth and professional knowledge of us as nurses. Nursing is to fully care for an individual whether it be physical or psychological needs. Moreover, preventing illness and promoting health are both nursing roles. (ICN, 2018). By doing this thesis work, we were able to promote mental health in youth and help prevent potential mental harm that can come from facing exclusion. We learned that nursing work does not always have to involve a hospital setting and physiological readings. The thesis work also pushed us to think outside of the box and come up with new ways to promote health in a certain age group. As it is, it gave us a chance to practice working with youth and what things to consider when working with that age group.

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## Appendices

### Appendix 1 – Search Table Used to Find Free-Time Activities

An example on how the websites and key words that were used to find free-time activities were inserted into a table

Web page	Search term	Criteria
www.harrastushaku.fi	Harrastus Vapaa-aika	Free of charge Meant for youth In Helsinki area
www.munstadi.fi	Nuorisotalot	Within Helsinki area
www.google.fi	Kielikurs* Ilmaiset kielikurs*	Free of charge Helsinki area Finnish language English language
www.google.fi	Liikunta harrastus Urheilu harrastus Maksuton harrastus	Free of charge In Helsinki area Meant for youth
www.mitaharrastaa.fi	Harrastukset	Free of charge Meant for youth In Helsinki are
www.sion.net	Vapaa-ajan toiminta	Free of charge Meant for youth
www.helmet.fi	Vapaa-aika, toiminta, harrastus	Free of charge Meant for youth In Helsinki area

## Appendix 2 – Gathered Free-Time Activities

An excerpt from the table showcasing the found free - time activities

Place	Age group	Action	Address	Web page & Social media accounts	Remarks
Myllypuron nuorisotalo	9-18 years	Billiard Floorball Free computer use Playstation Hang outs	Yläkivenrinne 6 Myllypuro Helsinki	<a href="http://myllypuro.munstad.fi/">http://myllypuro.munstad.fi/</a>  Instagram: Myllypuronnuta	<ul style="list-style-type: none"> <li>The closest youth center to the Junior High of Myllypuro</li> </ul>
Ympäristöystävällinen kahvila	13-17	Hang out Activities Events	Yliskylän puistokatu 4 (Kauppakeskus Saaren 1 krs) Yliskylä Helsinki	<a href="http://myllypuro.munstad.fi">http://myllypuro.munstad.fi</a>  Instagram: Ymparistotila  Facebook: <a href="https://www.facebook.com/nuortenymparistotila/">https://www.facebook.com/nuortenymparistotila/</a>	
Lingonet language course	No age restrictions			<a href="http://www.helmet.fi/fi-FI/Ekirjasto/Verkkokurssit/Opi_suomea_Lingonetverkkokursseilla(92279)">http://www.helmet.fi/fi-FI/Ekirjasto/Verkkokurssit/Opi_suomea_Lingonetverkkokursseilla(92279)</a>	<ul style="list-style-type: none"> <li>Available only on the internet</li> <li>Requires a library card</li> </ul>
Couple dance	No age restrictions	Dancing	Biologinkatu 5 Viikki Helsinki	<a href="https://www.helsinginlavatanssit.fi/?fbclid=IwAR3dg7r_6ZrPnxCzHLNaEcXUL_gNDsEJcrNEVXWMOuYA1DGbdJnFJ8n8C9U">https://www.helsinginlavatanssit.fi/?fbclid=IwAR3dg7r_6ZrPnxCzHLNaEcXUL_gNDsEJcrNEVXWMOuYA1DGbdJnFJ8n8C9U</a>  Facebook: <a href="https://www.facebook.com/helatanssit/">https://www.facebook.com/helatanssit/</a>	<ul style="list-style-type: none"> <li>Organized once a month</li> <li>Address might change on different dates, check from the website</li> </ul>



## Appendix 4 – The Created Brochure

### NUORTENILLAT

**Tönöillat**  
Yhdessäoloa, iloa ja yhteyttä  
Haagan Tönö, Huopalahden kirkko  
Tiistaisin ja Perjantaisin klo 18 – 21

**Olo- ja Saffkaillat**  
Vapaata olemista ja syömistä  
Munkkiniemen seurakunta  
Keskiviikkoin klo 18 – 20.30

**Klubi Kakkonen**  
Oulunkylän Seurakunta  
Kerran kuussa perjantaina klo 19 – 23  
<https://www.helsinginseurakunnat.fi/bulunkylanseurakunta/nuoret.html#stx>

**Rento**  
Musaa, pelejä, rentoa ajanviettoa  
Paavaliinkirkko  
Sunnuntaisin klo 18 – 20.30

**Nuorten avoimet ovet**  
Hengailua, bilistä, lautapelejä  
Pitäjänmäen seurakunta  
Tiistaisin klo 18 – 21

**Peke**  
Vapaata hengausta ja yhdessäoloa  
Vartiokylän kirkko  
Perjantaisin klo 19 – 22

**My Night**  
Malmin Saalem  
Lauantaisin klo 19 – 22

**Prometheus tapaamiset**  
Teema - illat  
Pauligin Huvila  
Maanantaisin klo 18 – 21

### MUUT

**Kirjaston tapahtumia**  
Mediapaja, robotinteko, lautapeli – ilta.  
<https://bit.ly/2OgFNEY>  
f Helmet-kirjasto

**Light-club**  
Vapaata hengausta perjantaisin  
Metrokappeli, Keinulaudankuja 4  
<http://www.metrokappeli.fi/>  
f Light Club Kontula

**Maan ja puutarhan hoitoa**  
Kumpulän koulukasvitarha  
<http://www.kasvitarha.munstadi.fi/>  
Kumpulän Koulukasvitarha

**Malmin toimintakeskus**  
Kaikille avoin kohtaamis- ja tapahtumapaikka.  
Asukastalo Malmin Toimintakeskus  
Kirkonkyläntie 2  
<https://www.hel.fi/sote/toimipisteet-fi/aaakositairvasukastointinta/pohjoinen/malmin-tk/>

**Nuorten ympäristötöitä**  
Yliskylän puistokatu 4, Kauppakeskus saari 1 krs.  
<http://nuortenymparistotila.munstadi.fi>  
f Nuorten ympäristötöitä  
ympäristötöitä

**Stedi - Nuorten oleskelutila**  
Redin kolmannessa kerroksessa  
Ti-pe 15-20:30

**Walkers talo**  
Kohtaamis ja ajanviettopaikka  
Simonkatu 1 – 3  
Ma-pe 15-21

## NUORTEN MAKSUTTOMAT HARRASTUKSET HELSINKI 2019

Discover.  
Contact.  
Get active

Kysymyksiä? Kommentteja?  
[osvoinn@metropolia.fi](mailto:osvoinn@metropolia.fi)  
[ainoves@metropolia.fi](mailto:ainoves@metropolia.fi)

### NUORISOTALOT

**Myllypuron nuorisotalo**  
Yläkivenrinne 6  
<http://myllypuro.munstadi.fi>  
f Myllypuron nuorisotalo  
Myllypuronnuuta

**Kontulan toimintakeskus luuppi**  
Ostosie 4  
<http://luuppi.munstadi.fi/>  
f Kontulan toimintakeskus luuppi  
luupinnuta

**Roihuvuoren nuorisotalo**  
Prinsintie 1  
<http://roihevuo.munstadi.fi/>  
f Roihuvuoren nuorisotalo  
Roihuvuoren\_nuta

Lisää nuorisotaloja  
<http://munstadi.fi/paikkoja-ja-toimintaa/>

### URHEILU

**Vapaapalokunta**  
Helsingin VPK, Tapanila & Puistola  
<https://www.helsinginvpk.net/>  
f Tapanilan VPK  
Puistolän VPK- Asema 53

**Game dev - pelien tekoryhmä**  
<http://gamedevclub.munstadi.fi/>  
f Game -dev Club  
gamedevclub

**4H-kerho**  
Kerho-, kurssi, leiritoimintaa  
Kaartitorpantie 6  
<https://www.pks4h.fi/>  
f Pääkaupunkiseudun 4H  
Pks4h

**Mopohalli**  
Ulapparaitti 6  
<http://rastis.mopohalli.munstadi.fi/>  
f Rastis Mopohalli

### KIELIKURSSIT

**Kirjaston verkkokurssit**  
<https://bit.ly/2C78hdA>  
<https://bit.ly/2Cwq0gB>

**50-languages**  
<https://www.50languages.com/phrasebook/en/it/>

**Loecesen**  
<https://www.loecesen.com/enup>

### NUORISOKAHVILAT

**Keskiviikkoillan kahvit**  
Toimintakeskus Jenny, Beckerintie 9  
<https://bit.ly/2H-yURNK>

**Nuorten kahvila**  
Tapanilan kirkko, Veljestentie 6  
<https://bit.ly/2Uj4ib>

**Nuorten cafe**  
Kerhis, Tykistönkatu 8'  
<https://bit.ly/2H-tzpl3c>

### KIELIKURSSIT

**Kielikahvilat**  
Kirjastoissa ympäri pääkaupunkiseutua  
<https://bit.ly/2T1JZDr>

**Suomenkielen keskustelukerho**  
Itäkeskuksen Kirjasto  
<https://bit.ly/2FsyAig>

**3kk ilmainen suomenkielen kurssi**  
<https://www.worddive.com/fi/kielikurssit/suomea-maahanmuuttajille>

**Tsekkää myös nämä**  
<https://unactionnuorille.fi/>  
<http://munstadi.fi/>  
<http://nk.hel.fi/harrastushaku/>