

# A FAMILY GUIDE TO ADDICTION PREVENTION





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**Book Name**

A Family Guide to Addiction Prevention

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# PREFACE

The Turkish Green Crescent Society works in every field of addictions, including alcohol, tobacco, drugs, gambling and technology, all of which threaten our health and future. Prevention and awareness-raising efforts constitute the majority of the activities we carry out in every aspect of life, whether at home, at school or in the street. It is our primary responsibility to contribute to the raising of our children and young people, as the guarantors of our future, with the awareness of a good and healthy living.

Families play a key role in the success of efforts to prevent addiction. Providing children with accurate and reliable information, beginning when they are young, will empower them against addictions and raise their awareness of the benefits of a good and healthy life.

With this sense of responsibility, we present the “Family Guide to Addiction Prevention” for the benefit of our society. This family guide has been developed as a result of long and meticulous works by our developmental psychology experts. The opinions and recommendations of parents were sought during the preparation of this family guide, and so we aim to fully meet the expectations of families based on scientific information. The Family Guide to Addiction Prevention will not only make various recommendations to families, but also give them the opportunity to evaluate the information they have learned and to implement it through the activities presented in the guide.

As Green Crescent, we will continue our contributions to a good and healthy future, drawing upon more than a century of experience and with the same excitement felt on the first day of our efforts. It is my sincere hope that addictions would cease to be a danger to humanity, and that our younger generations, as the people who will shape our future, choose a healthy and conscious life instead.

**Prof. Mücahit Öztürk**

*President of  
The Turkish Green Crescent Society*

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# A FAMILY GUIDE TO ADDICTION PREVENTION

Every parent wants their children to be healthy and happy, and children need healthy physical, cognitive, social, and emotional development to become healthy and happy.

Children whose **physical** development is healthy pay attention to nutrition, activity and personal care.

Children whose **mental** development is healthy can find solutions to the problems they encounter, and are able to distinguish between right and wrong.

Children whose **social** development is healthy can maintain good friendships, assume responsibility for their behavior, and follow the rules around them.

Children whose **emotional** development is healthy can recognize their emotions and the emotions of those around them, and are able to express them correctly and deal with them effectively when they become challenging.

There are some risks that will hinder children on their journey of growth. Such risks may frighten you, as parents, but the best thing you can do to protect your children is to recognize those risks and take measures at an early age. In this guide, we will familiarize you with one of the greatest risks your children can face: **addiction**.

**A Family Guide to Addiction Prevention** has been prepared with the contributions of the families in the Green Crescent so that you can gain awareness and take measures to counter the development of addictions. Throughout the guide, you will see the “Recommendations from families to families” boxes. **These recommendations are made by the families working in Green Crescent.**

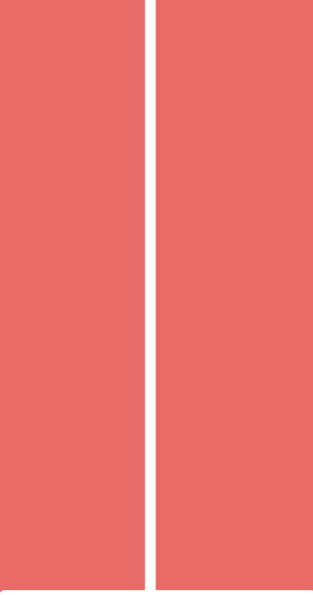
- The first chapter provides brief information about addictions, the different types of addictions, and their causes and effects.
- The second chapter presents family factors that can protect against addiction and fundamental parenting skills.
- The third chapter presents the risks associated with different development periods, protective parenting recommendations regarding addictions, potential situations that you may encounter with your children and activities you can do at home to strengthen communication within the family.
- The final chapter makes some basic recommendations about how to recognize possible warning signs, what you can do if you suspect use or addiction, and how you can manage the process.



There is no one-size-fits-all guide to raising children. Every family has different dynamics, rules and needs. While reading this guide, you are recommended to;

- pay attention to the needs of your family and children,
- take notes; and
- try to implement the recommendations and activities.

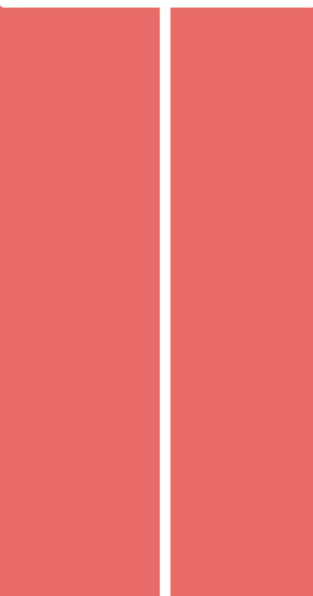




# **CHAPTER 1**



## KNOWING ADDICTION





Which addiction do you think is more harmful?

- a) Tobacco addiction
- b) Alcohol addiction
- c) Substance addiction
- d) Gambling addiction
- e) Technology addiction

**Correct answer: All of them**

In fact, all addictions have the potential to be equally damaging. Addictions have common effects on the brain and behavior, and so they can open doors for each other. Consequently, all of them are harmful, and protecting yourselves from all of them should be a primary family goal.

- **What is addiction?**

Addiction can be briefly defined as the loss of control over an object used or an action performed and the inability to quit even if the damage is clearly visible.

- **Addiction is a serious problem.**

Addiction causes problems in all areas of life. Numerous studies have been carried out into the prevention and treatment of addiction, which is considered a global public health problem. Research has shown that the factors that can cause addiction begin to appear at an early age.

- **Addiction is a process.**



Which of the following children do you think is at a greater risk of having an addiction problem?

1.



2.



3.



4.



5.



**Correct answer: All of them**

Anyone can have an addiction problem. Addiction is a brain disease rather than a personality disorder or a problem related to willpower. Although different risks and protective factors are involved, anyone is at risk of having an addiction problem due to our common brain mechanisms. Hence, it is important to gain awareness about protecting ourselves and our family from addictions.

- **Patterns of addiction are modeled.**

If children see you use an addictive substance as a problem-solving and coping mechanism, they will copy this behavior pattern.

- **Addiction is a brain disease.**

Addictive substances alter the structure and functioning of the brain. At first, the brain craves the substance or activity because it derives pleasure from it, but then it cannot stop itself, even if it is no longer enjoyable. Addiction is thus a brain disease, and anyone can have an addiction problem.

- **Addiction is a recurrent disease.**

Addiction is a disease that follows a course of recovery and relapse, and its treatment requires patience. Therefore, it's crucial to recognize the condition before reaching the level of addiction through prevention efforts.

- **Addiction can be prevented.**

It is possible to prevent addictions by reducing the risk factors that can lead to addiction and increasing the protective factors.

- **Prevention starts in the family.**

A family environment with positive relationships, in which parents take an interest in their children and support their skills, provides a strong basis for efforts to protect children from addictions.

Negative consequences that can be seen in children if addictions are not prevented:



Health problems



Unhappiness and unwillingness to do anything in life



Making wrong choices



Inability to establish healthy relationships



Having difficulty coping with challenges



Academic failure

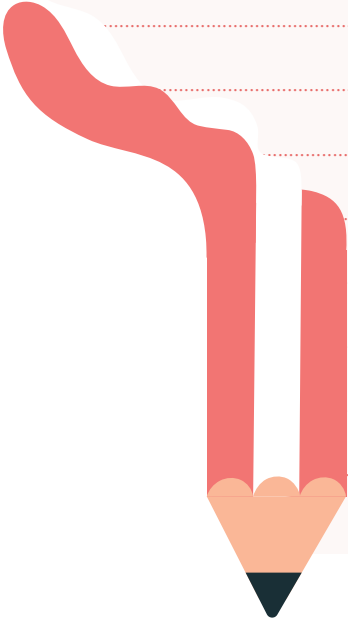
### How Do We Recognize Addictions?

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**How do you know when a person has an addiction problem? What are the possible symptoms? Make a note of any thoughts that come to mind.**

[illegible]



While reading the symptoms below, think about the people around you and assess whether they show any of them.

- ☐ The amount of substance used or action performed needs to be gradually increased to feel the same level of pleasure.
- ☐ Adverse physical and mental effects develop when the use or action is stopped or reduced.
- ☐ It takes a lot of time, effort and money.
- ☐ Efforts to reduce usage fail.
- ☐ The control mechanism is weakened.
- ☐ Bodily damage occurs.
- ☐ Psychological well-being deteriorates.
- ☐ Social relationships are damaged.



We have provided an overview of addiction and its symptoms. Now let's learn what people can be addicted to and the types of addiction.

## TYPES OF ADDICTIONS AND THEIR CHARACTERISTICS

Addictions can be categorized under two headings, namely, chemical addictions and behavioral addictions:

### Chemical Addictions

A substance is taken into the body and the individual becomes addicted to that substance.

*Tobacco, alcohol and drugs, etc.*



### Behavioral Addictions

A behavior is repeated again and again, and the individual becomes addicted to that behavior.

*Internet, gaming and social media, etc.*



Now, let's learn the types of addiction. First, we will examine tobacco addiction.

## TOBACCO ADDICTION

Cigarettes, hookahs and electronic cigarettes are widely used tobacco products currently. The addictive substance in tobacco products is nicotine. It causes pleasure-inducing chemicals to be released in the brain, making the person feel good for a short time and thus to crave more nicotine. It is this dependence on nicotine that makes it difficult to quit smoking or other tobacco products. ***When the use of tobacco products is reduced or stopped, physical and emotional adverse effects such as stress, dejection and irritability develop. In fact, tobacco products trick our brain's reward system, and the feeling of happiness is not real.***



Tobacco addiction is a common problem around the world. Currently, about 1.5 billion people worldwide smoke. More than 8 million people die every year due to tobacco-related diseases.

**The earlier a person starts using tobacco, the greater the risk of nicotine addiction. Studies have shown that the average age at which people start smoking in Türkiye is 16.7 for men and 17.9 for women.**

One of the causes of the early onset of tobacco use is the tobacco industry. It targets children and young people because they are easier to manipulate. Think about the TV series and movies you watch. You may have seen smart, beautiful and cool characters smoking cigarettes and other tobacco products. Who do you think their target audience is? What is the purpose? Of course, they target young people, aiming to develop positive perceptions towards tobacco products.



***"I tell my child that I smoke because of stress, and that I will quit in the future."***

Actions speak louder than words, especially with children. As such, it is not enough to say that you will quit. Telling your children about the effects of smoking cigarettes or any tobacco product, such as stress reduction, may result in them developing a positive perception about smoking in the future.





Around 7 million of the 8 million deaths per year are a direct result of tobacco use. About 1.2 million people, including children, die from passive smoking, that is, the exposure of non-smokers to second-hand smoke.

Using tobacco products and exposure to tobacco smoke at a very early age are harmful to health. Second-hand smoking, known also as passive smoking, refers to the inhalation of tobacco smoke by people other than the active smoker. ***Exposure to second-hand smoke causes many health problems in infants and young children, including ear infections, coughing, wheezing, shortness of breath and bronchitis.***



***"It doesn't harm him/her because I don't smoke when s/he is around me."***

Exhaled smoke becomes trapped in clothes, furniture, curtains, walls, bedspreads, carpets, dust, devices and other surfaces, and is hence called third-hand smoke. A room may be ventilated, but the harmful chemicals left by smoke do not disappear, creating a potential hazard for children's health through their contact with surfaces.



*Now let's learn about another type of addiction: alcohol addiction.*

## ALCOHOL ADDICTION

According to historical data, alcohol is the oldest and most common substance known to be abused. As it gained popularity, it was noticed that it gave rise to various health problems. ***Studies show that alcohol use is on the rise, and the average age of initiation is as low as 12.***

***Alcohol use is much more harmful to young people because their brains have not yet fully developed. Alcohol use by young people can damage the parts of the brain related to memory, control and coordination. This can lead to significant health problems.***

Young people usually start to use alcohol as a result of misconceptions put forward by friends and peer pressure: ***"let's have fun together", "you will forget your problems", "it will make you feel stronger".***





***“If I don’t let him/her drink, I’ll look like a very strict, prescriptive parent.”***

Having rules about alcohol in your family does not make you a strict parent. On the contrary, it shows that you are a parent that sets boundaries for the good of their children.



**The best solution is to not start at all.**



Alcohol consumption is estimated to be the seventh leading cause of death and disability around the world.



***“His/her friends may drink, but my child would not.”***

Being accepted into a group of friends is very important to children. Since alcohol is a substance that is usually consumed in social environments, there is a high risk if more than half of the friend circle consume alcohol. Often, alcohol use can become a tool of acceptance among this age group, so children may be under pressure to drink.



***“If s/he drinks with me, s/he will learn to drink in moderation.”***

Although drinking families think that it may be safer for children to consume alcohol with them, studies have shown that it may cause children to drink more without family supervision. Regardless of the amount, starting to consume alcohol at an early age and its acceptance in the family may lead to alcohol and substance addiction in later years.



*After this important information about alcohol, let’s learn about substance addiction.*

## SUBSTANCE ADDICTION

Drugs can contain various chemicals and have different uses. When a person uses drugs, they feel pleasure, happiness for a short time, and may increase the amount used to get more pleasure. Despite increasing the amount, the person fails to draw as much pleasure from the substance as the first time, and a physical and emotional addiction thus develops. In addition to physical and psychological harm, the risk of death also increases.

**Research has shown that people who try drugs at least once in their lifetime are most prominently in the 15-34 years age group.** Young people may have close friends who introduce them to substances and encourage their continued use. Despite being afraid, young people may try them to avoid being excluded from their circle of friends, thinking that just one time will not hurt. **However, trying drugs even once can lead to addiction.**



***"If my child had used drugs, s/he would act very differently and we would certainly recognize it."***

Note that not every substance has the same effect on every person. Merely observing the presence of physical effects is inadequate. The person may not only face physical and psychological problems, but may also lose their ability to interact with their family, friends and society.



According to a 2020 research report compiled by the Department of Combating Narcotic Crimes of Türkiye, 85.5% of those who use narcotic substances at home live with family members.



***"My child would never do it!"***

Social pressure and the desire to fit in are quite dominant in adolescence. Adolescents may deviate from their usual character or general behavior, depending especially on the social context. You should thus be aware of your child's circle of friends and support their ability to say no.



*So far, we have presented chemical addictions. Now we will address the behavioral addictions, beginning with technology addiction.*

Technology and the internet are indispensable parts of our lives today. The dangers of **technology are related to the manner of use, purpose, duration and content** rather than the use of the technology itself. When not used in moderation, technology and internet give rise to problems.

*Technology or Internet addiction covers the fields of digital gaming, social media, mobile device, online gambling and online sexual addictions.*



***"Phones and tablets are a good way to keep kids busy."***





## Gaming Addiction

Digital games are becoming more and more popular. The fact that games are designed to keep the person in the game for longer periods increases the risk of addiction. Some digital games have structural features that compel gamers to play them obsessively. For example, massively multiplayer online games are never ending games in which the players gain reputation among online players as a result of their trophies and achievements. One of the factors that make online games more attractive is that it is easy for players to achieve success. In online games, people can easily experience feelings of success that they believe they cannot experience in real life.

The pleasure felt by playing digital games affects the reward system of the brain, resulting in changes in its functioning over time.



***“A child that can use a smartphone is intelligent.”***

Smartphones have been developed so that everyone can easily hold and use them, and the ability to use them has nothing to do with intelligence. On the contrary, spending too much time with technology at an early age has been shown to have adverse effects on the brain and on the development of mental skills.



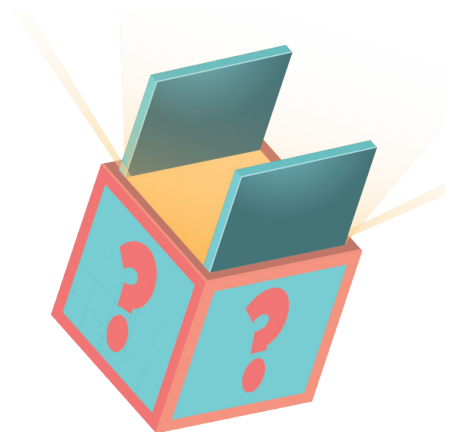
With the blurring of the boundaries between gambling and games, young children are now more exposed to gambling. ***Research has shown that children and teenagers are highly vulnerable to transitioning from gaming to gambling.***



## Gambling and Gaming Convergence

In recent years, loot boxes have gained a great deal of popularity in games. They are virtual chests containing random rewards that participants purchase to access in-game items. The value of the contents is unknown at the time of purchase, and while it may contain a very rare and valuable item, an ordinary and worthless item may also come out of the box.

***Given the similarity of loot boxes with gambling and the age group that such games target, loot boxes are completely or partially banned in some countries.*** It is, therefore, necessary for families to be informed about the subject and the content of the games their children play, and to be aware of the risks that may be encountered if they are to protect their children.





***“Instead of acquiring harmful habits outside, it is better that they are around us at home, even if they are in front of a monitor.”***

While surfing the Internet, windows may appear on some sites and they may accidentally click on them and enter harmful sites. Similarly, inappropriate sites may use the most searched words on their sites to trick children into visiting them, thus giving them access to inappropriate content, such as sex and gambling.



*We have provided information about behavioral addictions related to technology and the Internet. Now let's examine another common addiction: gambling.*

## Use Technology with Purpose and Sufficiency!

### GAMBLING ADDICTION



In recent years, the popularity of gambling has increased all over the world. The average age at which people start gambling has fallen to 9 years. Gambling addiction is more common in teenagers than in adults. Since children and adolescents are a risk group, families should be informed about gambling and its consequences.

Any activity in which anything is risked to gain something of higher value can be considered gambling. For something to be considered as a gamble, it needs to involve:

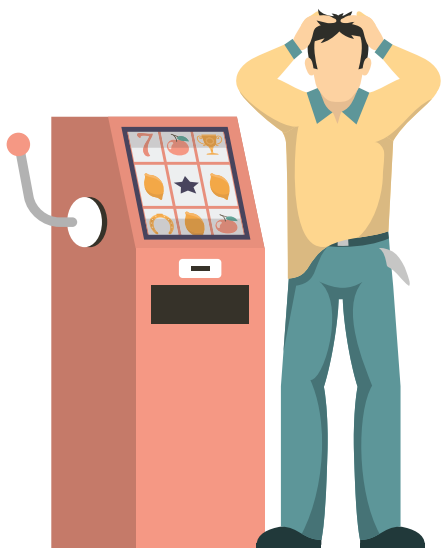
- wagering of money or anything else of material value;
- a goal to gain additional money or items of material value by attempting to make accurate predictions; and
- an uncertain outcome of the event.



***“Children or adolescents do not become addicted to gambling.”***

Approximately 10–15% of young people experience gambling-related problems, and 1–6% show signs of gambling addiction. Online gambling in particular is more common among children and teenagers.





*Card games such as poker, dice games, horse racing, betting, lottery, numerical lotto, instant win, roulette, craps, games played against the house or on electronic slot machines, etc. are all examples of gambling.*

There are different types of gambling available today. Although they may seem to be relatively less or more harmful, they all have the potential to lead to addiction.

False beliefs and the tendency to remember only winnings play a key role in gambling addiction. For example, feeling that you will win, believing that a lucky necklace will bring luck, thinking that there are lucky/unlucky days, believing that knowledge and skills will affect the result, believing that trying repeatedly increases the chance of winning, etc. cause people to distort the facts and to continue gambling.



***"Gambling addiction is easy to notice."***

Gambling addiction is known as a covert addiction. Unlike alcohol and drug use, it is easier to hide because it has fewer noticeable symptoms. Many gambling addicts do not realize they have a gambling problem, and often deny it after it is discovered.



The number of non-money gambling games is growing. Many gambling operators also offer free trial versions of their games. This also opens the door to risky advertisements aimed at promoting gambling to younger age groups.

Such games encourage gambling with real money, and give rise to gambling problems by offering a limited number of free trials of gambling games, allowing players to play poker in online rooms and placing slot machines in adventure games, among other different methods.

**Addiction is an effect, not a cause. It is the result of poor relationships with one's family and friends, academic failure and a lack of essential life skills, such as problem-solving.**



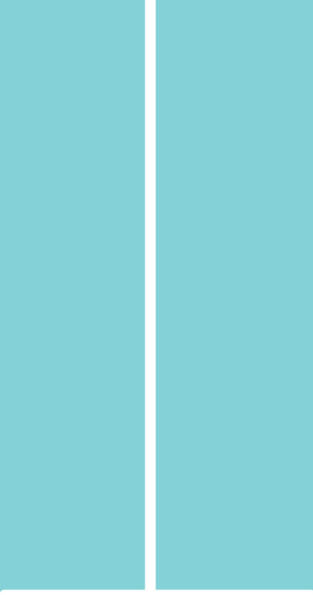
***“It’s okay if you don’t gamble every day.”***

A person with a gambling addiction may gamble frequently or infrequently. If a person’s gambling causes psychological, economic, emotional, legal or family-related problems, or similar difficulties for themselves or those around them, it means the person has a gambling addiction problem.



*We have presented above what addiction is, as well as its symptoms and the types of addiction, and we have described how addiction is not just an adult disease, and that precautions should be taken at an early age. In the next chapter, we will address the characteristics of an addiction-free family, as one that protects its children from addiction.*

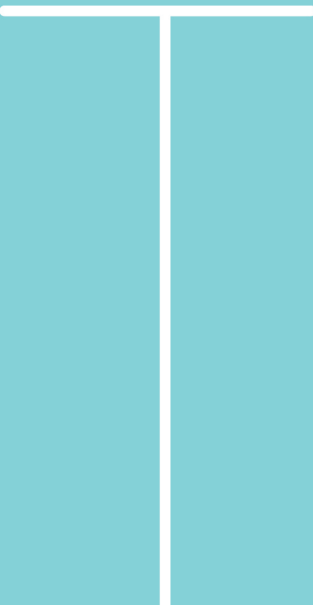




# **CHAPTER 2**



## ADDICTION-FREE FAMILY





*In Chapter 1, we said that prevention begins in the family. Family is where the child first interacts with, and learns about, the world. The communication that parents establish with their child, the unconditional love they give to their child, the parenting styles they adopt and the life skills they help their child acquire are the basic factors that protect children from addictions.*

Addiction is a family problem.

The protective power of the family against risks of social media, TV series and movies, circle of friends and many other external factors is undeniable. You can equip your children with different skills to protect them from the offers or pressures that can lead to addictions. As parents, you are your children's first role model and you are the person who knows them best. Your relationship with your child will nurture him/her in many ways and help direct his/her developmental needs and pursuits along appropriate channels.

So, what are the basic family characteristics that empower children against addictions or erroneous choices and support them to lead a beautiful life?



PRIMARY CHARACTERISTICS OF ADDICTION-FREE FAMILIES

Each member of the family has different traits that make them strong. So what are the strengths of you and your child?

My Strengths

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....

My Child's Strengths

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....

**When it comes to a strong family, there are some universally recognized characteristics. They include:**



Exhibiting a positive parenting attitude



Being a positive role model



Ability to manage stress effectively



Ability to communicate well within the family



Ability to set boundaries and apply positive discipline



Effective child supervision skills

**What characteristics would you like to improve in you or your child?**

The Characteristics I Would Like to Improve in Myself

1. ....
2. ....
3. ....
4. ....
5. ....

The Characteristics I Would Like to Improve in My Child

1. ....
2. ....
3. ....
4. ....
5. ....



*In this section we will touch on positive parenting skills that are important for those of all ages, and critical factors for specific age groups in the following sections.*

## POSITIVE PARENTING

Positive parenting promotes positive relationships in the family, based on love and affection, and ensures that parents provide positive guidance to their children.

One of the principles of positive parenting calls for children to be provided with a safe, interesting and positive learning environment in which to satisfy their curiosity and exploration needs. When parents encourage their children's interests and give feedback on their positive behaviors, children tend to maintain that behavior. Another principle relates to having realistic expectations and beliefs about one's children. When expectations and beliefs are unsuitable for the child's age, developmental characteristics and personality traits, communication problems are likely to occur.

*Children who grow up with positive parenting achieve higher academic success, find it easier to make friends, and have more positive thoughts about themselves. They are also faced with fewer behavioral or emotional challenges in adulthood. A positive parenting approach can lead parents to feel safer and less stressed. As a result, there is less conflict between parents.*

It is very important to be aware of the fact that you are individuals as parents, and to take time for yourself to protect your well-being. When your own needs are met, you will be more patient, considerate, consistent and approachable to your children.



POSITIVE DISCIPLINE

Do you have rules for everyone in the family and specifically for your child?

How do you decide on rules?

Are the consequences of disobeying the rules clear, or do they vary?

Have you ever compromised with or bent the rules?  
If yes, how often?

Positive discipline is another important principle in positive parenting. Although discipline is perceived to have a negative meaning, this is not true. Children need boundaries, frameworks and compassionate discipline.



Recommendations from Families to Families

*"The primary thing that parents should do to prevent addiction is to set boundaries. For parents who have difficulty setting boundaries, the solution may be to keep things that a child can become addicted to away from the home, to encourage the child to take up a hobby that will contribute to his/her development, and to increase the amount of the quality time spent together as a family. I think that applications that control screen time also work to prevent technology addiction."*

It is important to explain to children exactly what is expected from them, and to clearly define the rules and the consequences of breaking them (set rules together with children of school age and adolescents, and decide together what will happen if they do not follow the rules).

***Consistent, foreseeable and predictable positive discipline approaches enable children to take responsibility for their behavior and gain awareness of the needs of others. Children whose parents are consistent exhibit less problematic behaviors.***

Positive discipline is not punishment-oriented, being intended rather to focus on and reinforce positive behaviors. If the child exhibits problematic behaviors due to an emotional need, it makes sure that the need is met in positive ways. Although it is strict, it requires parents to adhere to the decisions made while compassionately calming the child. Resolute discipline helps children understand the consequences of their behavior and take responsibility. Children have the opportunity to experience such consequences in a loving environment. Thus, they feel safe and know what to expect in the face of different behaviors. It improves their self-control skills by supporting them in controlling their behavior.

## HEALTHY FAMILY COMMUNICATION

Strong family ties are an important factor in protecting children and young people from addiction. Unconditional love and healthy communication between family members are at the heart of the formation of strong family ties.



### Recommendations from Families to Families

*"It is crucial for parents to establish healthy and satisfying communication and bonds with their children and to be role models for them. They should avoid conditional love statements, and should show unconditional love and acceptance. What is more important is that they show their love in abundance and without hesitation."*

*"The way you communicate with your child as a parent is critical. Raise your children with love and make them feel your support so that they can share their every problem with you, no matter what."*

*"Treat your children with love so they don't look for it in someone else, and encourage them to trust you."*

*"First of all, it is important to listen to children, try to understand them and show interest. Children will seek attention elsewhere if they can't get it from you."*

### The basic elements of healthy family communication include:

- Listening to each other's ideas and feelings without criticizing and judging them;
- Everyone being able to express their views when making family decisions;
- Adopting non-competitive and cooperative attitudes;
- Every family member fulfilling their duties and responsibilities toward the other members of the family.

Healthy communication within the family enables parents to recognize their children's problems and addiction risks, and to take the necessary action for prevention and response. ***Children and young people with strong family ties do not hesitate to talk to their families and ask for support when they face the risks that await them in the outside world.***

One of the important factors that make communication healthy is conflict resolution skill. Some families are afraid of get into conflicts with their children, believing them to be inadvisable. Conflicts within the family, however, provide important opportunities for families to resolve problems together, to collaborate and to make changes when necessary. Through conflicts, you can teach your children to focus on solutions rather than problems, to evaluate the potential consequences of their actions and to improve their communication skills.

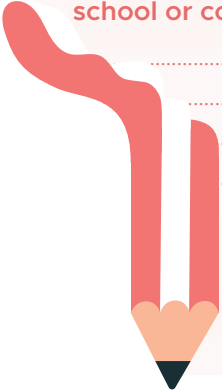
SUPERVISION

Supervision, which is a dimension of parenting, involves parents obtaining information about their children's activities outside the home, where they are and who they are with. *It is important to supervise children and adolescents in accordance with their level of development. Although it varies by age, continued supervision helps protect children from risky behaviors.*

How many of your child's friends do you know? .....

Do you know the families of their friends? .....

Where does your child like spending most of their free time outside school or courses? .....



With adolescents in particular, parents should find out about their child's friends and activities in an appropriate manner. They should not learn through pressure or coercion, but by chatting with the child, being aware of critical issues and observing their child from afar.

Beyond just knowing where the child is and what s/he is doing, supervision involves observing his/her needs, feelings, thoughts and goals, and providing age-appropriate guidance. As children grow older, they start to spend more time away from home, making it more difficult to supervise and maintain communication with them. Establishing a positive relationship at an early age and supervision supported by clear rules will make things easier for both the parents and the child in the future.



Recommendations from Families to Families

*"Even if the relationships within the family are good, parents should not give up control, should give responsibilities to their child as they grow up, and should not forget that their child needs love and attention, even though they have grown up. They should never be certain that their children will not stray from the path, and they should keep an eye on them, but inconspicuously."*

## ROLE MODELING

Would you like your child to be like you when they grow up? .....

.....

Which of your traits would you like them to develop? .....

.....

Do you have any traits that you would not like them to develop?

.....

What can you do to change them? .....

.....

.....

.....

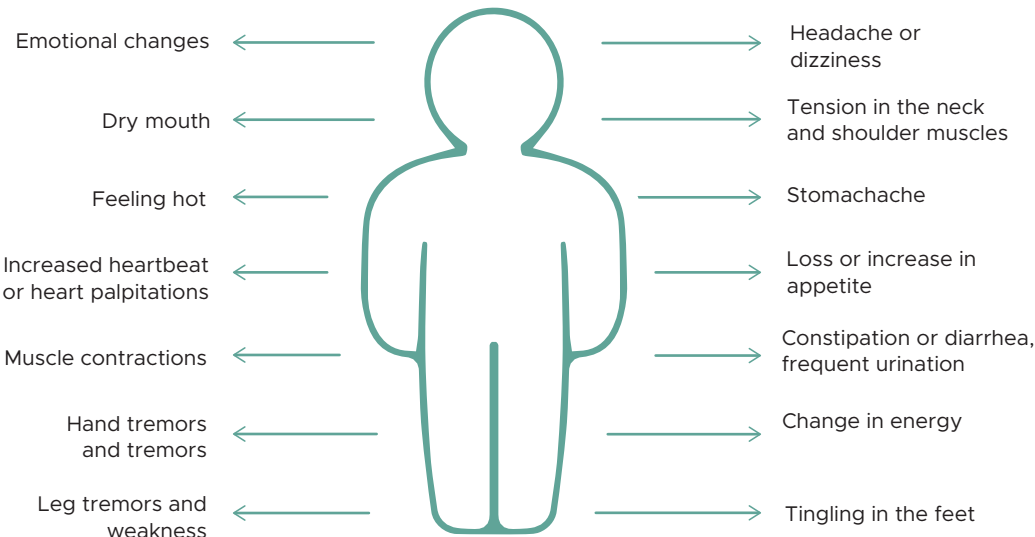
Parents are the primary role models for their children and their influence on them is enormous. Over time, your child will adopt many of your values, behavioral patterns and ideas, and they will carry them even into adulthood, just like the values and behavioral patterns you inherited from your parents. ***Their values and behavioral patterns in the future will be influenced by how you deal with problems, how you express your feelings, what you do when you are anxious, how you celebrate special days and your attitude towards addictive substances.*** Setting a good example for your child, especially when it comes to addictive substances and behaviors, will steer them toward the development of positive attitudes and behaviors.

**Remember that there is no perfect family. Every family has their own problems, and everybody makes mistakes. What matters is how you manage the situation when you make a mistake. What matters is to be aware that you have made a mistake, to make up for it, to learn from your mistakes and to avoid repeating them.**

STRESS MANAGEMENT

The hustle and bustle of daily life can be stressful. Stress is a part of life. *However, when individuals turn to tobacco, alcohol, substances, gambling, excessive Internet use or gaming to avoid stress and anxiety, they are opening the door to possibility of addictions. Hence, parents must have the necessary skills to cope with stress and anxiety, and to set an example for their child.*

The management of stress begins with recognizing stress when it arises. You can both observe the signs of stress in yourself and help your child increase their awareness by talking to them.



How do you feel when you are stressed? .....

How does your child feel? .....

What do you do to relax? .....

What can relax your child? .....

# WHAT IS YOUR PARENTING STYLE?



### WHAT IS YOUR PARENTING STYLE?

Every parent applies certain behaviors and methods while raising their children, and these are referred as parenting styles. These parenting styles, influenced by the person's experiences with their own parents and their child's personality traits, can also impact children in positive and negative ways.

*Below is a test through which you can evaluate your own parenting style. After completing the test, go to the evaluation and recommendation section.*

#### **1. Each parent may apply different approaches to the monitoring or supervision of their child. Which of the following reflects your opinion?**

- A. I limit his/her time outside. I routinely check to see if s/he's where s/he says s/he is.
- B. Children cannot be trusted. I set strict rules about what is allowed. It's not open to discussion.
- C. Children should have their own private space. I never check on my child because I don't want to upset him/her.
- D. I don't have time to spy on my child. Children need to learn to take care of themselves, so I leave it up to them to make the right decision.

#### **2. Which of the following best describes you as a parent?**

- A. "I can communicate with my child, but my priority is being a parent, not being a friend."
- B. "I am quite strict with my child, but s/he knows that I love her/him very much."
- C. "I am like a friend with my child. I'm not strict or boring like other parents."
- D. "We don't have a lot of time to spend together, and we don't really worry about this situation."

#### **3. Which of the following best describes your ideas about rules and discipline?**

- A. We set the rules and determine the consequences/sanctions of non-compliance as a family. We also apply the determined consequences when the rules are not followed.
- B. Children are rebellious by nature. If they break the rules, the consequences have to be serious so that they learn their lesson.
- C. I threaten to punish my child, but I don't punish him/her much when s/he breaks the rules.
- D. I don't think discipline works. If my child makes a bad decision, I expect him/her to evaluate his/her own behavior and accept the consequences.

#### **4. Which of the following best describes your ideas about giving love and care to your child?**

- A. I show my love for my child by spending time with him/her, being involved in his/her activities, showing interest, listening, giving him/her support and setting boundaries.
- B. I set strict rules for my child for his/her own well-being.
- C. Loving parents provide their child with things they didn't have in their childhood.
- D. My child knows I love him/her. We provide everything for his/her needs and comfort.



## 5. Which of the following best describes your relationship with your child?

- A. My relationship with my child is warm and positive, but I set clear rules where necessary.
- B. I get very tired of constantly telling my child what is right and what is wrong.
- C. We are like close friends. My child tells me everything.
- D. Children are always children. Whatever I do, s/he prefers to learn by doing.

## 6. When I argue with my child, I usually:

- A. Try to stay calm, respect his/her ideas and listen to him/her.
- B. Get upset and angry. Most kids these days are constantly responding to their parents.
- C. Feel guilty. We are so close, so I hate conflict between us.
- D. Put an end to it. If you give your child his/her freedom, it will eventually work out.

## 7. When I disagree with my child about something:

- A. I listen to his/her ideas and we try to settle the dispute.
- B. I stand firm and state that I have the final say.
- C. I let him/her do whatever s/he wants; after all, I was a kid once, too.
- D. I change my tune, so we have no problem.

## 8. What do you do if your child makes new friends that you don't approve of?

- A. I try to get to know their friends and their families, then I decide what to do.
- B. I forbid him/her from seeing them.
- C. I do not interfere with their friendship because I don't want to be too controlling.
- D. I think s/he will make the right choices and not put him/herself in danger.

## 9. Which of the following reflects your opinion of your child using an addictive substance?

- A. All are forbidden. I've told my child before about the consequences if s/he breaks the rules.
- B. If I catch him/her, s/he will be severely punished.
- C. S/he'll try things eventually, but if I catch him, I just tell him/her not to do it again.
- D. Whatever I say or do won't work; if s/he wants to do it, s/he will do it anyway.

## 10. Your child wants to stay at a friend's house, but there is no adult in the house and s/he keeps bringing up the subject. What would you do?

- A. I listen to him/her and explain the reasons why I don't allow it.
- B. I reject it, saying "end of discussion".
- C. I allow him/her to go, because all his/her friends will be there.
- D. I let him/her go, as s/he'll keep asking otherwise.



### PARENTING STYLE TEST RESULTS

Count the number of times you chose each option and write the results in the spaces provided below. Read the explanation for the option that you selected most.

A: \_\_\_\_\_ B: \_\_\_\_\_ C: \_\_\_\_\_ D: \_\_\_\_\_

Find out which style you adopt more frequently!

a

*If your answers were mostly "A", you have a predominantly **authoritative parenting style**. Research has shown that the authoritative style is the most effective. This style involves maintaining discipline while observing the child's behavior. Prohibitions are explained, along with their reasons. Parents exhibit a supportive rather than punitive attitude. Research shows that children's academic success, self-confidence and adaptability skills are higher when brought up with this style of parenting, in which methods such as verbal reward and expression of emotions are used. It has been found to be the most effective style in the prevention of addiction.*

**Your Strengths:**

- Showing love and care.
- Setting clear and consistent rules and boundaries and applying discipline.
- Watching and supervising your child.
- Ensuring freedom of thought and expression.

**Features You Can Improve:**

- Recognizing the risks associated with the child's age
- Being able to adapt the rules and limits according to the child's age and the situation

b

*If your answers were mostly "B", you have a predominantly **authoritarian parenting style**. Those adopting this style of parenting expect their child to obey the rules, without question. Otherwise, a punitive style is adopted. Such parents are inadequate of showing love and warmth. The child has difficulty expressing him/herself. His/her individuality is constrained and his/her self-confidence diminishes.*

**Your Strengths:**

- Knowing the importance of setting rules and expectations.
- Applying discipline because you love and value your child.
- Supervising your child.
- Trying to protect your child from wrong behavior and dangerous situation.

**Features You Can Improve:**

- Create a warm and friendly atmosphere by verbally expressing your love through interest and praise.
- Listening to and respecting your child's ideas, even if you disagree with them.
- Applying the consequences that you decided with your child, depending on which rule was violated.
- Providing opportunities for discussion of certain rules. Explaining the reasons for the rules that are not open to discussion.
- Focusing on the positive rather than negative behaviors of your child. Encouraging positive behaviors rather than punishing negative behaviors.



**If your answers were mostly “C”,** you have a predominantly **permissive parenting style**. In this style of parenting the boundaries are not clear and the children are given too much freedom. The parent does not observe or control the behaviors of their child. They are overly tolerant and do not allocate any responsibility to their child. There are no rules or sanctions. The child grows up in an extremely free environment. In an environment where there are no boundaries or rules, children may be more inclined to engage in risky behaviors. Addiction is a boundary problem.

#### **Your Strengths:**

- Showing your child love and warmth.
- Providing a nurturing environment for your child.
- Being able to communicate openly.
- Ensuring freedom of thought and expression.

#### **Features You Can Improve:**

- Setting clear boundaries and rules and determining the consequences of violations.
- Being consistent in the application of the rules.
- Keeping track of your child’s whereabouts and activities.
- Communicating your expectations clearly.



**If your answers were mostly “D”,** you have a predominantly **neglectful parenting style**. The parent rarely spends time with their child and is often absent from the family system. They display a more passive, disinterested and dismissive attitude. Academic success, self-confidence, and adaptation skills decline in the children of such parents. Behavioral problems are also observed more frequently in this group than with the other parenting styles. The children of parents who adopt this style are more at risk of the development of addictions.

#### **Your Strengths:**

- Loving your child.
- Valuing your child’s independence and self-control skills.

#### **Features You Can Improve:**

- Showing interest and love to your child and being involved in his/her life by spending time together.
- Talking and listening more often.
- Setting clear rules and determining the consequences in case of violation.
- Supervising your child regularly and keeping track of their whereabouts and activities.
- Working on conflicts rather than ignoring them, and seeking professional support if necessary.





# **CHAPTER 3**

## NEEDS, RISKS AND RECOMMENDATIONS BY AGE

### NEEDS, RISKS AND RECOMMENDATIONS BY AGE

This chapter presents the needs, risks and recommendations broken down by age into early childhood, childhood, and adolescence. You can skip to the relevant sections depending on the age of your child/children.



#### EARLY CHILDHOOD (2–6 Years)

##### Developmental Characteristics



They are egocentric and can focus only on their own needs and desires. This leads them to act impulsively and they find it difficult to delay their desires.

Children who are not supported in terms of social, emotional and self-control skills at an early age are more likely to exhibit risky behaviors in the future.



Parents need to establish a strong and secure attachment with their children in the early years.

Insecure attachment styles may lead to different problems and may result in difficulty in establishing secure relationships with other people. It may also create a risk of addiction in the future.



At this age, children are very curious and instinctively want to explore. They learn by constantly observing their environment.

The presence of adults who smoke, drink and spend a lot of time with technological devices may lead them to imitate such behaviors and develop positive perceptions about them.





## Protective Recommendations:

- Parents must establish a secure bond with their child in the early years of his/her life. The secret to creating such a bond is to keep track of the needs of the child and to be a secure space and safe haven for him/her. Being a secure space means keeping an eye on the child as s/he explores his/her environment, and helping out when needed. Being a safe haven is about providing the child with protection when s/he needs it and comforting him/her when s/he encounters difficult feelings.
- For children to be able to control their emotions, they need to recognize the emotions they are feeling. When your children experiences a negative emotion, rejecting it or trying to fix it right away may cause them to feel like their emotions are not understood. You can support your children's understanding and expressing their feelings by explaining their experience, e.g. by saying, "You feel sad that we didn't buy you this toy."
- Every child needs to know the limits and rules so that they can learn the truth, manage their behavior and control their impulses. It is important that these boundaries and rules are clear, flexible and consistent.
- Play is very important for the development of children and for the fulfillment of their need for exploration. For the healthy development of your child and for stronger family communication, you can schedule hours for uninterrupted play during which all your attention is on him/her. It is crucial that these games be enjoyed by everyone.
- Having rules such as waiting in line during the games you play with your children and experiencing the consequences of losing in the game will help them control their emotions, thoughts and behaviors.



At this age, children observe their environment and ask a lot of questions as they strive to understand the world. When your child sees adults who smoke, drink and spend a lot of time with technological devices, they may ask you questions. Keeping in mind that children of this age have a short attention span, it is crucial to give short, plain and correct answers to questions that are appropriate for their age. At this age, children mimic and learn the behaviors of adults by observing and imitating them, and come to some conclusions. It is important, therefore, to clearly explain your negative stance in regard to addictive substances and behaviors to your children.



## Recommendations on Tobacco

- Regardless the age of your child, it is important to not to leave tobacco products, cigarette packs, ashtrays, hookahs, etc. out in the open where they can see them. Leaving them out may result in children growing to consider these products as a normal part of daily life.
- You should transform your home or living spaces into a non-smoking zone. By banning smoking in your home, and even on the balcony, you will protect the health of both you and your child.



### Recommendations on Alcohol

- Children are highly observant and so they should not spend time in environments where alcohol is consumed. Being around drunk people and seeing the acceptance of drunkenness by others may lead them to develop a positive perception of alcohol.



### Recommendations on Drugs

- You can give your children medicine when they are sick, but only under the supervision of a doctor.
- If you give your child supplements such as vitamins and fish oil, you should explain to your child why, and that s/he should only take them under your supervision.
- Over-the-counter medicines should not be given at home when your child is sick.



### Recommendations on Technology

- Technological devices should not be given to children just because they are bored, crying or not eating. Scheduling times for common activities at home and engaging in regular family activities will support this effort. For example, you can agree to use technological devices together on a previously agreed daily schedule.
- You can also review your own use of technology. It is of utmost importance to ensure what you say to your child is consistent with what you do, and that you also follow the rules.
- Children should not be left alone in front of technological devices, especially in early childhood. Parents should make sure that their child uses technological devices with them, and should be aware of the content accessed by the child. Children should be kept away from inappropriate games and images containing violence.
- It is important not to use technological devices as a reward or punishment, as they may become more important and indispensable in the eyes of the child.



### Recommendations on Gambling

- Playing games based on luck or betting around your child should be avoided at all costs.



## WHAT WOULD YOU DO?

Below are given some situations that you may encounter with your child in daily life and some possible reactions to them, only one of which is right. Choose the most correct answer after reading each situation.

### 1. Your child says that his/her friends haven't played with him/her today, so s/he'll play on the computer for an extra hour. What should you say to them?

- A. Leave them to it. "I made dinner, let's eat; and we can also order in a dessert."
- B. "You may feel left out, but playing on the computer is no substitute for playing with your friends. If you tell them you want to play tomorrow, they'll let you in."
- C. "If you had told your teacher s/he would have scolded them. Go and complain about them tomorrow."

*Answer: Option B. Ignoring and playing down the child's emotions in other options are inadvisable. It is better to recognize and address your child's feelings, and offer solutions.*

### 2. Your child saw someone smoking and said s/he would like to taste it too. What would you say?

- A. "What s/he is holding in his/her hand is actually very harmful to his/her health. You are a child who takes care of his/her health and stays away from harmful things. That's why it's not appropriate for you to taste it."
- B. "You cannot understand what it is. I can tell you what it is when you are more grown up."
- C. "You are a very young child. You should never taste it. It is a cigarette. If you smoke, you will die."

*Answer: Option A. Intimidating the child and dodging the issue are not inadvisable. It is more appropriate to explain addiction to your child in a clear and concise way.*

### 3. Your child is watching his/her favorite cartoon on your phone. When you ask him/her to stop, s/he says s/he doesn't want to. What would you say?

- A. "Enough is enough, it is my phone. If you don't give me the phone, I won't let you use it again and you will never be able to watch your favorite cartoons. Are you going to give it to me or not?"
- B. "The time we agreed on earlier is over. Looking at a screen too much is harmful to your eyes, so I can't let you use my phone anymore, but you can paint instead."
- C. "OK, watch it a little longer."

*Answer: Option B. Since option A contains threats and option C suggests that there are no boundaries/rules at home, they are inadvisable. A conversation that lets your child know you understand their feelings, but that you are worried about his/her health, will be effective.*





Mehmet’s parents play his favorite cartoons on the phone to calm him down so that they can feed him or when he is angry. Only then does Mehmet calm down and eat. However, Mehmet has a phone in his hand not only at dinner, but most of the time, or he insists his parents give him the phone. When they don’t, Mehmet gets angrier.

*Considering the experience of Mehmet and his/her family, answer the following questions.*

What potential risks/problems is Mehmet facing?  
.....  
.....

Why did the method employed by Mehmet’s parents not work?  
.....  
.....

What would you do if you were in this situation?  
.....  
.....

What lesson can you draw from this case for yourself and your family?  
.....  
.....

A need lies behind every action. Why do you think Mehmet has problems with anger management and can only relax with technological devices?

- **Could he be having trouble expressing himself?**  
You can improve your child’s language skills by reading books together, discussing the movie/series/environment you see or watch, and by helping him/her express him/herself better.
- **Could s/he be having trouble communicating with you?**  
The language of children at young ages is play. Scheduling special times with your child and playing games directed by your child will enable you to communicate.
- **Could s/he be having difficulty finding other fun things to do?**  
Creating alternatives that attract children’s attention and that entertain them will reduce the time they spend with technological devices. You can then play fun games with your child based on your common interests.
- **Could s/he be having trouble controlling his/her impulses?**  
Children may have difficulty controlling themselves due to their developmental characteristics. You can support them with games that develop attention and self-control.
- **What else do you think might be the case? What do you think?**  
.....  
.....  
.....



## ALTERNATIVE RECOMMENDATIONS:

In early childhood, children may have difficulty controlling their impulses, regulating their emotions and expressing themselves. It can be beneficial to play games together that require attention and patience, such as puzzles and counting games. As an alternative, board games with rules are both fun and can support self-control.



## Recommendations from Families to Families

*"During infancy, playing videos on the phone while the child is eating makes things easier for the parents. However, since they are exposed at a very young age, they can develop addictions more quickly. It is important, therefore, to limit exposure to computers and smart phones, especially during infancy and young ages, and to develop the knowledge and skills of parents about possible addiction risks. First of all, parents should reduce these risks themselves so that they can set an example for their children. This applies to other types of addiction as well."*



## FAMILY ACTIVITIES

The following activities are suggested for you to strengthen communication in the family and to support the development of various life skills in your children. The games have been devised for different age groups. You can read what materials are required for the activities. The purpose of activities, and detailed instructions, and play them at home. Have fun!

## ACTIVITY 1 Drawing Amongst Ourselves



2 and above



Cardboard, crayons, stopwatch/clock



30 minutes



What will my child and family gain from this activity?

- Behavior control
- Empathy
- Cooperation
- Creativity

### How to play?

In this activity you will paint on cardboard as a family. Your goal is to collaborate as a family in the painting of a picture.

Sit in a circle at a table or on the floor. The painting will be passed clockwise, and the game will proceed in this order. At the beginning of the activity, everyone chooses a different color and uses it for the duration of the game.

Everyone has 30 seconds in each round. At the end of 30 seconds, the next player starts painting. You should not interfere or speak until it is your turn. The game lasts for 5 rounds.

Players continue painting the same picture and do not draw a different picture elsewhere on the cardboard.

In the event of non-compliance with the time limits and the silence rule, previously agreed sanctions will be imposed.

**Note 1:** These sanctions should be funny and instructive and should not be considered punishment. For example, jumping on one leg, pretending to be an animal, squawking like a bird, etc.

**Note 2:** When the activity is over, you can talk about the picture you have painted as a family. You can argue about the subject of the picture, what everyone likes or dislikes about the picture, and the changes that could be made.

**Note 3:** You can use music instead of keeping time for 30 seconds.



Why is this activity important?

This activity supports family communication. Working towards a common goal without speaking will strengthen team spirit in the home. It is not always easy for children to control their impulses and behaviors. Painting one at a time using a specific color following the rule of silence provides an important opportunity for children to learn self-control. Adding to each other’s contributions and completing the picture without speaking requires trying to understand what the other person is thinking and trying to do. This activity requires you to understand and support each other’s plans.



After the activity, ask yourself the following question:  
What are the three most important things that you learned from this experience?

|       |       |       |
|-------|-------|-------|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

## ACTIVITY 2 Story Time



2 and above



A4 paper, colored crayons, scissors



40 minutes



What will my child and family gain from this activity?

- Cooperation
- Recognition, active listening
- Creativity
- Problem solving
- Coping with challenging situations and emotions

### How to play?

In this activity, you will create a story as a family. While creating this story, you will use story cards that you will design together.

How will you create the story cards?

For the creation of the story cards, first cut the A4 paper into rectangles. You can create as many rectangular cards as you want. After creating the cards, have everyone draw a picture on as many cards as they want. They can draw things such as people, animals, objects, places, times, events, emotions, etc. You can also use questions such as who, what, where, when, with whom, how, how much, what's happening, etc.

After creating the story cards, the cards are laid out on a surface, face down. The person who chooses a card first starts the story based on the picture in his/her hand. The person starting the story begins creating a negative story. The players take turns choosing cards and continue the story.

Most importantly, those who continue the story after the first player must change the story from negative to positive.

If you are ready, start creating your own story!

**Note 1:** If the first player finds it difficult to start the story with the card in his/her hand, s/he can choose another.

**Note 2:** A negative story can be a negative event that happened to someone, or a negative personality trait. Think about how to create a positive end, such as the resolution of a problem, learning lessons from a negative event, leading to a happy ending, seeing a person with a negative personality trait changing for the better, etc.

**Note 3:** This activity can also be played with the primary school age group.

**Note 4:** In case of difficulty understanding a picture, the picture can be explained with a few words.



### Why is this activity important?

Creating a story together is an important activity that promotes both creativity and communication. Turning a negative story into a positive one will enable your child to approach events and situations with a solution-oriented perspective, to offer suggestions and to develop methods for coping with negative events. It will also be a great opportunity to teach cooperation to your child.



Following the activity, ask yourself the following question:  
What are the three most important things that you learned from this experience?

|       |       |       |
|-------|-------|-------|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

ACTIVITY 3 Question Capsule



2 players or more, no limit.



Questions, and a box or jar to put them in.



This may vary depending on the number of questions asked. You can allocate as much time as you want to this activity.



What will my child and family gain from this activity?

- Strengthening family communication and family ties
- Family members getting to know each other better
- Creative thinking
- Oral communication and language skills

How to play?

These pages include questions that you can have fun answering, thus deepening your communication as a family. You can write all or some the questions on pieces of paper, and add your own questions. Place the questions in a box or jar, and take turns drawing a question from the box/jar. The questions are then asked and answered together. You can make this game a family routine, playing it for half an hour or answering three questions every evening. Have fun!

Questions

1. What's your favorite color? Can you say something about this color?
2. Who do you think is the funniest person in the family?
3. Tell me something you like about each of your family members?
4. If you could talk to animals, which animal would you want to talk to first? What do you think it would tell you?
5. Which cartoon/animated character would you like to live with?
6. What would the world be like if animals wore socks? What animal would walk without socks?
7. What is your favorite song? Shall we sing it together?
8. Who is your funniest relative? Can you share your funniest memories about him/her?
9. Is there anything you used to love but don't like now? If yes, what is it?
10. Is there anything you used to dislike, but like now? If yes, what is it?
11. What excites you the most?

12. Can you share with others one of the emotions you felt today?
13. What is your favorite room in the house? Why?
14. What is your favorite toy?
15. What is your favorite season? How does that season make you feel?
16. If you had half an hour to do something special with your family, what would you do?
17. Which song do you like to dance to the most? Your favorite moves? Can you show them?
18. If you could change the names of the colors of your crayons, what names would you give them?  
Can you review them together and give them new names?
19. If you could be any age you wanted, how old would you be and why?
20. Who is your favorite fairy tale hero?
21. What kind of children were their parents? (To the child participants) What kind of parents do you think you will be? Can you share?
22. If you had a (or another) pet, what name would you give it?
23. What is your favorite sound?
24. What animal species are you most curious about? Why?
25. If you could be an animal, what would you be? Why?
26. If you had a shop, what would you sell? Why?
27. Which of the cats in the neighborhood attracts your attention the most?
28. Do you know the species of tree closest to your home?
29. What is your favorite place in your neighborhood?
30. What is the name of your favorite book?
31. What is your favorite game?
32. If you were an inventor, what would be the first thing you would invent? Why?
33. What do you think the world would be like if we lived with robots?
34. If you were a superhero, what special powers would you like to have?
35. If you could ask an animal you like a question, what animal would you ask what question?
36. If you had a magic garden in which you could grow anything you wanted, what would you grow?
37. Did anything happen that made you happy today? Can we find 3 things that made us happy today?
38. What housework/responsibility do you enjoy the most? What about the one you dislike the most? How can we make it more enjoyable?
39. What can you do when you feel sad?
40. Can you share a moment when you were very angry? What helped you calm down? What else could you have done?
41. What is your favorite number? Why?
42. Is there anything you want to do but can't do yet?
43. What would you do if you were invisible for a day?
44. If Mondays were a holiday, what would you like to do?
45. If you could do a favor for everybody, what would you do?
46. If you could live anywhere for a year, where would you live? Why?
47. Who is your best friend? What do you like about him/her the most?
48. What is your favorite day of the week? Why?

- 49. Is there anything you would like your family members to do more of? Can you tell them one by one?
- 50. Is there anything you would like your family members to do less of? Can you tell them one by one?



Why is this activity important?

Recognizing different aspects of family members is the key to strengthening family ties. These questions will allow you to learn about each other, including feelings and thoughts, while having a pleasant time and improving your creative thinking skills. These questions can also encourage lively conversation and discussions of important topics.



After the activity, ask yourself the following question:  
What are the three most important things that you learned from this experience?

|       |       |       |
|-------|-------|-------|
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## CHILDHOOD (6–12 Years)

### Developmental Characteristics



Separation from the family begins when children start school. In pre-adolescence, children want to make their own decisions and act under their own initiative. This may lead to objections, conflicts and negative behaviors from time to time.

Respecting a child's individuality is important in the development of their identity. Furthermore, if emotional and behavioral regulation skills are not supported, parents may be faced with risky behaviors in the future.



In this period, starting school is a key turning point. Adaptation to school is critical for school success. In this period, children look for success and approval.

Children who have difficulty adapting to school and making friends may feel inadequate and may resort to risky behaviors through which they can easily feel pleasure and happiness.



They begin to develop close friendships. Being loved and accepted by friends becomes even more important. By gaining a sense of belonging, they develop their own sense of self.

To gain acceptance and approval within a circle of friends, they may engage in negative behaviors that they would not otherwise do if encouraged by their friends.





They learn about goal-oriented progress and use more extensive skills related to memory, the cause-effect relationship, problem-solving, planning and decision making as they progress. From the age of 9 onward, they develop prospective planning and organizational skills.

Since such skills are still under development, they may have difficulty in making the right decisions, solving the problems they encounter, understanding the consequences of their actions and the actions of others, managing their time and making plans.



Their empathy skills begin to develop. Being able to see the world through the eyes of others, that is, being able to empathize with others, contributes to the positive development of social relationships in children.

Empathy, however, is still a developing skill and therefore needs to be supported. If not supported, your child may have difficulty maintaining their communication with the people around them.





## Protective Recommendations:

- People who understand, express and manage their emotions are better able to cope with challenging emotions. Developing your child's social and emotional skills will protect them from addictions in the future.
- The development of empathy in children is essential for the development of such positive social behaviors as cooperation and collaboration. Children who develop such skills grow up to be sensitive to the needs of those around them, and can protect themselves and those in their environment from addictions.
- Since academic success is important at this age, it will be useful to keep track of how your child is doing at school and to support him/her.
- It is crucial to develop close friendships during this period. You can support your child in participating in activities with their peers and to come together with their friends under family supervision so that they can develop social relations.
- It is also essential to support your children in acquiring skills such as decision making, problem-solving, identifying cause-effect relationships and critical thinking. You can develop these skills by playing games with your child, discussing a topic together and giving your child positive feedback.
- Children should develop time management skills and a sense of responsibility at an early age. You can assign age-appropriate responsibilities to your children. Creating schedules for family tasks and planning your time and week together can help your child manage their time and fulfill their responsibilities.



Children of primary school age are curious about their environment and are more open to learning. It will be useful to explain the effects of addictive substances and behaviors on the brain and body, and emphasize their effects on school success.

With the onset of adolescence in the middle school period, it will be crucial to initiate more discussions and to seek the opinions of children, and to listen to them without judging instead of being instructive in your conversations. It can also be helpful to emphasize the short-term effects of addictive substances and behaviors, to question their choice of friends, and to discuss together what they can do in dangerous/risky situations.

When talking to children, it is important to emphasize that they are sufficiently intelligent and self-aware not to try addictive substances, and to provide them with the opportunity to openly express their feelings and opinions.



## Recommendations on Tobacco

- When talking to your child about someone who smokes, you should not say things like, "What can s/he do? S/he has a lot of problems." Such sentences may give them the impression that it is normal to smoke when stressed.

- You can repeat conversations with your child about tobacco use as required. As children grow up, their cognitive thinking, interests and needs change. In time, age-appropriate short reminders and information will be required. Your conversations should focus on raising awareness and warning your child of the potential risks, while encouraging and intriguing statements should be avoided.



### Recommendations on Alcohol

- You can explain to your children that alcohol can be very harmful to one's health. For example, you can say that it affects people's attention significantly and can cause accidents and injuries.
- Watching TV series, movies or the people around them may lead your child to think that alcohol is a good choice for entertainment. You can explain to your child that alcohol is not a type of entertainment, and that people experience problems such as headaches and nausea after drinking.



### Recommendations on Drugs

- You can explain to your child that drugs are prescribed by doctors to heal us when we are sick, and that they should only be taken under the supervision of parents if a doctor prescribes them.



### Recommendations on Technology

- To prevent the excessive use of technology, you can identify alternatives to technology, and apply them gradually after making a plan.
- If your child is spending too much time with technological devices, turning them off suddenly or taking them away may cause the child to become angry and insist on more time. Instead, you can give your child a specific time to stop playing. You can give them such reminders as "5 minutes left, 3 minutes left."
- You can search for safe games and sites with educational content that are suitable for your child's development, and direct your child to these sites.
- Children should not spend time with technological devices before going to sleep, as it adversely affects cognitive and physical development. You can include an activity that does not require technological devices between the child's use of a technological device and sleep time. For example, you can read a book, chat or tidy up together.



### Recommendations from Families to Families

*"It is helpful to have a computer rather than a tablet, because a computer has a fixed location. Since tablets are portable, children can use them sitting or lying down, in their room or in the living room. I recommend families impose restrictions on time and the websites visited to ensure that their children participate in activities that increase their social interactions, and to buy board and card games to play with the family at home (so as to increase communication)."*



## Recommendations on Gambling

- You can teach children not to rely on luck in games. You can emphasize that the probability of winning in such games is actually very low, especially when paying for a possibility.
- It is important to pay attention to the loot boxes sold in the games played by children. You should tell them that such boxes can be risky and that it is not okay to spend money on them. In fact, you can say that the probability of something valuable coming out of these boxes is set to be exceptionally low by the game designers.



## WHAT WOULD YOU DO?

Below are given some situations that you may encounter with your child in daily life and some possible reactions you may have. However, only one of the reactions is right. Choose the most correct answer after reading each situation.

### 1. Your child is at a table where alcohol is being consumed. S/he wonders what people are drinking and asks if s/he can drink too. What would you say?

- A. "They can drink because they are adults. Only adults can drink it; it's not for children."
- B. "You can't drink this now or when you grow up. This is something you are prohibited from. If you try this in the future, I won't talk to you again."
- C. "The drink you see is harmful to both children and adults. Some adults drink this harmful beverage and then get sick."

*Answer: Option C. Option A gives the message that s/he would drink alcohol when s/he becomes an adult, while option B tries to scare him/her away from drinking. Neither should be considered effective communication. It would be more appropriate to explain that drinking is something that is not acceptable for children or adults, and tell about the potential harm.*

### 2. Your child says that s/he has reached a certain level in the game, s/he must use loot boxes to obtain the necessary material, but s/he has to pay money for it. What would you do?

- A. "I will give my credit card information to my child and make sure s/he gets what s/he wants. After all, it's not very expensive."
- B. "I tell him/her to turn off the game immediately and make sure s/he never plays the game again."
- C. I make sure that s/he understands that when s/he buys loot boxes in such games, it is more than likely to contain something useless.

*Answer: Option C. Option A encourages the child to spend money on games, and option B is not an effective method, as it is a direct prohibition which can trigger the child's curiosity. Option C is the best choice, as it will make the child think about those boxes.*





Deniz is playing a lot of online games these days, and is constantly meeting with new people in the games. His parents see that Deniz is becoming too immersed in the games, and prefers his virtual friends to his real ones. To resolve the problem, they decide to turn off the Internet at home and on their mobile phones. This made Deniz very angry and he had a tantrum. He locked himself in his room and did not want to talk to anyone, and refused to eat or drink anything until his family turned on the Internet again.

*Consider the situation encountered by Deniz and his family, and answer the following questions.*

What are the potential risks or problems with Deniz's situation?  
.....  
.....

Why did the method used by Deniz's family not work?  
.....  
.....

What would you do if you were in this situation?  
.....  
.....

What lesson can you draw from this case for yourself and your family?  
.....  
.....

A need lies behind every action. Why might Deniz be spending so much time in front of the computer, and preferring games to real life?

- **Could he have had a problem with his real-life friends and be feeling lonely?**  
You can talk to him and try to give him advice regarding his problems with his friends, and suggest different ways of resolving and coping with the problem.
- **Could he be having trouble making friends or communicating?**  
You can help him develop his social skills, support his communication with his peers, and introduce him to safe social environments where he can make new friends.
- **Could he be feeling unsuccessful or inadequate?**  
You can support his self-development in areas where he feels unsuccessful, and guide him toward different activities in which he can be successful.
- **Could he be bored and having difficulty finding alternative ways of spending time?**  
You can help him discover different hobbies or encourage him to take up art or find a sport that fits his interests.
- **What else do you think might be the case? What do you think?**

.....  
.....  
.....



## ALTERNATIVE RECOMMENDATIONS:

Sudden restrictions and prohibitions in conflict situations do not work, and can cause a child to react, damaging communications with the child. First of all, it is necessary to explain and talk about the cause of anxiety using “I language”\*. If the behavior does not change, it is recommended to put time restrictions in place rather than complete prohibitions. For example, limit use of the computer to 2–3 hours per day. In addition, suggesting alternative activities and encouraging your child to spend their time doing more useful things will help them gradually develop better habits.

### What can you ask?

“I hear you talking to others while you're playing games these days. Do you meet new people online? You may like meeting new people while playing games. If you want, let's talk a little bit about these friends. “Who are they? Where do they live? What do they like? What school do they go to? How are they doing at school?” Such questions can help reveal that the child does not know much about those that they are playing with. You can also bring up the potential risks by asking questions such as, “Are these people you just met real people? Do they use their own identities?”

\*“I see that you are not spending time outside with your friends anymore, and that you usually play with these virtual friends in your room. This both saddens me and makes me worried. I'm worried that you're getting more and more attached to these games.”



## FAMILY ACTIVITIES

The following activities are suggested for you to strengthen communication in the family and to support the development of various life skills in your children. There are games suited to people of different ages. You can learn what you need to play the games, the goal of the games and detailed instructions, and play them at home. Have fun!

### ACTIVITY 1 Family Emotion Album



2 and above



Photo albums or magazines, newspapers, large sheets of colored cardboard, A4 paper, glue, felt-tip pens, materials for decoration



35–40 minutes



What will my child and family gain from this activity?

- Learn about different emotions
- Make sense of different emotions visually
- Understand that emotions can be expressed in
- Develop empathy skills

How to play?

In this activity, you will create an album of emotions as a family. To start the activity, first ask the question, “How many different emotions are there?” Write down all the emotions mentioned on the A4 paper.

After writing down the different emotions, select photos matching these emotions together from the albums.

If there are numerous players, you can divide the listed emotions equally among them and task them with finding suitable photographs.

Glue the photos selected from the album onto the cardboard. Write the corresponding emotion under each glued photo. You can decorate the emotion album as you wish.

After creating an album of emotions on the cardboard, you can hang it on the wall.

**Note 1:** If you have difficulty listing the emotions, you can use the emotions glossary in Annex 1.

**Note 2:** If there are few photos of your child because s/he is young, you can use photos of you, your relatives and your friends.

**Note 3:** If you do not have a family album, you can create a digital board using digital photos for this activity. Alternatively, you can cut appropriate images from magazines or newspapers and glue them onto the cardboard.

**Note 4:** While creating the emotions album, you can ask the following questions related to the photos or images:

- 1.Why might this person have felt X (emotion)? (Why might this person have felt happy/angry/surprised/anxious?)
- 2.What can this person do if they feel X? (What can this person do if they feel angry/sad/happy/anxious?)

 Why is this activity important?

This activity will provide an opportunity for both you and your child to explore and talk about different emotions. It enables children to recognize and express their emotions. At the same time, seeing different expressions of emotion will allow them to recognize, understand and empathize with other people when they experience different emotions.

 After the activity, ask yourself the following question:  
What are the three most important things that you learned from this experience?

|       |       |       |
|-------|-------|-------|
| ..... | ..... | ..... |
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## ACTIVITY 2 Our Dance Choreography



2 and above



Preferably instrumental music



15 minutes (can be increased or decreased)



What will my child and family gain from this activity?

- Bodily and emotional awareness
- Ability to express oneself
- Collaboration and team spirit

### How to play?

In the game, one player plays the leading role in each round. The other players take turns asking him/her a question or saying a word. The leader answers the question or explains how this word makes him/her feel using dance moves.

For example, a player asks, "What am I most proud of this week/today?", and the leader makes some dance moves. It continues, "What do I want to do for myself this week/today?", then "What do I want to do for you this week/today?", for which the leader makes three different dance moves. All the players then do the leader's happiness dance together. The next player then takes on the role of leader. The questions can be diversified and added to, and can include more concrete topics/themes for younger children, and more abstract topics/themes for older children.

### Sample questions:

- My happiest moment this week/today was ...
- I was most proud of myself this week/today when ...
- The thing I enjoyed most this week/today was ...
- The best part of this week/today was ...
- What I wanted to do most this week/today was ...
- What I wanted to do for myself this week/today was ...
- What I wanted to do for you this week/today was ...

**Sample topics/themes:** Family, school, play, time, dream, purpose, past, future, unity, loneliness, joy, sacrifice, peace, disappointment, fun, etc.



### Why is this activity important?

Thinking about positive things and remembering good memories not only provides physical and mental relief, but also strengthens family ties. In addition, working together and sharing this experience as a family contributes to the development of collaboration skills, team spirit and family communication.



### After the activity, ask yourself the following question:

**What are the three most important things that you learned from this experience?**

|       |       |       |
|-------|-------|-------|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

## ACTIVITY 3 Family Self-change Plan



2 people or more



Colored paper, 2 pieces of cardboard, colored pens



40 minutes



What will my child and family gain from this activity?

- Behavior control
- Collaboration
- Empathy and cooperation
- Active listening
- Problem solving
- Diary/Plan and routine development

### How to play?

An adult is appointed game leader before the game starts. S/he distributes 7 pieces of colored paper to each player, so that each player has 7 pieces of paper that are all the same color (green, blue, gray, purple, red, orange and yellow). These colors all correspond to a question. The leader explains the colors and the corresponding questions.

**Green:** Can you describe yourself in one word?

**Blue:** What is one of your positive traits?

**Grey:** What is one of your traits that you would like to change?

**Purple:** What entertains you and makes you happy?

**Red:** What upsets you the most?

**Orange:** What is one aspect of your family that you would like to change?

**Yellow:** What is a positive aspect you like about your family?

For each color, the questions are written on the pieces of paper and answered one by one. As the players answer the questions, they write their names on the colored paper and stick them to the wall. When the wall is filled with colored paper, everyone is asked to look at each other's answers.

At the end of the game, discuss creating a family self-change plan, emphasizing that everyone has traits that they like and traits that they want to change.

Make one of the sheets of cardboard the Proposal Board. Draw as many columns on the cardboard as there are, and write their names at the top of the columns. Tell everyone to write down a few suggestions for a trait that they would like to change, both in themselves and in each other. Everyone chooses one of the suggestions they have written and one of the suggestions written by the others. Draw as many columns as the days of the week and as many rows as the number of people on the second piece of cardboard. Make a plan for the selected suggestions for a week and mark the suggestions with an "x" if they have been implemented. Small rewards can be determined to be given at the end of the week for those who have implemented the suggestions. You can repeat this activity periodically or make it a family routine.

**Note:** You can do this activity with children over 8 years of age.

**Note:** If your child has trouble reading and writing, the questions for each color can be answered verbally.



### Why is this activity important?

This activity helps both you and your child to think critically about your/him/herself, to recognize problems and to come up with solutions. The questions are intended to make sure that the family members listen to and empathize with each other. You may notice traits in each other that you did not notice before, and thus strengthen your family communication. Using the self-change plan, you can reinforce the desired positive behavior both in yourself and in your child, and can support behavioral changes.



Following the activity, ask yourself the following question:  
What are the three most important things that you learned from this experience?

|       |       |       |
|-------|-------|-------|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

## ACTIVITY 4 Dilemma



2 and above



Just scenarios



It may vary depending on the number of scenarios read.



What will my child and family gain from this activity?

- The ability to make the right decision in difficult situations
- The ability to resist peer pressure and say no
- Empathy

### How to play

Sometimes in life we come across situations when we need to make a difficult decision. To ensure we make the right decisions, we need to understand the problem, consider alternative actions or solutions, and finally consider the consequences of our actions. To provide guidance to your children in situations where they may be indecisive, you can think about and discuss the scenarios developed for this activity.

You can support your child in thinking about such situations by asking such questions as, “What is the problem here?”, “What would you do?”, “What else could be done?”, “What could happen after doing this?”, “Have you ever come across something like this?” and “If so, how did you react?” We recommend that you set an example for your children and try to enrich their behavioral repertoire by giving them as many options as you can in adult situations. For non-working parents, the questions can be answered based on the context of friends, relatives or neighbors.

You can answer the questions in turns, i.e. one child and one adult. Say a number between 1 and 10 and read the scenario corresponding to that number.

### Scenarios

#### For children:

1. You hear a child making fun of a friend's new hat and your friend seems very upset. What would you do?
2. During a free lesson, the class is divided into two. You want to play football, but your best friend wants to play basketball. What would you do?
3. Your father/mother tells you to tidy your room, but you are having so much fun and you don't want to quit the game. What would you do?
4. Your mom made cookies for the class, but there's only one cookie for each student and s/he told you not to eat any because you're taking it to school the next day. But you are craving a cookie. What would you do?

- 5. You are not allowed to play football at home. You broke your mother's favorite trinket ornament while playing with a ball because you were bored. Your mother hears the sound, comes over and asks what is going on. What would you do?
- 6. There is someone on the school bus who calls you something you don't like, makes fun of you, and threatens to beat you up if you don't do what they tell you (bullying). Now s/he wants you to give him/her your homework. What would you do?
- 7. There is a game you play with your friend and you enjoy it very much. You see your friend taking his/her mother's credit card without her knowing to advance in the game, but s/he denies it. What would you do?
- 8. You are playing a game with your friend in which you take turns, but you both want to be the first to go. What would you do?
- 9. Your best friend steals small chocolate bars from the grocery store and is encouraging other classmates to do the same. What would you do?
- 10. You overheard a close friend talking to someone in class that you don't particularly like, and heard him/her say that you are a very annoying person. What would you do?

*For adults:*

- 1. You want to watch something on TV, but your spouse wants to watch something different. What would you do?
- 2. Your colleague constantly takes and uses your things without asking, and you are uncomfortable with this situation. What would you do?
- 3. You were unable to deliver a project on time because your colleague did not the part s/he was responsible for, although s/he says s/he did. What would you do?
- 4. You hear one of your colleagues make fun of the clothes are wearing that day. What do you do?
- 5. A close friend isn't answering your messages or calls, and you really want to talk to her. What would you do?
- 6. A friend from college called all your friends over to his/her house on Friday, but s/he didn't invite you. What would you do?
- 7. You went shopping with a friend from work and see him/her stealing something from a shop. What would you do?
- 8. You have chores and responsibilities around the home, but you don't want to put down your phone and do housework. What would you do?
- 9. You have arrived at work very tired and bored. When a friend came over to talk to you, you yelled and snapped at him/her. What would you do?
- 10. You have to work in the evening to prepare for an important meeting tomorrow, but you had promised your child that you would play with him/her. What would you do?

 **Why is this activity important?**

One of the biggest concerns in families is the choice of friends of their children, and how they will behave when faced with difficult situations. This activity can help you prepare your children in advance for potentially challenging situations in which you can set an example.

 **After the activity, ask yourself the following question:**

**What are the three most important things that you learned from this experience?**

.....

.....

.....

## ACTIVITY 5 Question Capsule



2 players or more, no limit.



Questions, and a box or jar to put them in.



This will vary depending on the number of questions asked, so you can allocate as much time as you like.



What will my child and family gain from this activity?

- Strengthened family communication and family ties
- Family members getting to know each other better
- Creative thinking
- Oral communication and language skills

### How to play?

These pages include questions that you can have fun answering, thus deepening your communication as a family. You can print out these questions, or write them on paper, and add your own questions. Place the questions in a box or jar, and take turns drawing a question from the box/jar. The questions are then asked and answered together. You can make this game a family routine and play it for half an hour, or answer a certain number of questions (e.g. three) every evening. Have fun!

### Sorular

1. What would you do if you woke up one day and the children in the house were the parents, and the parents were the children? Take it in turns to share what you would do.
2. What is your favorite location in your school/workplace?
3. Are there any letters in common between your and other family members' names?
4. If rain had a taste, what would you like it to be?
5. Who is your best friend? Which of his/her traits do you like and dislike?
6. Can you think of something that children know or can do better than adults?
7. If you could give one piece of advice to younger people, what would it be?
8. If you could give one piece of advice to your elders, what would it be?
9. If you could be a cartoon character, who would you want to be?
10. Is there a rule in your family that you wish didn't exist?
11. If you could play with only one thing for a week, what would you choose? (except phone/tablet/computer)
12. If you had a magic wand, who would you want to make a better person?
13. If you were tasked with finding a special day that could be celebrated all over the world, when and what special day would it be?
14. Can you share one of your happiest memories?
15. What excited you the most lately?
16. Is there anything interesting or funny you have learned recently? Will you share it?
17. If you could make any animal talk, what would it be?
18. If you could switch places with someone from your family, who would you be and how would you spend your day?
19. If you could set three new family rules, what would they be?
20. Can you show your funniest face?
21. Can you show your most serious face?

- 22. If you could change one thing about yourself, what would it be?
- 23. If you could change one thing about the world, what would it be?
- 24. Who can stare the longest without blinking?
- 25. Is there anything you wish your family would do more of?
- 26. Is there anything you wish your family would do less of?
- 27. Who can keep a straight face the longest? Try to make others laugh and let's see :)
- 28. Can you tell us the last time you got angry? What did you do to calm down? What else could you have done?
- 29. What do you do to feel better when you're having a bad day?
- 30. Which planet in the solar system would you like to visit? Why?
- 31. What is your favorite sound? How does it make you feel?
- 32. If you could choose a new name for yourself, what would it be?
- 33. If you were to write a book, what would its title be?
- 34. If you could rename your favorite color, what would it be?
- 35. If a brand new species were discovered, what kind of creature would it be and how would it live?
- 36. If you had a pet dinosaur, what would you name it?
- 37. If you had a restaurant, what restaurant would it be and what would be the star dish on the menu?
- 38. If you could ban one food, what would it be? Why?
- 39. If a time machine was invented and you could go into the future, to what year would you go? What would you be most curious about/like to see? Why?
- 40. If you had to give away your toys/possessions and keep only one, which one would you choose?
- 41. If you had a magic wand, what would you change in your family?
- 42. Which one of your family members has a trait you would like to have?
- 43. Who is your favorite relative? What are the traits that make him/her your favorite relative? Can you share a memorable moment about him/her?
- 44. Can you find a trait that all your family members have in common?
- 45. What is your favorite thing to do in your spare time?
- 46. What did you find most difficult to do this week?
- 47. Something new you learned this week?
- 48. If you could do one favor for everyone, what would it be?
- 49. If there was a TV series/movie about your family's life, what would its title be?
- 50. Can you tell me 3 things you enjoy doing the most? Maybe you can find a common activity that you like doing together.

 **Why is this activity important?**

Recognizing different aspects of family members is the key to strengthening family ties. These questions will allow you to learn about each other, including feelings and thoughts, while having a pleasant time and improving your creative thinking skills. These questions can also encourage lively conversation and discussions of important topics.

 **After the activity, ask yourself the following question:**  
**What are the three most important things that you learned from this experience?**

|       |       |       |
|-------|-------|-------|
| ..... | ..... | ..... |
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| ..... | ..... | ..... |



## ADOLESCENCE (12–18 Years)

### Developmental Characteristics



During this period, rapid changes occur, both physically and mentally. Trying to adapt to these changes can make children tired and nervous.

If they are not encouraged to be at peace with these changes and to develop positive methods for coping with stress, risky attempts that can open the door to addictions may increase.



They may feel stuck between childhood and adulthood. On the one hand, they want to be accepted as adults, but on the other hand, they are still developing. Uncertainties are a normal aspect of this period.

When their individuality is not respected, they may exhibit risky behaviors to prove that they have grown up, or as a reaction to parents that do not regard them as individuals.



The formation of one's identity is crucial in this period, and is an endless quest. They may try different things (e.g. different music genres, clothing styles, behaviors, attitudes, lifestyle, etc.).

If their need to try new things and to be different is not guided in a positive way, they may engage in risky behaviors.





Friendships and conformity within a group of friends become more important. Their peers mean so much to them. The fear of rejection is exceptionally high. They imitate popular role models and their peers.



They may engage in negative behaviors under the encouragement of their friends so as to be accepted and approved of in the group. They may imitate the behaviors of their role models or peers.



The frontal part of the brain that deals with logic (the prefrontal cortex) is not yet fully developed. This part plays a central role in the regulation of behavior and emotions, and in thinking before making a decision. They are reactive and impulsive. They think that they will not be harmed by negative events.



If they feel they are misunderstood and if skills such as problem-solving, decision making and emotional regulation are not supported, it is more likely that they will engage in risky behaviors.



Since the cognitive part of the brain is still weak and the emotional part (amygdala) is active, they feel emotions more intensely and may have difficulty regulating their emotions, which may override rational thoughts.



Unless their ability to recognize, express and manage their emotions is supported, they may find themselves in risky situations that provide temporary relief or a sense of control.



The brain's reward system is very active. Their brains are more responsive to addictive substances or behaviors, and allow them to gain more pleasure by secreting more reward hormones.

Even trying or occasionally using addictive substances can turn into addiction in a short time. They can also easily fall into behavioral addictions such as gambling and online gaming.



They are highly anxious about their appearance and body.

They may experience self-confidence problems and feel inadequate. They may engage in risky practices to look more beautiful/handsome, cool and impressive.



The adolescent brain can make highly complex calculations and engage in detailed and comprehensive thoughts, being the period in which abstract thinking develops. However, adolescents may make basic logical mistakes in very simple matters, act thoughtlessly and impulsively, make sudden decisions, and fail to control their emotions. This is because the cognitive part of the brain is not yet developed, while the emotional part is very active. Emotions override logic. They think short-term, act impulsively and reactively.

As a result, giving advice, making threats, focusing on only negative examples, etc. won't work with adolescents.



## Protective Recommendations:

- During adolescence, communication with the family will decrease as friends become more important and the process of self-discovery begins. They may not want to tell you about many things, believing that you will not understand. It may be useful to ask questions about the new things in their life and to show a keen interest to understand and learn, without being judgmental or accusatory.

What are your child's interests? .....

What kind of hobbies or sports would they like to try if they had the opportunity? .....

Do you know their favorite TV series, programs, games and books? .....

- Supervision during adolescence is crucial, but adolescents may not be very eager to share. If they think that they are being watched or interrogated, or if their privacy or personal space is violated, they may cut communications. Following them, interrogating, giving lectures, and searching for inappropriate things on their phone or computer or in their room are inappropriate approaches. Such interventions can have the opposite effect, resulting in your child reacting to you and distance themselves from you.
- Parents should find out about their children's friends and activities, but should use an appropriate approach. This should include a positive communication language, accurate knowledge of critical issues and watching their children from afar. Supervising children to reduce the risks of addiction is central to preventing such risks.
- It may be useful to decide on some rules together, and what will happen if they do not follow those rules in adolescence. In this way, they will feel that they are taken seriously as an individual and that they are part of the family. Setting clear rules and boundaries on important issues, explaining them logically and clarifying that they are not arbitrary restrictions can be useful in reducing the reactions of adolescents who do not like limitations being placed on them.



Adolescents are often reactive. It is especially important when a conflict arises to use the "I" language, and to focus on the behavior, not on the individual.

- **An example of "I" language:** "I don't see you often because you spend so much time in your room, which makes me sad/concerned. I would like to spend more time with you," instead of, "You never come out of your room, you are always in front of your computer. We would like to see your face sometimes."
- **An example of focusing on behavior, not on the individual:** "Sometimes you do not fulfill your responsibilities, which causes you to fall behind in class," rather than, "You are irresponsible and falling behind in class."

- It is useful to support your child's positive interests during adolescence, and to talk about their hobbies and their favorite games, TV series and movies. You can ask about their hobbies and interests in a sincere manner and ask them to tell you about them.
- Adolescents want to be different and to try new things as part of the process of forming their own identities. Guiding these needs in a positive way will prevent them from turning to addictive substances or behaviors.
- If they do not have any hobbies or interests, you can explore some affordable alternatives. Playing sports, taking up art and playing a musical instrument are activities with proven protective effects on young people. In addition to private courses, there are a wide variety of free courses offered by ministries, municipalities and non-governmental organizations. Do your research, and if you cannot find suitable alternatives, contact municipalities and ministries and submit requests.
- In particular, volunteering with non-governmental organizations positively supports personality development. You can volunteer at an animal shelter, participate in voluntary activities for non-governmental organizations and engage in different programs.
- Adolescents may be reluctant to talk about sensitive subjects. When you see an issue you want to talk about in your environment, on TV or in a movie, it would be an opportunity for you to initiate a discussion, seek their opinion and share your ideas (not in an advisory manner). The most important thing is to ensure children feel that they are part of the family in every way.
- The influence of the social environment during adolescence is great. Therefore, it will be highly beneficial for your child to develop the ability to say no and to resist social pressure. A person who cannot learn how to say no will soon encounter the first step toward addiction, the trial stage. When a person can decline offers and pressure, they feel like they have more control over their life and their self-confidence increases.



*Why do you think alcohol, tobacco and substances are featured so often in movies, TV series and games? Have you ever talked to your child about this? What are the differences between the way they are presented in TV series, movies, social media, etc. and real life? Can you guess who the winners and losers are in this equation?*

Remember that the industries that profit from the consumption of these substances or behaviors are behind addictions. Discuss with your children about the content of the TV series, movies, commercials or social media and how they promote such substances and behaviors, and explain the truth to them. By speaking to them and listening to their thoughts, you can teach your child to take a critical look at all content that promotes addictive substances and behaviors to young people.



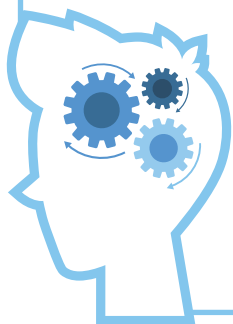
### Recommendations from Families to Families

*"It is important to tell your children that they should love their bodies and themselves during this period of rapid growth. Furthermore, the understanding that people's personalities are important, not their bodies or popularity, should be instilled."*

**It is likely to encounter conflicts in different situations during adolescence. You may find it difficult to communicate, especially when it comes to friends, addictive substances and behaviors. At this stage, your child may close themselves off and not listen to what you say. At such times, it would be better to have them assess the situation and come up with the answers themselves.**

Examples of the questions you can ask include:

- What precautions can we take to prevent you from encountering dangerous situations?
- How are you influenced by the people around you?
- How do you feel/what can you do if people around you urge you to do something you don't want to do?
- What can you do if you see something potentially harmful to you in your environment or with the people you are together with, and you feel unsafe or in danger?
  - What risks does this situation pose to you?
  - I wonder why you want it so much/why you are so against it. Can you tell me three pros and three cons of this situation?
  - How can we resolve this situation in a way that we can both agree on? Do you have any suggestions for finding a middle ground?
  - I'm surprised you sound so certain, does it really always apply? Do you have any clear evidence of this (moment, experience, etc.)? Has the opposite ever been the case?
  - How might this affect you in the future?
  - Do all families behave the same? How do your friends' families differ from us? Do you and your friends have different opinions on certain issues?



### Recommendations on Tobacco

- Many adolescents start smoking as a reaction to the rules set by their parents, believing that their parents are restricting their freedom. Make sure that the rules you set are appropriate for your child's age and needs. When the necessary flexibility is not provided, children may exhibit behaviors that you do not like in an attempt to feel free and different. It is thus important for the rules to be appropriate for your child's age, needs and interests.
- Your children may have misconceptions about smoking, such as that it makes you look grown up, strong and cool, or that it can help in losing weight. You can discuss these notions and explain the short-term effects of smoking and other tobacco products on health. For example, you can talk about the stained teeth, bad odor and poor skin associated with smoking. Since they care a great deal about their appearance in this period, it will be more effective to explain the negative effects on appearance.



### Recommendations on Alcohol

- One should not forget the reaction of an adolescent's brain to alcohol and the amount of pleasure it induces. It is, therefore, important to prevent them from trying alcohol.
- Read about the short- and long-term effects of alcohol on the human mind, body and emotions, and inform your children.
- It is important to set family rules related to alcohol use, and be consistent.

- You can explain that since alcohol affects the brain, it adversely affects a person's ability to think and speak, and thus people make fools of themselves in social circles. It is important to talk about the social consequences that the people in this age group care about, such as looking foolish and being disgraced.
- Monitoring your child's behavior is key to the identification of alcohol use. If you believe your child has been drinking or if you smell alcohol on their breath, you should not ignore it, but address the issue openly.
- You can explain your child the minimum legal drinking age and the legal consequences of non-compliance.
- You can discuss with your children the social and environmental consequences of alcohol use, such as violence, abuse and traffic accidents.

**“Even one time will be harmful.”**



### Recommendations on Drugs

- You can inform children about the dangers of abusing the drugs prescribed by a doctor and their effects on people. For example, it is known that the non-medical use of drugs intended for ADHD can be detrimental to attention.
- You can talk about the short-term, physical and cognitive effects of substance abuse.
- You can discuss the myths surrounding certain substances. You can question their use and depiction in movies and TV series.
- The risk of addiction is high due to the intense secretion of reward hormones during the development of the brain. You can state that even trying them once, or occasionally using them in social settings, can lead to addiction.



### Recommendations on Technology

- Constantly restricting the use of technological devices and talking about the potential harm are not only ineffective, but also diminish the effectiveness of warnings and rules. Instead, it is important to take an interest in their online world, to follow what they are doing and to chat with them about it. You can play the games they play, watch a TV show they like watching, and then chat with your children.
- You can remind your children often that it is not possible to get to know someone properly online.
- We should remain aware of both the benefits and harms associated with technology. It is important to support young people in the acquisition of new skills, in doing their own research and in producing useful things with technology.
- To ensure they comply with the time restrictions you place on the use of technologies, you can require them to do something right after the use of the device.
- You can suggest your children set daily, weekly and monthly time limits to balance and reduce their use of technology.
- You should decide together not to use technological devices to have fun or to kill time just before studying or during short breaks.

- You can remind them that technological devices can negatively affect attention and concentration before studying or during breaks. Suggesting they take up an activity that includes physical exercise before studying or during their breaks. Doing such activities together will contribute to their attention and concentration skills.
- Many methods can be employed to increase digital well-being, such as balancing screen time, turning off one's phone from time to time, logging out of social media accounts occasionally, arranging notifications and communications to a schedule that will not induce stress, and noticing and regulating our habits involving the use of technology. Applications are available for this purpose.
- It is crucial to guide one's children into sports, arts and cultural activities as alternatives to technology.
- Adolescents are the primary risk group for sexual addiction. Sexuality and health education should be provided to young people, since teenagers who have questions about their development may try to find the answers on the Internet, which may lead to a risk of sexual addiction.



### Recommendations on Gambling

- You can tell your children that winning at gambling is based on chance, and that people have suffered great losses as a result of possibility, uncertainty and superstition.
- By explaining the working principles of gambling machines and that the probability of winning is always the same, you can show them what kind of illusions gamblers are under.
- You can play mind games to support the development of the problem-solving, critical thinking, decision making and math skills in your children, identify discussion topics and help them gain different perspectives.
- Your child should learn about financial management at an early age. Ensuring that the pocket money you give to your child is appropriate for their age and keeping track of how they spend their pocket money will prevent potential risks.



### WHAT WOULD YOU DO?

Below are given some situations that you may encounter with your child in daily life. Read them, and write what you would do in the spaces provided.



**You find out that some of your child's friends are trying cigarettes, and you suspect they may have offered some to your child as well. What would you say?**

.....

.....



**What could be said as an alternative?**

*"I saw your friend smoking the other day. Did you know s/he smoked? We haven't talked about smoking before. Feel free to ask me anything you'd like to learn or are curious about. Maybe your friends talk to you about it. Your friends who smoke may offer you cigarettes. Sometimes it can be very difficult to decline such offers. You may not want to upset your friends or be perceived negatively by them, but I know that you are smart enough not to give into temptation or be fooled by their misconceptions."*

**? You notice while your child is playing an online game that s/he is spending his/her pocket money on the game to win prizes. What would you say?**

.....

.....

**→ What could be said as an alternative?**

*"You are asking for more pocket money from us these days. Can we talk about that? Maybe the amount is not enough for you? If you need to increase your pocket money, you can tell us. You used to be thrifty and save money. You don't spend much time outside either. Is there anything that makes it difficult for you to save money? Could this be related to the games you play? I know some games require money for certain prizes. If it's about that, we can help you. Have you thought about the risks this might pose to you?"*

**? One day, your child mentions a prescription drug that increases concentration. S/he says that his/her friend is using it, and that s/he wants to go to the doctor to get the drug too. What would you do?**

.....

.....

**→ Alternative recommendations:** Indicate that drugs are prescribed by doctors if they think it is necessary, and recommend doses accordingly. Indicate that s/he can use the drug if s/he has a concentration problem, but that the doctor must examine him/her. State that s/he should never take a chemical substance into his/her body just to improve concentration. Indicate that drugs affect the brain chemistry, that they can change the structure of the brain over time, and that they can have side effects and even cause addiction.

**? Your child comes home smelling of alcohol/tobacco smoke, and when you ask, s/he says that s/he tried them with his/her friends. What would you do?**

.....

.....

**→ Alternative recommendations:** Above all, it is suggested that you talk about these issues before they arise, and set some rules together. If you haven't had this conversation yet, talk to your child. So instead of reacting with anger at that moment, point out the seriousness of what s/he did and say that you will talk after s/he sobers up. At the earliest opportunity, preferably the next day, you should explain the potential harm of such activities and then set rules and sanctions together, explaining why they are needed and ensuring you implement them. Use a serious tone to emphasize the importance of this issue as you speak. You can talk at a table in a closed room where there are no distractions rather than while eating, drinking tea, watching TV, etc.

**? While cleaning your child's room, you find a pack of small white papers and dried green herbs in a bag. When you ask your child, s/he says that it is tobacco, but s/he had not used it. After doing some research, you discover that it is cannabis, not tobacco. What would you do?**

.....

.....

.....



→ **Alternative recommendations:** First of all, it is important to stay calm and avoid sudden reactions.. You should tell your child that you love him/her very much, but that you are worried about his/her health, and that you know the substance you found is not tobacco. You can explain that both tobacco and substances are addictive, and that even trying them once increases the risk of addiction, especially in youth. Remind them of the family rules about lying and risky behaviors, and say that s/he will be sanctioned for breaking the rules. Instead of giving lessons and advice to your child, ask them to visit [tbm.org.tr](http://tbm.org.tr) to do their own research and learn about substance abuse. You can continue observing him/her for a while, and if you suspect anything, you can get professional support from Green Crescent Counseling Centers (YEDAM).



Zeynep was going to her friend's birthday party. When her family heard while s/he was talking on the phone that they were planning to drink alcohol, they told her not to go to the party and not to see those friends again. Zeynep did not go to the birthday party that day and told her family that s/he would not meet with her friends. However, her family later found out that their daughter had lied to them, and that she had continued seeing those friends and drunk alcohol with them.

*Consider the situation experienced by Zeynep and her family, and answer the following questions.*

What are the risks/problems that Zeynep is likely to face?

.....

.....

Why did the method adopted by Zeynep's family not work?

.....

.....

What would you do if you were Zeynep's parents?

.....

.....

What lesson can you draw from this case for yourself and your family?

.....

.....



## ALTERNATIVE RECOMMENDATIONS:

You can ask if there will be any adults at the party and how they plan to have fun. You can discuss whether alcohol is essential for fun. You can talk about possible scenarios by giving examples (it could be a movie, a TV series or a story from your past). You can explain that since her brain is developing rapidly during this period, alcohol can have adverse effects on her brain, cloud her thinking, and make her nauseous and sick. You can also highlight the risks of traffic accidents, violence, harassment and other undesired events. You can remind that there are age limits for alcohol all over the world, and that in some Western countries the limit is 21, with the aim being to protect young people. You can specify that you can have fun without alcohol, and suggest alternatives. It is important to set clear rules related to alcohol. Set the rules and determine the consequences of noncompliance. Trying to scare your child will not work, and statements like, “you can’t handle it” can have the opposite effect.



## FAMILY ACTIVITIES

The following activities are suggested for you to strengthen communication in the family and to support the development of various life skills in your children. The games have been devised for different age groups. You can read what materials you will require for the games, the purpose of the games and detailed instructions, and play them at home. Have fun!

## ACTIVITY 1 Goal of No



2 or 4 persons



A table, a lid, a ball (a ping pong ball or a ball of aluminum foil/paper), or any soft object that can be thrown



10–15 minutes (can be adjusted by the number of questions asked)



What will my child and family gain from this activity?

- The ability to say no

### How to play?

Players sit across the table and one of the players – preferably a child in the first round – plays as the goalkeeper. A goal can also be created by placing two objects on either side of the “goalkeeper”. The game can be played by 4 people as well, with each person sitting on each side of a square table and passing the ball across or diagonally.

### Part one: “What would you say?”

A player stands in front of the goalkeeper and tries to “score” a goal by flicking the ball with his/her finger, asking a question (sample questions and situations that can be answered no are given

below; they can be varied according to age or situation, and fun questions can be added). The child should likewise defend the goal with his/her finger, saying, “No!” while doing so.

When five questions are answered or a goal is scored, the players switch places and continue. After three rounds, the game is over.

**Part two: “How can you say no?”**

Again, questions are asked in the same way, but this time alternative sentences are generated instead of no and the player go beyond “no”. Thus, the child’s repertoire of answers to potential situations that should be responded to with “no” is enriched.

**Sample questions:**

- Does your hair glow in the dark?
- Your friend says, “Let’s skip class.” What would you say to him/her?
- The student behind you asks to see your exam paper. What would you say?
- Would you do someone else’s homework?
- Would you laugh at a friend who doesn’t know the answer?
- Your friend offers you a cigarette. What would you say?
- Do you make fun of people’s appearances?
- Do you harm animals?
- Do you ring old people’s doorbells and run away?
- Do you pull your friends’ hair?
- While going to class, your friend stops you and says, “Let’s go to the canteen.” What would you say?
- While your teacher is lecturing in the classroom, your friend says, “Let’s play a game on our phones.” What would you say?
- What would you say if someone you don’t know called you over to his/her car?
- What if someone you don’t know asks for your phone number. Would you give it to them?
- If someone asks for your mom/dad’s credit card number. Would you give it?
- Would you like to lose yourself?

 **Why is this activity important?**

Saying no is a skill that children have difficulty developing, and acquiring this skill and rehearsing alternative rejection responses in a fun way in the safe environment of the family will help protect children against addictions in the future.

 **After the activity, ask yourself the following question:  
What are the three most important things that you learned from this experience?**

|       |       |       |
|-------|-------|-------|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

## ACTIVITY 2 Time Travelling



2 and above



Medium-sized sheets of cardboard, A4 paper, colored crayons



35–40 minutes



What will my child and family gain from this activity?

- Problem-solving skill
- Active, empathetic listening skill
- Goal setting skill
- Ability to express emotions

### How to play?

In this activity, you will travel in time with your family. The journey is one that will start from the day you were born and extend into the future. It will not only take you to the difficult times you endured and the times of good memories, but also your dreams and goals and your life in the future. Are you ready for this journey? Have a nice trip!

The game begins with everyone drawing a long horizontal line on their piece of cardboard. The extreme point on the left of this line represents the day you were born, and the extreme point on the right represents your future.

Write your date of birth on the part that represents the moment you were born. You will then continue your journey from the past to the present, and from the present to the future by answering questions from the past, then the present and finally the future deck.

***You can answer each question given below in the relevant time section with figures, pictures, texts, or emotional expressions, as you wish.***

***First, we go back to the past. From your childhood to the present:***

1. What was/were your happiest moment(s)?
2. What was/were your most challenging moment(s)?
3. How did you cope with those challenging moments and what did you do?

***Now we approach a little closer to the present. Nowadays:***

1. What has/have been the most enjoyable moment(s) with your family/friends?
2. What has/have been the most challenging moment(s) with your family/friends?
3. How did you cope with those challenging moments with your family/friends, and what did you do?

***Now we are heading toward the future. 5, 10, 15, 20, 30 years from now:***

1. What will be the moment(s) that will make you the happiest?
2. What will be the moment(s) that you will find the most difficult?
3. How will you cope with the difficult moment(s) that you may experience, and what can you do?

Before completing the journey through time, you can answer the last question in the time section that represents the present.

***\*What have you done, or what can you do today to make your dreams, wishes, etc. come true?***

You have completed your journey through time. Now share your journeys with each other by showing your piece of cardboard, and explain your responses to each question.

- Note 1:** Before starting this activity, the questions should be separated into past, present and future decks, which are placed side-by-side on the table.
- Note 2:** Each question needs to be thought through before writing the answer on the cardboard. It is therefore necessary to read and answer the questions one by one.
- Note 3:** You should work quietly by yourself when answering the questions.

 **Why is this activity important?**

This activity give you the opportunity to express your feelings within the family, and to remember and talk about the challenging and good memories that you have had, either individually or as a family. Revisiting challenging times from the past and talking about solutions will contribute to the development of family conflict resolution skills. Most importantly, remembering the good times spent together and dreaming about the future as well as the challenging and bad memories will make you stronger.

 **After the activity, ask yourself the following question:**  
**What are the three most important things that you learned from this experience?**

|       |       |       |
|-------|-------|-------|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

**ACTIVITY 3 #Challenge**



2 people or more



Paper, pouch/box/bottle



Durations are specified in the game.



What will my child and family gain from this activity?

- Impulse and behavior control skill
- Setting
- Goal setting
- Communication skills
- Learning and raising awareness about addictions

**How to play?**

Below you will see some funny and some mission-like challenges. Each challenge should be completed within the specified time. As a family, write the challenges on pieces of paper, put them in a box/bottle/pouch and choose one as needed. The family members must complete the

challenges within the given time. Let's see if everyone can complete the challenge! Those who complete the challenge will receive a pre-determined prize.

Good luck!

- Not sitting at all for half an hour
- Speaking like you are singing a song for half an hour
- Walking backward for half an hour
- Jumping around the house for half an hour
- Trying to make each other laugh for half an hour while trying to keep a straight face
- Spending half an hour pretending to be a chosen animal (sound and movements)
- Spending time at home tied to each other with a rope for half an hour
- Speaking and moving in slow motion (very slow) for an hour
- Not looking at electronic devices such as the TV, phone or tablet, for an hour
- Trying to communicate using only body language for two hours
- High-fiving whenever you come across other family members in the house for one day
- Exercising every day for one week
- Not eating junk food for one week
- Telling ... friends what you have learned about technology addiction within one week\*
- Telling ... friends what you have learned about gambling addiction within one week\*
- Telling ... friends what you have learned about substance addiction within one week\*
- Telling ... friends what you have learned about alcohol addiction within one week\*
- Telling ... friends what you have learned about tobacco addiction within one week\*
- Telling ... friends what you have learned about passive smoking and its effects within one week\*
- Telling ... friends what you have learned about third-hand smoke within one week\*
- *\*(Visit [tbm.org.tr](http://tbm.org.tr) for more information)*

Create ..... slogans raising awareness of the perils of addiction, and sharing them on social media for ..... days within one week

Playing board games/painting a picture/doing puzzles together for ..... hours over the next two weeks

Not looking at social media for ..... hours for 2 weeks

**Note 1:** You can change the duration of the challenges as necessary. You can also decide on new challenges with your family.

**Note 2:** You can draw the challenges randomly from a bag, or you can look at all the challenges and choose one with your family.

**Note 3:** The prize should not have a high monetary value (e.g. buying a tablet), nor should it break any family rules (e.g. playing computer for as long as you want). Instead, you can consider such rewards as taking the family to a favorite spot, cooking a favorite meal, or playing a favorite game together. It will be a nice activity to decide on the prize together.

**Note 4:** In challenges where information is given about addictions to others, it is important that you gain proper information about the relevant addiction with your family together from [tbm.org.tr](http://tbm.org.tr). When you enter the site, you will see that it has different sections for different age groups. **This is because information about some types of addiction should not be provided to younger people.** It is, therefore, only appropriate for high school children to research substance and alcohol addiction. These are shown above in **bold**.

**Note 5:** It is crucial not to use language that offends, marginalizes or stigmatizes anyone when creating slogans about addictions. You should create slogans that convey positive messages. For example, "Choose to live!" You can view some Green Crescent slogans at [tbm.org.tr](http://tbm.org.tr).



Why is this activity important?

First of all, you will be able to spend fun times with your family during this activity. Most of the challenges given here will help your children control themselves and their behaviors, while also supporting them in gaining such skills as setting and attaining goals. Moreover, the challenges related to addictions will raise awareness of addictions among your family members, and will provide them with information that they can share with others. In the tasks related to addictions, you will instill a sense of responsibility in your children, and will provide them with things that will benefit the people around them.



After the activity, ask yourself the following question:  
What are the three most important things that you learned from this experience?

|       |       |       |
|-------|-------|-------|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

ACTIVITY 4 Dilemma



2 and above



Just scenarios



It may vary depending on the number of scenarios read.



- What will my child and family gain from this activity?
- The ability to make the right decision in difficult situations
  - The ability to resist peer pressure and say no
  - Empathy

How to play?

Sometimes we come across situations in life where we are indecisive. To make the right decisions, we first need to understand the problem, and then consider alternative actions or solutions, and finally consider the consequences. To provide guidance to your children in situations where they may be indecisive, you can think about and discuss the scenarios developed for this activity.

You can support your child in thinking about such situations by asking such questions as, “What is the problem here?”, “What would you do?”, “What else could be done?”, “What could happen after doing this?”, “Have you ever come across something like this?” and “If so, how did you react?” We recommend that you set an example for your children and try to enrich their behavioral repertoire by giving as many options as you can in adult situations.

You can answer the questions in turns, i.e. one child and one adult. Choose a number between 1 and 10 and read out the scenario corresponding to that number.

**Note:** Different scenarios are presented for the secondary school and high school groups. You can also include the scenarios for the secondary school group in the high school group.

## Scenarios

### *For children (secondary school)*

1. You're playing a game and you're about to beat your high score. Your father says suddenly "Your time is up, you need to turn off the computer." What would you do?
2. Your best friend and others are lying to the principal about a fight at school. You didn't see the fight, but your friend is pressing you to support them. What would you do?
3. You are playing a game with your friend in which you take turns, but you both want to start first. What would you do?
4. Your friend invites you to his/her house to have fun after school. Your parents gave you permission, but say you must do your homework first. The homework is not difficult, but it will take some time. What would you do?
5. There is a game you play with your classmates, but you are making no progress as they advance through the stages. You want to be noticed and to play better, and so you consider buying loot boxes, but you don't have a credit card. What would you do?
6. You overheard a close friend talking to someone in class that you don't particularly like, and heard him/her say that you are a very annoying person. What would you do?
7. You are constantly receiving threatening messages through a social media platform, and this person is threatening to disgrace you if you don't do what they say. What would you do?
8. Someone on the school bus calls you something you don't like, makes fun of you and threatens to beat you up if you don't do what they say (bullying). Now s/he wants you to give him/her your homework. What would you do?
9. You are at the park after school with your friends and someone takes a pack of cigarettes from his/her pocket and says, "Let's try it." What would you do?
10. Your friend was caught copying from you in the exam, and your teacher took both your exam papers and said s/he would give you both zero, even though you didn't realize that s/he was copying from you. What would you do?

### *For adults (secondary school)*

1. You could not deliver a project on time because your colleague did not the part of the project s/he was responsible for, even though s/he says s/he did. What would you do?
2. You have arrived at work very tired and bored. When a friend came over to talk to you, you yelled and snapped at him/her. What would you do?
3. You think one of your managers has got it in for you because s/he never likes what you do and humiliates you in front of others. One day when s/he is very irate, s/he approaches your table. What would you do?
4. You have to work in the evening to prepare for an important meeting tomorrow, but you promised your child that you would take him/her to the theater/cinema that evening. What would you do?
5. You have been bothered by something at work and so you go outside for some fresh air. One of your coworkers hands you a cigarette and says it will put you at your ease. What would you do?
6. You hear one of your colleagues make fun of the clothes are wearing that day. What would you do?
7. A close friend isn't answering your messages or calls, and you really want to talk to her. What would you do?
8. A friend from college has invited all your friends over to his/her house on Friday, but s/he didn't invite you. What would you do?

9. You have chores and responsibilities around the home, but you don't want to put down your phone and do housework. What would you do?
10. You want to watch something on TV, but your spouse wants to watch something different. What would you do?

### *For children (high school)*

1. You are at your friend's birthday party. Everything seems normal at first, but then you see some people pouring something from a thermos into their glasses and you realize that they are acting strangely. What would you do?
2. You're in an exam and you have one last question to answer, but time is about to run out. You see that your friend next to you has finished the test. What would you do?
3. Your friends say they want to try smoking a hookah and say they are going to a cafe after school, and invite you, too. What would you do?
4. You go to your friend's house to study together and when you take a break, your friend shows you an interesting gadget, saying it's an electronic cigarette. S/he claims it's not harmful because it doesn't smell. What would you do?
5. Wherever you look – in TV shows, movies, social media, concerts, on the Internet – you see people drinking alcohol and having fun. A close friend of yours says s/he wants to try alcohol and wants to do it with you. What would you do?
6. Your friends start drinking alcohol at a birthday party and they seem to be having a lot of fun. They insist you drink, too. What would you do?
7. You're sitting with your friends and gossiping about someone in your class, and you think they are exaggerating, even though some of what they say is true. What would you do?
8. You go to a park after school with your friends and someone takes a pack of cigarettes from his/her pocket. S/he claims that it is not harmful because it is light, and says "let's try it". What would you do?
9. Someone is bullying you at school. Now s/he wants you to give him/her your homework. What would you do?
10. You are constantly receiving threatening messages through a social media platform, and this person is threatening to disgrace you if you don't do what they say. What would you do?

### *For adults (high school)*

1. You could not deliver a project on time because your colleague did not the part of the project s/he was responsible for, even though s/he says s/he did. What would you do?
2. You have arrived at work very tired and bored. When a friend came over to talk to you, you yelled and snapped at him/her. What would you do?
3. You bought a new car and you wonder how fast it can go. The speed limit is 50 km/h, but there is no one else on the road. What would you do?
4. You think one of your managers has got it in for you because s/he never likes what you do and humiliates you in front of others. One day when s/he is very irate, s/he approaches your table. What would you do?
5. Your friend invites you to his/her birthday and when you arrive you see them having fun at the bar. They insist you have a drink, even though you say you are driving and have to get up early. What would you do?
6. You have been bothered by something at work and so you go outside for some fresh air. One of your coworkers hands you a cigarette and says it will put you at your ease. What would you do?
7. You're taking a coffee break with your friends at work, and every time they offer you a cigarette to try because you don't smoke. What would you do?
8. You hear one of your colleagues make fun of the clothes are wearing that day. What would you do?

9. A close friend isn't answering your messages and calls, but you really want to talk to her. What would you do?
10. A friend from college has invited all your friends over to his/her house on Friday, but s/he didn't invite you. What would you do?



## Why is this activity important?

One of the biggest concerns of families is their children's choice of friends and how they will behave in challenging situations. This activity can help you prepare your children in advance for potentially challenging situations in which you can set an example.



**After the activity, ask yourself the following question:**

**What are the three most important things that you learned from this experience?**

|       |       |       |
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## ACTIVITY 5 Question Capsule



2 players or more, no limit.



Questions, and a box or jar to put them in.



This will vary depending on the number of questions asked, so you can allocate as much time as you like.



What will my child and family gain from this activity?

- Strengthened family communication and family ties
- Family members getting to know each other better
- Creative thinking
- Oral communication and language skills

## How to play?

These pages include questions that you can have fun answering, thus deepening your communication as a family. You can print out these questions, or write them on paper, and add your own questions. Place the questions in a box or jar, and take turns drawing a question from the box/jar. The questions are then asked and answered together. You can make this game a family routine, playing it for half an hour or answering three questions every evening. Have fun!

### Questions - Secondary School

1. If snow had a smell and taste, how would you like it to be?
2. If you were tasked with coming up with an idea for a special day to be celebrated all over the world, what special day would it be and how would you like it to be celebrated?
3. If you could determine your pocket money/salary for a month, how much would you like to receive and what would you do with it?
4. If you had a chance to change something that happened today, what would you change and why?
5. If you had the opportunity to travel to another planet, what would you bring with you?
6. You see someone making fun of another person, what do you do?
7. You hear someone saying bad things about your friend, what do you do?
8. If you could choose a new name for yourself, what would it be?
9. What is your favorite time of the day and why?
10. Is there anyone you wish you could see more often?
11. If you were a teacher, what kind of rules would you set?
12. If you could visit the set of any TV series, which one would you visit?
13. If you were an animal, what animal would you be?
14. Who is the best person you know? What do you think makes him/her good?
15. If you could eat only one fruit for a week, what fruit would you choose?
16. If you had to eat only one type of food for a month, what would you choose?
17. If you could be anyone you like when you grew up, who would you be?
18. What are the three words that best describe you?
19. If you could read someone's mind, who would you choose?
20. If you could be invisible for a day, where would you go and what would you do?
21. If you could make a rule that everyone in the world would follow, what would it be?
22. Which of your traits do you think is the most positive?
23. Name one positive or negative trait in all your family members.
24. If you could pass a new law, which law would you pass?
25. If you could invent something that would make life easier, what would it be?
26. If you were an athlete, in which sport would you like to compete at the Olympics?
27. If you had three wishes, what would they be? (You can't wish for money or more wishes.)
28. If you were given \$1 million and told you could only spend it on others, what would you do?
29. If you started a family tradition, what would it be?
30. If you had to leave Earth in a spaceship and could only take four friends with you, who would they be? Why would you choose them?
31. What makes you laugh the most?
32. What do you think are the three key traits a good friend should have?
33. Can you share something about yourself that you are most proud of?
34. If you lived in prehistoric times, what kind of dinosaur would you be?
35. If you had a closet in your house that opened onto another place, which closet would it be and to where would it lead?
36. Is there anything you want me to appreciate more about you?

37. Who is/was your favorite teacher at school?
38. Who is/was the teacher at school that scares/scared you the most?
39. What was the hardest thing you have accomplished so far?
40. Is there a holiday or special day that you wish didn't exist?
41. Can you recall a fun memory with your friends?
42. What is your favorite aspect about yourself?
43. Did you meet anyone new this week? What is s/he like?
44. What is the greatest gift you've ever received?
45. If you were to start a new country and create a brand new language, what would be the first word you would create and what would it mean?
46. What/who is your favorite band/singer?
47. Can you share an interesting fact you have learned recently?
48. If you were the first person aliens met when they landed on Earth, how would you describe the world and its people to them?
49. If you had a superpower, what would it be? How would you use this superpower?
50. What are the three aspects that you like and dislike most about your school/workplace?

## Questions - High School

1. What advice have you received in life that has influenced you the most, and who gave it to you?
2. If your future self could time travel and talk to you, what would s/he tell you?
3. Is there anything I did this week that made you very happy?
4. Can you say something that makes you feel precious?
5. When you close your eyes and think of a place that relaxes you, what is the place, what is it like and how does it make you feel?
6. Can you name the three things you like and dislike most at school/work?
7. If you could change a family rule, what would it be and why?
8. Can you name three things you are grateful for?
9. If a time machine were invented and you could go back in time, what moment would you go back to? Is there anything you would change?
10. Do/did you have a nickname? What's the story behind it? If you could give yourself a nickname, what would it be?
11. What are the best and worst aspects of being your age?
12. Is there anything you spend more time on than you would like? What can you do to reduce this time?
13. Is there anything you spend less time on than you would like? What can you do to increase this time?
14. Do you remember your dreams? What is the most beautiful dream you remember?
15. If you could describe yourself in one sentence to someone who doesn't know you at all, what would you say?
16. What was your favorite toy when you were young? What toy would you like to see being sold in stores?
17. What's the bravest thing you've ever done?

18. If your life was a movie, who would you want to play you? Your family members? Your best friends?
19. What do you think the world would be like if dinosaurs had not gone extinct and we lived with them today?
20. What five things do you want to accomplish before you turn 80?
21. What was the best thing anyone did for you this week? What's the biggest favor you did for someone this week?
22. What house in a TV show or movie would you like to live in?
23. Is there a song that always makes you happy? Will you share it?
24. What is your favorite family tradition?
25. Can you share something about you that others don't know but you want them to know?
26. Can you share something that makes you very angry? Why?
27. Can you share something that scares or worries you?
28. Who is your best friend? Why do you get along so well with him/her?
29. What application do you think is the best? In what way does it make your life easier?
30. What is your earliest memory?
31. If you had so much money that you didn't need to work, how would you spend your time?
32. Is there anything you would stock up on if you heard that it was no longer going to be produced and sold?
33. What kind of person do you want to be when you get old?
34. Do you think there is too much or too little technology in the world? What would you like to change, and why?
35. Can you share a piece of information you learned that you thought would be of no use to you for the rest of your life?
36. Do you have a habit that you want to change? What can you do to change it?
37. What's the dumbest thing you've ever done?
38. What would a perfect day be like? Can you explain a little?
39. What are the best and worst aspects of smartphones?
40. What is something that adults can never understand about young people?
41. What makes your generation unique? If you could name your own generation, what would it be called?
42. If you could ban something at school/work, what would it be?
43. What is the most important thing you learned in school that wasn't taught by a teacher?
44. Do you think social media helps people make and maintain new friends and relationships or not? Why?
45. If you opened a cafe with your friends, what would it be like?
46. Can you think of a job that doesn't exist but you think should? Would you like to practice that profession?
47. If you could swap places with anyone you like for a day, who would it be and why?
48. How can you explain love to someone else without using the word love?
49. Imagine you are a teacher at school. What three things do you think would prepare students better for the future and that you would teach?
50. If teleportation was invented, where would you go first?



## Why is this activity important?

Recognizing different aspects of family members is the key to strengthening family ties. These questions will allow you to learn about each other, including feelings and thoughts, while having a pleasant time and improving your creative thinking skills. These questions can also encourage lively conversation and discussions of important topics.

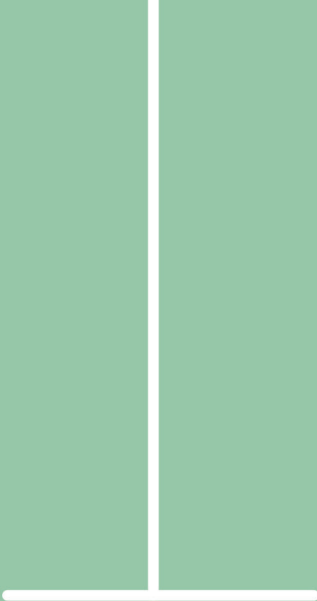


After the activity, ask yourself the following question:

What are the three most important things that you learned from this experience?

|       |       |       |
|-------|-------|-------|
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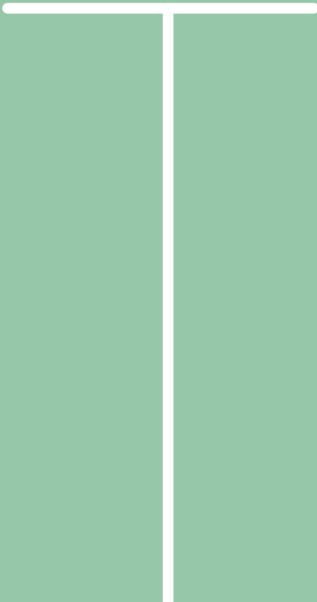




# **CHAPTER 4**



## WARNING SIGNS AND RESPONSES



Despite all your efforts, children may try or regularly use addictive substances. Below are some of the warning signs that your children may show when they have problems with addictive substances. The presence of several of them together and sudden changes in these areas may suggest that something is wrong. Try not to jump to the conclusion that substance use is involved; make sure there are no other causes or problems. If you see several of these signs, however, you should seek professional help. You can get support from the Green Crescent Counseling Centers (YEDAM).



### Recommendations from Families to Families

*"To prevent addiction, I recommend strong family ties and communication. Given that anyone can develop an addiction, it is crucial to detect the risk early and to attempt early intervention."*

You can obtain scientific information and recommendations about addictions at [tbm.org.tr](http://tbm.org.tr).

### Physical Warning Signs

- Sudden changes in sleep and eating patterns (inability to sleep, excessive sleeping, naps at inappropriate times, fatigue, sudden increases or decreases in appetite)
- Red or watery eyes, dilated or constricted pupils
- Runny nose
- Constant headaches
- Mumbling or slurred speech
- Hyperactivity or drowsiness
- Sudden weight loss
- Vomiting or loss of appetite
- Noticeable lack of coordination or loss of balance
- Involuntary tremors in the body or hands
- Stains on the nails and teeth
- Unusual bad breath
- Cough or shortness of breath

### Behavioral Warning Signs

- Avoidance, trying to talk without making eye contact, running to the bathroom or bedroom upon returning home
- Lack of concentration, absent-mindedness
- Frequent use of eye drops
- Decreased attention to appearance
- Unexplained expenditures
- Overuse of perfume, deodorant or mouthwash to suppress bad odors
- Constantly ventilated room
- Chewing gum constantly
- Sudden mood changes, such as quick temper, sudden outbursts or unreasonable laughter
- Occasional hyperactivity
- Fear, withdrawal, nervousness or excessive suspicion for no apparent reason
- Extremely mysterious or defensive behavior (e.g. keeping silent when people pass by his/her room, etc.)
- Constantly lying about his/her whereabouts and activities
- Possessing special paraphernalia for substance use
- Disappearance of prescription drugs from the medicine cabinet

## Environmental Warning Signs

- Decreased interest in school and lessons, decreased academic achievement, constant lateness or absenteeism, discipline problems
- Changes in their circle of friends or the places frequented
- Decreased interest in out-of-school activities (hobbies, sports, etc.)
- Borrowing money frequently
- Asking for more pocket money or greater amounts of money
- Unexplained income generation
- Receiving expensive gifts from friends
- Criminal behavior

**Adolescents, by nature, may exhibit behaviors such as sleeping a lot and staying in their room for extended periods. Not every sign means your child is using substances. Consider multiple signs together, sudden changes and the continuity of such changes.**

## What Should You Do in Case of Suspicion?

- Disregarding or ignoring the warning signs can lead to worse outcomes, so it is important to know what to focus on, and to communicate as openly as possible with your child. If you think your child may be using a substance, you need to take action immediately.
- Neither you nor your child is completely safe from the threat of addiction. As a parent, if you have doubts about something or if you see signs of substance use, you should first research the subject and observe your child for a while to see if s/he shows symptoms.
- The parents should speak calmly about the situation.
- People with an addiction tend to be in denial. You should therefore approach them with patience and try to understand them.
- Explaining to your children that you will continue to love and support them no matter what will make it easier for them to trust you and share what they are going through with you.
- Do not delay in seeking help from an addiction specialist. You can seek help from institutions such as YEDAM, AMATEM and ÇEMATEM.



## Recommendations from Families to Families

*"First of all, you need to stand by your child and not judge them during this process. You should proceed slowly but surely rather than expecting to get immediate results."*

*"You are a strong mother/father/wife/sister/brother/friend that is open to change, so you can support your relative/friend. You and your relatives can get support from YEDAM. It is a journey with ups and downs, so never give up."*

## LIST OF EMOTIONS

- Pleased
- Vibrant
- Cheerful
- Calm
- Exhilarated
- Optimistic
- Warmhearted
- Sensitive
- Sober
- Playful
- Energetic
- Zappy
- Interested
- Proud
- Satisfied
- Lively
- Excited
- Free
- Kindhearted
- Pleasant
- Hopeful
- Joyful
- Safe
- Happy
- Peaceful
- Vigorous
- Sincere
- Sure
- Compassionate
- Mature
- Delicate
- Grateful
- Willing
- Mesmerized
- Relaxed
- Relevant
- In pain
- Reluctant
- Bad-tempered
- Touchy
- Trapped
- Distressed
- Desperate
- Sluggish
- Absent-minded
- Tired
- Impatient
- Confused
- Pessimistic
- Anxious
- Jealous
- Bad
- Lonely
- Bewildered
- Terrified
- Sad
- Defeated
- Angry
- Vigilant
- Dissatisfied
- Uninterested
- Troubled
- Lethargic
- Reckless
- Disheartened
- Dispirited
- Guilty
- Exhausted
- Lazy
- Furious
- Nervous
- Hurt

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**This book is presented to guide families in ensuring our children can lead a healthy, happy and independent life. You can benefit from the protective measures, practical recommendations, general information and fun activities provided by this book, and from the solutions put forward to real-life problems in numerous areas, including:**

...

- Recognizing the risks related to addiction and taking measures;
- Developing solutions for risky situations;
- Forging stronger family ties and family communication;
- Supporting positive parenting;
- Supporting the development of children's life skills, such as the ability to say no;
- Suggesting alternative ways of spending quality time with the family;
- Recognizing the warning signs of addiction.

