TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

GUIDE BOOK FOR TRAINERS AND IMPLEMENTERS



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A Guide for Trainers and Implementers
TBM Library Series: 19

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On behalf of the Turkish Green Crescent Society
Prof. Dr. Mücahit Öztürk

Responsible Editor
Att. Osman Baturhan Dursun

Editor
Alparslan Durmuş, Mehmet Teber, Derya Akyılmaz, Hatice Işılak Durmuş, Hakan Çetin, Fatih Kerem Yardım

Text
Green Crescent Scientific Committee

Advisory Committee
Mehmet Dinç, Azize Nilgün Canel, Sultan Işık

Graphic Design
Esra Tokar, Eda Pelit, Tekin Öztürk

Photographs and Illustrations
Fotolia.com, AdobeStock

ISBN
978-605-9090-37-7

1th Edition, 2019, Istanbul

Publisher
Detay Matbaa Hiz. Tuğba Berberoğlu
Litros Yolu 2. Matbaacılar Sitesi 2.NE 10 Topkapı Maltepe İst.

Contact

Turkish Green Crescent Society
Sepetçiler Kasrı, Sirkeci 34110 / İstanbul
Phone: 0212 527 16 83 Faks: 0212 522 84 63
www.yesilay.org.tr

Prepared by the Green Crescent within the scope of TBM Training Program.

For questions, comments and suggestions:
iletisim@tbm.org.tr

DEFINITIONS AND ABBREVIATIONS

Trainer	A person who has participated in the Training Program for TBM Trainers and who is responsible for training instructors and different target groups, and organizing the training courses under the TBM.
Province/District LLL	Provincial/District Lifelong Learning Branch Offices
MoNE	Ministry of National Education
Seminar Host	A specialist delivering training courses to trainer candidates in the TBM Training Program for Trainers
TBM	Fighting Addiction Education Program for Turkey
TBMUEP	Implementer Training Program under the Fighting Addiction Education Program for Turkey
TBM Implementer Training Program	The training program delivered by trainers and developed to train individuals who will organize and/or deliver to the target groups the courses under the Fighting Addiction Education Program for Turkey (TBM)
TBMFEP	The Trainer Training Program under the Fighting Addiction Education Program for Turkey
TBM Trainer Training Program	The training program delivered through the cooperation of the Green Crescent and the Ministry of National Education to train individuals who will organize and/or deliver to the instructors and target groups the courses under the Fighting Addiction Education Program for Turkey (TBM)
Fighting Addiction Program for Turkey	The Education Program developed by the Turkish Green Crescent Society under the Fighting Addiction Education Program for Turkey with a view to providing preventive and protective services in relation to addictions in people of different ages and statuses, and their consequences on human life
Implementing Instructor	A person who is responsible for delivering courses on fighting addiction to various target groups after attending the TBM Implementer Training Program held by TBM trainers under the Fighting Addiction Education Program for Turkey
Green Crescent	Turkish Green Crescent Society

CONTENT LIST

BASICS OF THE TBM **7**

TBM PROGRAM AND MATERIALS FOR KINDERGARTEN STUDENTS **27**

TBM PROGRAM AND MATERIALS FOR PRIMARY SCHOOL STUDENTS **69**

TBM PROGRAM AND MATERIALS FOR SECONDARY SCHOOL STUDENTS **95**

TBM PROGRAM AND MATERIALS FOR HIGH SCHOOL STUDENTS **119**

TBM PROGRAM AND MATERIALS FOR ADULTS **157**

TBM COURSE PLANS AND OTHER DOCUMENTS **193**

OUTCOME LISTS **223**

CHAPTER 1

Basics of TBM

TURKISH GREEN CRESCENT SOCIETY

The Turkish Green Crescent Society was founded with the purpose of combatting addictions that are detrimental to the physical and mental health of the society and young people, such as tobacco, alcohol and other such substances, as well as all harmful habits that threaten society and young people, such as gambling, Internet and technology addiction, and educating generations that are loyal to their national culture. The Green Crescent was founded in 1920 and was granted the status of Non-Profit Association in 1934. The Turkish Green Crescent Society contributes to the growth of healthy generations through its efforts and continues to provide services for the benefit of society in accordance with its historical mission. Since its establishment, the Green Crescent has undertaken many activities aimed at protecting and rescuing all people from any kind of harmful habit and addiction, and has to date achieved significant success. There is no doubt that behind this success is the support, cooperation and labor of the conscientious and responsible volunteers of the Green Crescent from all walks of society, which cannot be measured by any financial criteria.

The Turkish Green Crescent Society develops and implements many projects/programs with a view to taking a science-based approach to the fight against addiction, developing and implementing scientific and evidence-based modular education programs suited to each age group, raising awareness about addictions, extending the activities for such purposes throughout the country and becoming an organization with a voice in the international arena.

Addiction can affect people of all ages, and is seeing increasing use and diversity. It is important to raise awareness in schools and at a national level for the purpose of combating addictions to tobacco, alcohol, drugs, technology, etc. by supporting young people with preventive and protective services.

In this regard, one of the programs implemented by the Green Crescent is the "Addıction Prevention Training Program Of Turkey (TBM)", launched in an attempt to contribute to a safer, happier and healthier future for young people in our country and to raise awareness among children and young people of the perils of addiction.

The Green Crescent relies on the strength of volunteers who adopt the goals of the project entitled "Fighting Addiction Education Program for Turkey (TBM)" and considers it a "must" to contribute to efforts made to that end.

BACKGROUND OF AND REASONS FOR THE TBM PROJECT

A situation analysis was first conducted during the preparations for the TBM Program, which concluded that the addiction-related studies carried out in our country to date had not reached a sufficient level in terms of their preventive, protective, informative and awareness-raising effects. It is known that providing rehabilitation services for any problem is much harder and more costly than preventive and protective services. Another constituent factor identified in the program is that some addictions come into our lives rapidly, and some of them surreptitiously. However they enter our lives, the need for the urgent development of preventive services is clearly apparent, especially for children and young people. Looking at similar projects aimed at preventing addiction among young people around the world, one can see that the success rate of school-based programs for addiction prevention, protection, information dissemination and awareness-raising is quite high.

The following examples can be mentioned:

- Iowa Strengthening Families Program
- Preparing for the Drug-Free Years)
- Preventing Aggressive Behavior
- Curricula To Prevent Substance Use
- Interventions for School-Aged Children
- Project SixTeen
- Project Northland
- Midwestern Prevention Program

In the light of the examples above, the TBM Program has been designed to include activities aimed at resolving this problem, with aspects of prevention, protection, information dissemination and awareness-raising. Receiving the support of the Ministry of National Education in ensuring the sustainability of the wide range of activities within the program based on examples of best practices from around world was considered an essential prerequisite prior to launch.
Based on the results of the research conducted in our country, the following factors were determined and taken into consideration:

1. The main objective should be to carry out preventive activities for at-risk groups and families in cooperation with the relevant institutions.

2. Preventive activities should be carried out separately for each age group. It should be taken into account that adolescents have the largest share among the age groups.

3. When developing a universal and comprehensive preventive system, it should be taken into consideration that the following groups should be addressed with the highest priority:

a. Schools and families that closely follow the development of the individual
b. The Media, given its influence on individuals and its ability to motivate them
c. The society in which the individual lives

Consequently, studies have shown that the most effective means of preventing risky behaviors are structured as school-based programs. With this understanding, it was decided that (i) preventive programs that are suited to each age group's characteristics should be prepared and implemented in schools to prevent risky behavior, and (ii) the programs should be designed to include basic life skills training in order to help individuals internalize the subject.

Consequently, the Turkish Green Crescent Society has implemented the TBM as an effective action plan for fighting addiction, taking into account the sociological structure, needs and current education system in our country.

WHAT IS THE TBM?

The Fighting Addiction Education Program for Turkey (TBM) is a science-based Education Program that will minimize the risk of non-addicted individuals of becoming addicted, and is intended to provide preventive education services to all relevant segments of the society, including children and young people.

The aim of this Education Program is to raise awareness among individuals and society of the various types of addiction, such as tobacco, alcohol, drugs and technology, and to prevent the use of such substances through the dissemination of information and the raising of awareness. For the first time in Turkey, a program that addresses such a large target audience has been developed in the fight against addiction. This program has been developed with the support of field experts, taking into consideration the sociological structure, needs and the current education system in Turkey so that it can be implemented as a country-wide program.

CONTENT OF THE TBM

The content used in the Education Program has been developed as part of a modular scientific and evidence-based approach, suited to every age group, by a professional teaching team including members of the Science Board of the Turkish Green Crescent Society. Since the courses will be delivered in both face-to-face and distance education formats, books and interactive contents have been prepared.

The TBM has been developed taking into consideration the basic needs of students in the context of the prevention of addiction, and consists of a total of 18 outcome-based modules prepared for kindergarten; primary, secondary and high school students; and adults in 5 areas, namely, "Tobacco Addiction", "Alcohol Addiction", "Substance Addiction", "Technology Addiction" and "Healthy Living". The TBM is intended to correct any misconceptions about addiction in the target audience, and to disseminate accurate information through courses developed in 5 areas. Preventing the popularization of the perception that the use of addictive substances such as alcohol, tobacco, etc. is something normal in the media and circles of friends, and preventing young people from acquiring false information about this issue are among the primary goals of the TBM.

The following table shows which age groups will take courses in which modules under the Education Program:

Target Audience	Technology Addiction	Healthy Living	Tobacco Addiction	Alcohol Addiction	Substance Addiction
Kindergarten Students	✓	✓			
Primary school (1, 2, 3, 4)	✓	✓	✓		
Secondary school (5, 6, 7, 8)	✓	✓	✓		
High school (9, 10, 11, 12)	✓	✓	✓	✓	✓
Adults	✓	✓	✓	✓	✓

The TBM education materials consist of 18 books, designed for each module. Each book is designed and written to suit the age level that it addresses. The informative texts, activities and pictures used in the books have been prepared meticulously by experts in the relevant fields.

In the distance education section of the TBM, the aim is to reach all age groups, and for this purpose, an education package consisting of 18 modules has been developed for which the activities, videos, etc. prepared by experts have been transformed into interactive content. This content, developed considering the characteristics and preliminary learning of the age groups, will attract the interest of the target audience and make a positive contribution to the learning process.

IMPLEMENTATION OF THE TBM IN COOPERATION WITH MONE

The program was launched under a protocol signed with MoNE on January 3, 2014 with a view to offering protective and preventive education regarding addiction directly to 20 million students by means of 500 trainers and 20,000 implementing instructors that would be trained by them.

Within the framework of the cooperation with MoNE, the implementation and dissemination process was designed in 3 stages. In the first stage, a pilot implementation was carried out in Istanbul. In 2014, Training Courses were delivered to TBM Trainers. In 2015, Training Courses will be delivered to TBM Implementing Instructors throughout the country. Ultimately, students and families will be reached by means of implementing instructors. In the final stage, the entire MoNE curriculum will be analyzed to identify activities that help in the acquisition of basic life skills in combating addiction in accordance with the curriculum, and the necessary arrangements will be made for the implementation of such activities in schools.

TBM AND CORPORATE COLLABORATION MODEL

Within the framework of the "Corporate Cooperation Model", the TBM will convey the TBM content to the target audience by training highly influential occupational groups that are in direct contact with the target audience. Thus, the scope and area of impact of the preventive efforts will be expanded to a full-scale effort in cooperation with all relevant institutions and organizations.

Aside from the collaborative activities to be carried out, a media component will be launched in order to expand the scope and area of impact of the TBM.

Public service announcements about the TBM will be broadcast on national channels to help attract social participation and cooperation, which are a must for preventive activities. Under the TBM, TBM Trainer training courses will be delivered to:

- YURTKUR expert staff and youth leaders, in cooperation with the Ministry of Youth and Sports;
- religious officials, in cooperation with the Department of Religious Affairs;
- business and occupational consultants, in cooperation with IŞKUR,
- local administration staff, in cooperation with the Ministry of Interior,
- family counselors, psychologists and social workers, in cooperation with the Ministry of Family and Social Policies. The TBM Trainers will then train TBM Implementing Instructors within the relevant organizations, with the target audience in the organizations in particular taking TBM courses.

By diversifying the target groups, a multiplier effect will thus be created, and the sustainability of the program within the related institutions and organizations will be ensured.

QUALIFICATIONS, DUTIES AND POWERS

What is a TBM Trainer?

A person who has participated in the Training Program for TBM Trainers and who is responsible for training implementing instructors and different target groups under the TBM.

Who can become a TBM Trainer?

- Those with no substance addiction
- Those who know the mission, vision and work of the Green Crescent
- Volunteers
- Those who have successfully completed the Training Program for TBM Trainers

What are the outcomes of the Training Program for TBM Trainers?

- Knowledge and skills to help protect themselves, their family and people around them from the risks of addiction
- A TBM Trainer Training Completion Certificate and the rights and powers granted by it
- The authority to launch courses within Public Education Centers
- Joining the Green Crescent's volunteer family

What is a Coordinating Trainer?

A Coordinating Trainer is a person who has participated in the Training Program for TBM Trainers and who is responsible for training and educating implementing instructors and different target groups in their own field, while also promoting the TBM Program, organizing TBM Implementer Training and ensuring communication between the Green Crescent and the trainer team. Coordinating Trainers are responsible for delivering Implementer Training attendance lists and exam papers to the Provincial and District Lifelong Learning Directorates.

They are also responsible for the distribution of the assessment and evaluation tools required for Implementer Training courses and student courses to schools and other education facilities, ensuring that they are filled in properly, and sending them to Provincial and District Lifelong Learning Directorates and/or the Green Crescent.

Who can become a Coordinating Trainer?

- Those with no substance addiction
- Those who know the mission, vision and work of the Green Crescent
- Volunteers
- Those who have successfully completed the Training Program for TBM Trainers
- Those involved in an effective communication network in the relevant province/district
- Those that apply to become a coordinating trainer

Who is an Implementing Instructor?

An Implementing Instructor is someone who is responsible for delivering courses on fighting addiction to various target groups, having attended the TBM Implementer Training Program held by TBM trainers under the Fighting Addiction Education Program for Turkey.

They are also responsible for the distribution of the assessment and evaluation tools relating to student courses to schools and other educational facilities, ensuring that they are filled in properly, and sending them to the coordinating trainer and/or Provincial and District Lifelong Learning Directorates.

Who can become an Implementing Instructor?

Those who have successfully completed the Training Program for TBM Implementing Instructors.

What are the outcomes of the Training Program for TBM Implementing Instructors?

- Knowledge and skills to help protect themselves, their family and people around them from the risks of addiction
- TBM Implementer Training Completion Certificate and the rights and powers granted by it
- The authority to launch courses within Public Education Centers

OUTCOMES OF THE TBM

What are the Outcomes?

Addiction Prevention Training Program Of Turkey (TBM) is an information- and prevention-focused education program that has been developed by the Green Crescent for implementation in schools and non-formal education institutions, targeting individual age groups. It was developed on the basis of the outcomes, some of which are recurring and some that have been built on previous outcomes, for different age groups and types of addiction, with a view to ensuring that the information is internalized and thus risky behavior and addictions are avoided.

The outcomes are the knowledge, skills and attitudes acquired by the learner as a result of their learning experiences. They are the product of learning, and demonstrate the result of the effort.

They are the knowledge, skills, attitudes and values that learners who complete a program, section or course are expected to have through planned and arranged experiences in the learning process. In other words, it refers to what a learner will know, comprehend, adopt and be able to do upon the completion of a learning process. From this perspective, any person who has completed any module of the TBM is expected to have acquired/ internalized levels of knowledge, skills, attitudes and values. They may be part of a general purpose or purposes, but they have their own meaning and importance. TBM outcomes take the following form: "Learners notice the prejudices, cliches, stereotypical thinking, etc. in their thoughts and in those of others". This outcome is significant for the prevention of each of the types of addiction combatted by the TBM. An outcome, however, can be a part of another purpose. Accordingly, an outcome is not the aim of a program/course, and the outcome and purpose should not be confused with each other. Indeed, the aim of a course is to make a general expression about the "intention of teaching ". The purpose of the TBM is to provide individuals and groups in the target audience with the necessary education to prevent and protect oneself from addiction, and its negative effects on human life.

The outcomes are the cognitive and behavioral abilities and affective aspects that the program will convey or improve. As an outcome of the TBM, students are provided with information on the different types of addiction, and are informed of the behaviors that should be adopted in the light of this information, while instilling in them a negative perspective of all types of addiction and eliminating any possible positive emotions.

The improvement of students in the learning areas depends on the achievement of the outcomes and their adoption and internalization by the learners. For this reason, each of the outcomes is addressed at least once. The outcomes of the program are addressed several times on different occasions (level, module, area, etc.), based on the assumption that changes will be adopted by repetition. The cognitive, effective and behavioral aspects of learning should be taken into consideration when determining the outcomes, and they should be related in clear written statements. The outcomes were discussed at the preparatory workshops of the TBM, and attempts were made to improve the cognitive, affective and behavioral outcomes.

The outcomes of a program must be consistent with its purpose and objectives, which are more abstract and general than outcomes, whereas the outcomes of the program represent the concrete indicators required to attain such purposes and objectives. The consistency of the outcomes of the TBM with its purpose and objectives has been observed throughout the process. Considering each of the outcomes given in the outcome tables provided in the guide, linkages of such outcomes with the TBM areas and basic life skills can be clearly seen.

What characteristics should the outcomes have?

The outcomes of a program should have some common characteristics. These common characteristics allow implementers to understand the outcomes, to convey the contents of the program to the target audience, and to achieve the purpose and objectives of the program by ensuring consistency. The TBM outcomes have the following characteristics in common.

Measurability: It must be externally observable, identifiable and detectable by different means by the students from what they have learned, and data should be able to be collected on the level of learning or the improvements achieved.

Consistency/meaningfulness: An outcome should be meaningful in the context of the internal or external components of the program, and should be consistent with and complement the other outcomes of the program.
Manageability/controllability: An outcome should be subject to periodic review, assessment, control and correction.

Attainability: An outcome should be able to be achieved through the study of an average student and the usual functioning of the curriculum. Writing utopian and impracticable outcomes may result in the reporting of findings against the teacher/institution/system in internal and external evaluation processes.

Style of writing outcomes: Active verbs should be used when writing the outcomes (express, prove, count, list, define, create, plan, compare, summarize, defend, demonstrate, fulfill, indicate, apply, organize, combine, appreciate, desire, show interest, etc.).
Description at the level of knowledge, skills and competence: When writing outcomes, each should be able to be categorized when necessary according to its relationship with knowledge, skills and competences. Accordingly, appropriate verbs for each sub-competence group should be used.

How do you question the relationship between a program's outcomes and purpose?

After developing the learning outcomes, the TBM program development team reviewed the TBM outcomes, and asked the following questions, among others:

- Does the outcome support the purposes and objectives of the program?
- Does the outcome describe what the student is expected to know (cognitive) or comprehend and adopt (affective), or how the student is expected to behave (behavioral)?
- Is the outcome really necessary and important, or worth the effort?
- Are the outcomes detailed and specific?
- Is the outcome measurable, identifiable and detectable?
- Is it possible to suggest an activity (planned effort, purposeful learning design) the that students can learn to achieve the desired outcome?
- Can the outcome be used as input in decision-making for the development of the program?
- Were the different (cognitive, behavioral, affective) aspects of learning taken into account when determining the outcomes?
- Are the outcomes expressed in simple and precise terms?
- Are the outcome statements simple?
- Is only one active verb used for each learning outcome?
- Can the stated outcomes be achieved within the given time and with the available resources?
- Does the program reflect the knowledge, skills and attitudes needed for the relevant field?

How can we classify the outcomes?

The classification of learning outcomes has long been considered by those involved in education and training processes. A classification study, designed originally by Benjamin Bloom, was later developed by Lorin W. Anderson and David Krathwohl. Similarly, J. B. Biggs, K. F. Collis, L. D. Fink, P. Dettmer and the like have also developed various taxonomy proposals. Below is a framework for the classification of the outcomes of the TBM based on a summary of Bloom's taxonomy.

Cognitive Domain

Level of Knowledge: Remembering and relating facts, terms, basic concepts, learning and previous knowledge.

When expressing the outcomes at this level, the following verbs could be used: *define, arrange, explain, collect, describe, repeat, count, list, examine, find, select, determine, label, memorize, name, put in order, draft, present, convey, remember, note, reiterate, re-make, show, express, tabulate, tell, write, and so on.*

Level of Comprehension: Comprehending the information learned, expressing it in other words, transforming it into different materials, interpreting it.

When expressing the outcomes at this level, the following verbs may be used: *associate, modify, clarify, classify, arrange, compare, convert, encode, decode, defend, define, differentiate, distinguish, discuss, separate, appraise, explain, express, expand, generalize, summarize, determine, give example, indicate, draw conclusions, interpret, explain in other words, predict, forecast, notice, report, re-identify, rewrite, review, separate, resolve, translate, and so on.*

Level of Application: Using the learned materials and subjects in new situations, and applying the acquired knowledge units and outcomes to new and different subjects and situations.

When expressing the outcomes at this level, the following verbs may be used: *apply, evaluate, calculate, modify, select, define, arrange, show, develop, discover, dramatize, run, examine, try, find, give examples, interpret, manage, change, work, organize, practice, predict, prepare, produce, link, program, separate, show, draft, resolve, translate, use, differentiate, expand, narrow down, and so on.*

Level of Analysis: Being able to separate information into parts, analyzing it on the basis of the available data and distinguishing it.

When expressing the outcomes at this level, the following verbs may be used: *analyze, appraise, organize, divide, calculate, categorize, classify, compare, link, find the difference between two things, criticize, discuss, draw conclusions, differentiate, distinguish, recognize, apportion, examine, disassemble, arrange in parts, conduct experiments, define, give example, infer, inspect, investigate, put in order, draft, point out, question, associate, separate, subdivide, test, and so on.*

Level of Synthesis: Assembling the parts into a whole.

When expressing the outcomes at this level, the following verbs may be used: *discuss, arrange, collect, categorize, accumulate, compile, combine, build, create, design, develop, plan, place, explain, formulate, generalize, produce, combine , find, make, manage, modify, organizes, generate, plan, prepare, propose, rearrange, re-establish, associate, re-organize, review, correct, rewrite, set up, summarize, and so on.*

Level of Evaluation: Judging/appraising the value of materials given for a purpose, questioning information by choosing correct or valid criteria.

When expressing the outcomes at this level, the following verbs may be used: *appraise, find out, discuss, evaluate, link, select, compare, conclude, find the difference between two things, convince, criticize, decide, defend, distinguish, explain, measure, classify, interpret, judge, advocate, measure, interpret, judge, estimate, recommend, associate, analyze, review and correct, score, summarize, support, validate, value, and so on.*

Behavioral (Psychomotor) Domain

Level of Stimulation: Observing the person's behavior, recognizing the behavior of the source using sensory organs, and using the body, organs or both together in a particular behavior, mimicking.

When expressing the outcomes at this level, the following verbs may be used: *recognize, show, care, discover, combine, notice, examines, pay attention, listen, smell, taste, touch, select, observe, takes note, determine, label, list, name, record, write, copy, guess, mimic, liken, and so on.*

Level of Guided Response: Following instructions, engaging in a complex activity with the help of the instructor by following the process steps, and ultimately doing it on one's own.

When expressing the outcomes at this level, the following verbs may be used: *apply, change, show, dramatize, try, give examples, work, organize, practice, prepare, link, solve, use, arrange, copy, try to simulate, distribute and collect, try to use, and so on.*

Level of Making it a Skill: Fulfilling the assigned task without the original source in the desired quality and time, and within the economic limits.

When expressing the outcomes at this level, the following verbs may be used: *act, combine, manage, play, try, break down and fix, modify, restore, adjust, balance, build, separate, arrange, design, display, exhibit, use, perform, repair, define, correct, organize, fulfill, present, and so on.*

Level of Adaption: Applying the newly gained behavior to a different problem, being able transfer it.

When expressing the outcomes at this level, the following verbs may be used: *coordinate, complete, combine, organize, rearrange, differentiate, adapt, adjust, modify, copy, design, discover, separate, predict, examine, perform, repair, define, measure, correct, draft, use, and so on.*

Level of Origination: Coordinating a series of actions by combining two or more skills, displaying a high level of new and original ability, naturally, and without the need for any specific thinking or design.

When expressing the outcomes at this level, the following verbs may be used: *make, invent, design, formulate, arrange, copy, show, predict, use, organize, do, and so on.*

Affective Domain

Level of Receiving: Recognizing one or more stimuli among multiple stimuli, turning towards it, focusing attention on it.

When expressing the outcomes at this level, the following verbs may be used: *recognize, pay attention, turn, listen, choose, be interested, consent, accept, oppose, defend, criticize, react, and so on.*

Level of Responding: Actively participating in one's own learning, following the rules set together, performing one's own duties and being satisfied with the outcome.

When expressing the outcomes at this level, the following verbs may be used: *present, discuss, participate in discussions, obey set rules, comply with the schedule, make, cause to make, feel joy, be excited, be enthusiastic, and so on.*

Level of Valuing: Accepting and attaching importance to a value or behavior, valuing it above others, devoting oneself to that value and being responsible for it.

When expressing the outcomes at this level, the following verbs may be used: *appreciate, desire, appraise, value, accept, value above everything, prefer, and so on.*

Level of Organization: Examining the values or two value systems held by oneself and others within the framework of their relations, and developing a new system of values that does not contradict itself.

When expressing the outcomes at this level, the following verbs may be used: *abstract, compare, conceptualize, bring together, and so on.*

Level of Internalization: Creating one's own specific values and adopting them as compulsory principles, transforming them according to one's understanding of life and the world, behaving in accordance with one's specific values.

When expressing the outcomes at this level, the following verbs may be used: *react, behave, act, do, adopt an attitude, make a habit, stick, combine, exhibit, adopt, follow, apply, and so on.*

ASSESSMENT AND EVALUATION IN TBM

TBM applications are subjected to assessment and evaluation based on the level of achievement of success, interest, motivation and goals in both the target audience and in those implementing, or playing a role in the implementation of, the program. As the famous principle says, we cannot develop what we cannot assess. Based on this principle, a three-dimensional assessment process has been structured in the TBM.

1) Entry-Exit Assessment (Self-Assessment Forms)

This refers to self-assessments made on the same document/assessment tool by the participants of TBM programs to determine their level of knowledge and preliminary learning before starting the program, and to determine what they have learned and the level of their knowledge at the end of the program. This self-assessment ensures that the participants' entry and exit levels of knowledge related to the program content are known by both themselves and the program organizers. The self-assessment forms, which will be applied as pre-tests and post-tests, generally consist of two parts. The first part, comprising true/false questions, provides an assessment at a cognitive level, while the second part, prepared as a rating scale, provides an assessment at the affective level.

2) Process Assessment (Activities during courses)

Participants in the TBM programs assess themselves and their friends through the activities carried out during the courses while the program is in progress. This assessment is intended to reveal the difficulties in learning, to allow the necessary corrections to be made, to enhance the learning, and to provide the learners with information and feedback about their progress. In this framework, some of the assessment tools were included in the presentations and some were structured as activities of different types, as described in the booklets.

An example of such an activity is given below:

ACTIVITY

The Value of Time

1. Fill in the form at the end of each hour for one day. Do it for a week, using a new form each day.

Date: ..../..../.....

Technology Use Tracking Form

Start	End	Total time (minutes)	Used Technological Device / Platform
08.00	09.00		
10.00	11.00		
12.00	13.00		
14.00	15.00		
16.00	17.00		
18.00	19.00		
20.00	21.00		
22.00	23.00		
24.00	01.00		
02.00	03.00		
04.00	05.00		
06.00	07.00		
Total Time			

2. Now calculate the total weekly time.

Total time spent on Day 1	
Total time spent on Day 2	
Total time spent on Day 3	
Total time spent on Day 4	
Total time spent on Day 5	
Total time spent on Day 6	
Total time spent on Day 7	

3. Calculate how much time you spend a year based on your weekly time.

Time spent in a week x 52 weeks = Time spent in a year

4. Evaluate the result: Are you satisfied with it? Why?

19

- Before any course in the program starts, the learners are given the opportunity to assess their level of their knowledge of the content of the course. For this purpose, self-evaluation forms are distributed. The participants fill out the assessment forms to measure their knowledge, skills and attitudes. The implementer collects these pre-assessment forms, puts them in an envelope, and writes the school details and the class details on it.
- Activities that allow the learners to assess themselves and other participants are applied during the course. The implementing instructor gives feedback to the participants in the educational environment.
- At the end of the course, self-assessment form post-tests, developed to assess the knowledge, skills and attitudes of the learners related to the delivered course are distributed to the participants. This time, the participants fill out the assessment form taking into account the progress and improvement in their knowledge, skills and attitudes when compared to their initial situation. The implementer collects these assessment forms, puts them in an envelope, and writes the school details and the class details on it.
- After completing the delivery of all courses in the school, the implementing instructor delivers the pre-test and post-test envelopes to the Provincial Lifelong Learning Branch Directorate, informing the coordinating trainer.

Detailed information about the assessment and evaluation tools and processes can be found at
www.tbm.org.tr

TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

HEALTHY LIVING WITH YEŞİLCAN



TÜRKİYE BAĞIMLILIKLA MÜCADELE E

YEŞİLCAN AND TEC



CHAPTER 2



TBM Program and Materials for Kindergarten Students

THINGS TO BE CONSIDERED IN ACTIVITIES, PREPARATIONS AND PRESENTATIONS AT KINDERGARTEN LEVEL

Before the Activity

- Obtain information about the class you will teach.
- Prepare an age-appropriate plan. Do not forget the principle of easy to difficult/simple to complex.
- Check your materials.
- Choose three-dimensional materials and feed the children visually.
- Auditory presentations alone are not effective in this age group. Associate audio and visual presentations with each other.
- Forget you are an adult, but keep in mind that you are not a child.
- Remember that children are not miniature adults; they have their own traits.
- Imagine that you are a guide for children. Recognize the difference between entering the classroom to teach and entering the classroom as a guide.
- It is easier for children to adopt a behavior when they feel it. Focus on this area.
- Do not enter the classroom to teach without a plan.
- Make sure that your activities are suitable for the outcomes.
- Construct an "introduction, body and conclusion" scenario for your class.
- Children learn by simple-concrete relationship. Choose what is simple and concrete.
- Prepare the content of your class for the most careless student, rather than the most careful student.

During the Activity

Create an active learning environment. Develop a class plan that stimulates the five senses as much as possible.

- Kindergarten education should support children's motor, social, emotional, linguistic and cognitive development. Therefore, prepare your activity plan to cover as many areas as possible.
- When organizing activities, take into account the interests and needs of children, as well as the facilities of the environment and the school.
- In the education process, start with what the child knows.
- Play is the most appropriate learning method for children in this age group. Organize play-based activities.
- Each child learns in different ways, and at different speeds. Prepare your activity presentation to suit individual differences.
- Establish the relationship between learning and life.
- Arouse the children's curiosity. Present the content after seeing curiosity has been aroused.
- Do not be afraid of surprising children. Focus the attention of the surprised child on learning.

Please note that children have short attention spans.

- Use time efficiently after focusing the attention of the children.
- Children can be suddenly distracted. They join in the action or activity initiated by someone else within minutes. Add attention-grabbing activities to your plan. (Finger games, tongue twisters, different sound effects, etc.)
- Make short sentences.
- Use your voice effectively.

Support language development.

- Speak well. Give due consideration to children speaking correctly and well.
- Do not use words that children cannot understand.
- Make short sentences.
- Give all children the right to speak. Repeat what the child says to confirm it.

Do not underestimate classroom management.

- Do not break eye contact while talking.
- Gain the trust of the children.
- Use your five senses to stay alert in the classroom.
- Stay in positions where the whole class can follow you comfortably.
- Make sure that children participate in the activity in their most comfortable position.
- When you enter the classroom, the first thing you should do is to check the suitability of the venue for the activity, and make changes if required.
- Have a grasp of the text you will talk about. A text read from a piece of paper in the classroom will not attract the necessary attention.
- Make sure that the basic needs of the children (toilet, food, sleep, drinking water, etc.) are met, then start the activity.
- Noise during class is usually caused by idleness, lack of attention and distraction in the children. Recognize the cause.
- Start the lesson with an activity that the children will enjoy.
- In the event of a problem, find a way to incorporate the situation into the lesson without any distress or helplessness.
- Provide incentives rather than rewards.
- Do not turn your back on the children. Remember that children can read your body language.
- Do not behave unnaturally. This may steer children away from the activity.

Support social and emotional development.

- When dealing with children, do not act in a manner that affects their personality, and do not use pressure or restrictions.
- Support the imagination, creative and critical thinking skills of the children, and their ability to communicate and express emotions.
- Give the children badges with their names written on them. Address them with their names as much as possible.
- Children may imitate each other. Join in right away to restore order in the classroom.
- Children can be jealous of each other. Take measures before crises occur.
- Children can start talking about an issue and then end up talking about something else. Follow them and confirm what is right.

At the End of the Activity

- At the end of the lesson, test in a childish manner what the children have learned.
- Get feedback from the children. Correct any errors.

A HEALTHY LIFE

Name of the Program:

TBM Healthy Life Education for Kindergarten Level

Duration:

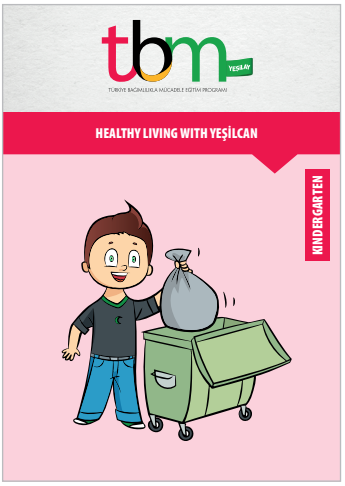
40 minutes with various activities

Materials:

Participant booklet entitled "Healthy Life with Yeşilcan"
Presentation entitled "Healthy Life with Yeşilcan"

Expected Results:

As a result of the activities to be carried out in school after the presentations and activities in this program, the participants are expected to achieve the outcomes given on the "Healthy Life Kindergarten Level Outcomes" list.



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
3	Applies the principles and rules specific to a task.	12-13
133	Explains the basic concepts of healthy living.	21-24
136	Is willing to receive preventive health services (vaccination, etc.).	
137	Says all forms of extremism should be avoided.	16
145	Consumes food in an informed manner.	20
146	Explains the health hazards of fast food.	
148	Does not perceive nutrition as a reward or entertainment culture.	
150	Associates clothing with health.	7
152	Takes measures to prevent the spread of diseases.	8
153	Recognizes the basic symptoms of common diseases.	
154	Manages chronic diseases.	
157	Applies the principles of rational drug use to his/her life.	
160	Expresses how to communicate with healthcare personnel when necessary.	18-19
177	Recognizes the health effects of immoderate use of technology and takes measures.	

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson - 1

Course Materials

- Participant booklet entitled "Healthy Life with Yeşilcan"
- Presentation entitled "Healthy Life with Yeşilcan" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)
- Yeşilcan coloring paper (available for download at www.tbm.org.tr)
- Yeşilcan sticker (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Storytelling
- Question and answer
- Discussion
- Educational game

Introduction (5 min.)

- Enter the classroom wearing the Green Crescent volunteer badge on your collar. Open the first slide of the presentation entitled "Healthy Life with Yeşilcan" Introduce Yeşilcan and yourself to your students. Arouse interest in the story you will tell:



Slide 1

Hello, this is Yeşilcan! He does whatever is healthy. He fights against anything harmful. He is the enemy of evil, the friend of the good. He is my friend, too. Look, he gave me this badge. Like him, I am trying to do good things. I am going to tell you a story that I learned from Yeşilcan today. The story I am going to tell you is about two children of your age... Can and Canan. Pin back your ears, listen carefully. But first, let's play a game.

- Play the following finger game with your students.

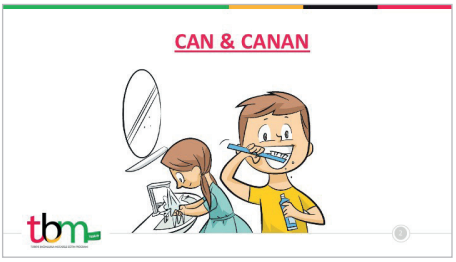
The germ came out, it walked and walked... (Walk the thumb of your right hand on your left arm.)
He walked in through the open door of a house. (Place your finger on your palm.)
Then he came to the stairs, and he started to climb. (The fingers climb the fingers.)
When he went upstairs, he hit a door. (Tip the upper part of your hand with your other hand.)
Knock knock... Knock knock... Who's there? (Shake your right thumb, mimicking a child's voice.) I'm Mr. Germ. (The thumb of the right hand is the germ.)
What do you want? (Shake your other thumb, mimicking a child's voice.) I have come to make you sick. (With the voice of the germ.)
Ah... You can't make me sick. (Shake your head right and left to indicate rejection, and hide your forefinger.) I had a good sleep. (Make the sleep gesture.)
I had very nice food. (Make the eating gesture using your hands and mouth.)
I'm a clean kid. (Show the body.)
I've been vaccinated. (Make the vaccination gesture using your forefinger.) You can't make me sick. (Shake your head right and left.)
I am going. (The germ goes down the stairs, which are the fingers.)
Mum was cleaning the stairs with soapy water.
The germ slipped and tumbled down. (Make tumbling gesture.) He found himself outside the door. (Point outside, shaking your hands.)

Presentation (30 min.)

- Create a lively atmosphere to focus the students' attention on the story (The text is on pages 2-3 of the participant booklet entitled "Healthy Life with Yeşilcan". Display slides 2 and 3 of the presentation entitled "Healthy Life with Yeşilcan" on the screen.)

Once upon a time, there were two siblings called Can and Canan, who looked very alike. They enjoyed eating the same things and playing the same games.

One day, Can decided to behave differently to his/her sister. He would do the opposite of whatever Mary did. Canan washed her hands before eating, but Can didn't. Canan washed her hands after using the toilet. Seeing this, Can didn't wash his hands after using the toilet.



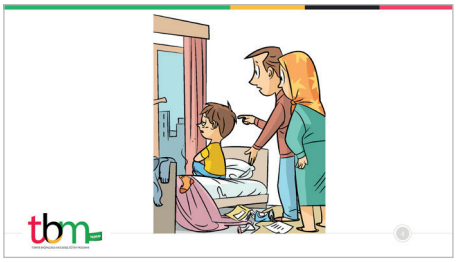
Slide 2



Slide 3

- After saying "Oh my God, I think Can is doing wrong things! Let's find out what they are together.", draw attention to the wrong things in the text. Resume the story [The text is on pages 4 and 5 of the participant booklet entitled "Healthy Life with Yeşilcan". Display slide 4 of the presentation entitled "Can and Canan: Healthy Life with Yeşilcan" on the screen.]

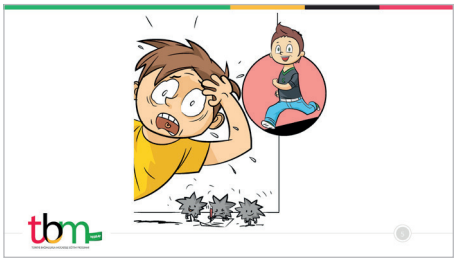
Can stopped having baths because Canan had a bath. He even stopped brushing his teeth. He threw the packaging of the chocolate he ate on the floor. And in the evening, he went to bed in his dirty clothes. After a while, their parents became worried. They told Can about the importance of being clean. But Can didn't listen. He kept saying, "I want to be different!"



Slide 4

- Ask the students to guess "What will happen next?" Resume the story after saying "Let's see what happened." [The text is on pages 6 and 7 of the participant booklet entitled "Healthy Life with Yeşilcan". Display slide 5 of the presentation entitled "Healthy Life with Yeşilcan" on the screen.]

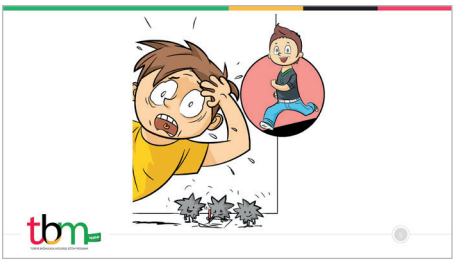
One morning, Can found a letter under his pillow:
Dear Can,
we heard that your room and your clothes are perfect for us.
They are very dirty. We have decided to live in your room and on you.
Thanks...
Germ Family



Slide 5

- Ask your students if they are surprised. Ask their opinion about the story. Find out if they are curious about what happens in the end. Return to telling the story. [The text is on page 8 of the participant booklet entitled "Healthy Life with Yeşilcan". Display slide 5 of the presentation entitled "Healthy Life with Yeşilcan" on the screen.]

Can didn't want to share his room and clothes with germs, because he knew that germs made people sick. Can remembered Yeşilcan. He immediately shouted "Heeeelp!", calling out for Yeşilcan. Yeşilcan came right away.



Slide 5

• "Germs make people sick and harm them and are happy with this. Nobody wants to be sick. Nobody likes medicine and injections. But don't worry, there are many ways to protect yourself from germs. One of them is to stay clean. I wonder if Can has come to his senses? Resume the story saying "Let's see what happens next". [The text is on pages 8 and 9 of the participant booklet entitled "Healthy Life with Yeşilcan".
Display slide 6 of the presentation entitled "Healthy Life with Yeşilcan" on the screen.]

Yeşilcan said: "We must hurry, Can. If everything is clean, germs can't enter." They immediately started cleaning. Can and Yeşilcan picked up all the garbage in the room. Can's mother washed the bedspreads, curtains and dirty clothes. His father painted the walls. Canan wiped the windows, floors and table. She cleaned the door handles. Their mother ventilated the room. Can combed his hair, cut his nails and brushed his teeth. In a short time, everywhere was sparkling clean.

When the germs turned up joyfully to move into Can's room, they were very surprised. They were upset when they saw the clean room. "This place is too clean; we cannot live here. We should find some other dirty children. Let's go." After that day, Can always paid attention to cleanliness. He showed his desire to be different by playing different games and drawing different pictures. Germs could not enter in Can's or Canan's room again.



Slide 6

Explain to your students that you will play a game together.

- Draw pictures of cleaning products and equipment, such as soap, water, nail clippers, toothbrush, toothpaste, towel, comb, washcloth, detergent, etc. on cardboard and cut them out. Then put the cards in a balloon, and then inflate the balloon.
- Explain the object of the game. The students should try stop the balloon from hitting the ground while they dance after the music starts. If the balloon touches to the ground, they should all freeze.
- Play the music to start the game. Stop the music when the balloon falls to the ground. To warn the students, shout "Freeze!".
- Then try to make the children laugh without touching them.
- Eliminate those who laugh and play the music again. Continue playing until only one person remains.
- Declare the winner of the game as the most serious person of the day. Ask him/her to burst the balloon.
- When the balloon bursts, hand out the cards to the students and make them sit in a circle.
- Ask the following questions to your students. Assess their opinions. Highlight the information you want to reinforce by repeating it.

1. What did Can and Canan do?
2. What did Can and Canan experience as a result of what they did (here you can repeat what Can and Canan did to help them remember)?
3. What did Can and Canan's parents do?
4. What is a germ?
5. What do germs do?
6. How can we protect ourselves from germs?
7. What is cleaning?
8. What do we do to be clean?
9. What are the benefits of being clean?
10. If you were Can's friend, what would you say to him? What should we do to protect our health?

- After asking the questions, ask your students to show their cards and explain what it is and what it is used for.

- The activity entitled "Which is Necessary?" on page 10 of the participant booklet entitled "Healthy Life with Yeşilcan" is on slide 7 of the presentation. Display it on the screen. Ask the students the names of the items in the pictures. Read the instruction. Perform the activity. Conclude the topic with sentences that connect with the outcomes after their descriptions.

- The activity entitled "Which is Healthy?" on page 11 of the participant booklet entitled "Healthy Life with Yeşilcan" is on slide 8 of the presentation. Explain together what is happening in each picture. Discuss which pictures are healthy. Direct the children, saying: "Here you see some activities. Some of them are right and some are wrong. I will say the activity: if it's right, clap, and if it's wrong, sit back to show your displeasure." At the end of the activity, ask a few students about the cause and effect relationship.

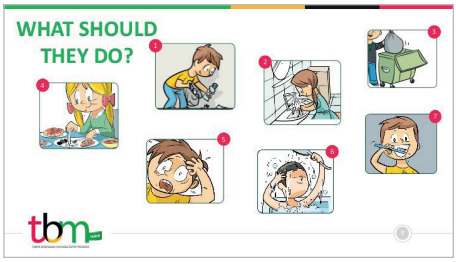


Slide 7



Slide 8

- The activity entitled "What Should He Do?" on page 12 of the participant booklet entitled "Healthy Life with Yeşilcan" is on slide 9 of the presentation. Display it on the screen. Tell your students to discuss what they see in the pictures.



Slide 9

Conclusion (5 min.)

- Hand out Yeşilcan coloring papers to your students. Give a Yeşilcan badge to every student who completes their painting.

3 An Example Lesson - 2

Course Materials

- Participant booklet entitled "Healthy Life with Yeşilcan"
- Presentation entitled "Healthy Life with Yeşilcan" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)
- Yeşilcan coloring paper (available for download at www.tbm.org.tr)
- Pegs
- Cards with pictures of food from different food groups
- Chalk
- Two baskets

Learning and Teaching Methods and Techniques

- Storytelling
- Question and answer
- Discussion
- Educational game

Introduction (5 min.)

- Enter the classroom wearing the Green Crescent volunteer badge on your collar. Introduce yourself to your students.

- Open page 1 of the book and slide 1 of the presentation. Show the picture of Yeşilcan. Arouse interest in the story you will tell:

Hello, this is Yeşilcan! He does whatever is healthy. He fights against anything harmful. He is the enemy of evil, the friend of the good. He makes friends with anyone who wants to make friends with him. He is my friend, too. This is my badge. I'm going to tell the kids about good things like Yeşilcan. Today, I'm going to tell you a story I heard from Yeşilcan. So, listen carefully, and tell this story to your friends. But first let's play a game together.



Slide 1

Presentation (30 min.)

- Select one child to be "It". Make the other children stand in a circle.
- Give each of the children in the circle the name of a fruit. Draw a circle around their feet so that they do not lose their position.
- "It" stands in the middle of the circle. The person who is "It" has no drawn position, and should try to find a place for him/herself.
- Tell the students to repeat their fruit names a few times to learn them well.
- Explain that when the game starts, "It" will say the names of two fruit, and the children whose names are said must swap positions without losing their spot to "It". State that when "It" shouts "Fruit basket!" all of the children should swap positions.
- Explain that if "It" grabs someone's place while the players are switching positions, "It" will no longer be "It", and the player who lost his/her position will be the new "It".
- After the game, ask your students to say the name of a food in turn. Show the pictures you prepared for the food groups to those who cannot come up with one.
- Take your students back to their desks after the game ends with a tongue twister, song or applause, and tell them it's time to listen to a story.

- Start telling the story. [The text is on pages 14-15 of the participant booklet entitled "Healthy Life with Yeşilcan". Display slides 10-11 of the presentation entitled "Healthy Life with Yeşilcan" on the screen.]

Once upon a time, there were four siblings living in a neighborhood. Two boys and two girls. Their names were Ayşe, Neşe, Ali and Veli. They were all so cute. They would play games together. Sometimes they would paint together, sometimes they would go for picnics, but it was hard for them to organize picnics.



Slide 10



Slide 11

- Ask the students, "What do you think this difficulty might be?" Then resume the story. [The text is on pages 15-16 of the participant booklet entitled "Healthy Life with Yeşilcan". Display slide 12 of the presentation entitled "Healthy Life with Yeşilcan" on the screen.]

When it was time to prepare the picnic,
Ayşe would say, "I don't drink milk; I don't eat cheese or yogurt." She would only eat chips and chocolate. Neşe would say, "I don't eat meat; I don't like chickpeas or beans." She would only want fries. Ali would never eat spinach, leeks or fruit. He would always want to eat meatballs.

Veli would not eat bread, pasta or bulgur. He only wanted to eat candy.

For this reason, they would return without having any fun. They would always eat junk food. After a while, Ayşe's stomach started to ache, Neşe lost too much weight, Ali started to get tired very fast and Veli got a fever. They shouted "Heeeelp!", and called out for Yeşilcan.



Slide 12

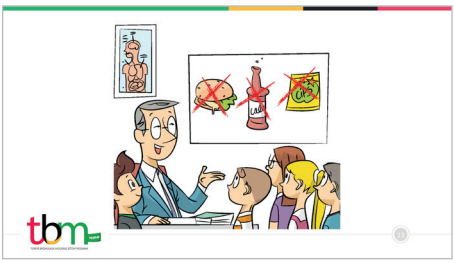
- *In order to check whether the students are interested and to help them focus on the story, ask questions that help them remember and communicate what they have understood:*

1. What does Ayşe like eating and drinking?
2. What does Neşe like eating and drinking?
3. What does Ali like eating and drinking?
4. What does Veli like eating and drinking?
5. Do you think there's anything wrong here? Why?

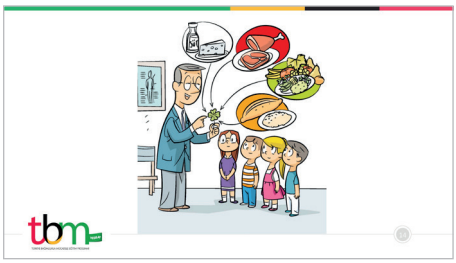
- Continue telling the story. [The text is on pages 18-19 of the participant booklet entitled "Healthy Life with Yeşilcan". Display slides 13 and 14 of the presentation entitled "Healthy Life with Yeşilcan" on the screen.]

Yeşilcan came immediately and took the children to the doctor. The doctor examined them. "I think I know why this is happening," he said. "You don't have a balanced diet. You always eat junk food. You should eat some of everything." The kids were a little embarrassed.

The doctor showed them the four-leaf clover. "Look at this white leaf. It contains milk and cheese. The red leaf is meat. The green one is fruit and vegetables. This fourth orange one is bread and rice. If you want to be healthy and strong like Yeşilcan, you should eat all of these."



Slide 13



Slide 14

- Divide the class into two groups saying: "What do you think? Can we tell them? Let's play a game. After this game, we will be able to tell Ayşe, Neşe, Ali and Veli the mistake they made."
- Make sure that each group stands in a single row in two corners of the class.
- Place two baskets equally spaced between the groups. Place the food pictures prepared for each food group into one basket and pegs into the other.
- Draw a circle with chalk in front of each group. Ask one student from each group to stand in the circles.
- Say that when the music starts, one student from each group will pick up a peg and a picture from the baskets and hang in on the clothes of their friend inside the circle, and then touch the hand of their next teammate.
- Explain that the students will repeat the same process in turn as their hands are touched. The game will continue until all the students in the group have hung a picture on their friend.
- Get everyone to applaud the group that finishes first. Remove the pegs from the students and collect the pictures attached to each student separately.
- Look at the pictures and identify the healthy-eating group with your students.

- Tell the last part of the story to the students. [The text is on page 20 of the participant booklet entitled "Healthy Life with Yeşilcan". Display slide 15 of the presentation entitled "Healthy Life with Yeşilcan" on the screen.]

The children paid attention to what the doctor said. They promised that they would eat some of everything. There were no more quarrels over foods at picnics. Even though they didn't eat much, they tried to eat everything. They all became healthier in a short time.



Slide 15

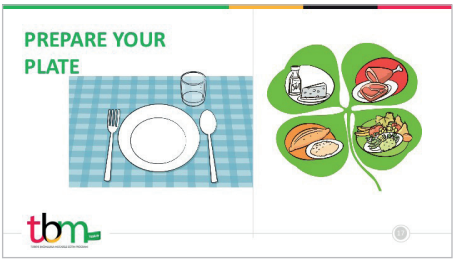
Conclusion (5 min.)

- Display the activity entitled "Choose Healthy Food" [The activity is on page 21 of the participant booklet entitled "Healthy Life with Yeşilcan". It is also on slide 16 of the presentation entitled "Healthy Life with Yeşilcan"]. Tell your students to describe what they see in the pictures. Conclude the topic with sentences that connect with the outcomes after their descriptions.



Slide 16

- Display the activity entitled "Prepare a Dish" on the screen. [The activity is on slide 17 of the participant booklet entitled "Healthy Life with Yeşilcan" and on pages 22-23 of the participant booklet entitled "Healthy Life with Yeşilcan"] Tell your students the names of the foods shown in the pictures.



Slide 17

Display the activity entitled "Who is Dressed for the Season?" on slide 18 on the screen. Let your students describe what they see in the pictures, and help them establish a cause and effect relationship.



Slide 18

- Explain that you will play a game together. Ask the students to stand in a circle and squat. Squat together with the kids.
- Explain the process of making popcorn, making a story out of it. Ask the children to show you the activities as you tell them.
- When the corn grains start to pop, stand up, saying "pop" and ask the children to stand up in the same way.
- While playing, sometimes stand up without saying "pop" to mislead them. Tell them that those who stand up with you are out.
- After the game, as your students the following questions and the like:

1. What have we done?
2. What else do we eat besides corn?
3. What should we eat for a healthy life?
4. What good would it do for us to eat everything our mothers cook for us?
5. What happens if we don't eat healthily?
6. What else should we do to be healthy?

- Finally, hand out Yeşilcan coloring papers to your students. Give a Yeşilcan badge to every child who finishes their painting.

B TECHNOLOGY ADDICTION

Name of the Program:

TBM Technology Addiction Education for Kindergarten Students

Duration:

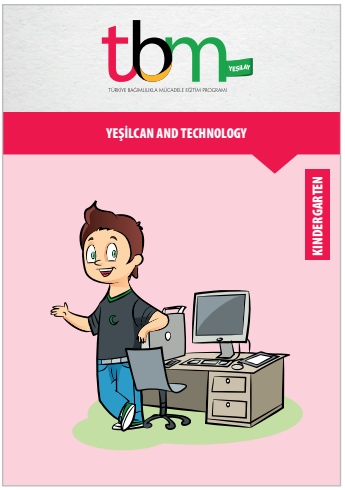
40 minutes with various activities

Materials:

Participant booklet entitled "Yeşilcan and Technology"
Presentation entitled "Yeşilcan and Technology"

Expected Results:

As a result of the school activities related to the presentations and activities carried out during this program, the participants are expected to achieve the outcomes given on the list "Technology Addiction Kindergarten Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
124	Knows what privacy is and protects his/her privacy.	
125	Respects the privacy of other people.	
126	Enjoys spending time with family and friends.	19
137	Says all forms of extremism should be avoided.	18, 22-23
152	Takes measures to prevent the spread of diseases.	17
177	Recognizes the health effects of immoderate use of technology and takes measures.	17-19
178	Cares about face-to-face relationships.	8
179	Realizes that possessing technological products does not indicate social status.	
180	Does not replace the technology products s/he uses unless it is necessary.	
181	Expresses the positive and negative effects of technology on human life.	8-18
187	Manages time properly when using technology.	18
196	Uses sources of information other than the Internet.	

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson - 1

Course Materials

- Participant booklet entitled "Yeşilcan and Technology"
- Presentation entitled "Yeşilcan and Technology" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)
- Yeşilcan coloring paper (available for download at www.tbm.org.tr)
- Yeşilcan stickers (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Drama
- Storytelling
- Question and answer
- Discussion
- Educational game

Introduction (5 min.)

- Enter the classroom wearing the Green Crescent volunteer badge on your collar. Introduce yourself to your students.
- Open slide 1 of the presentation. Arouse interest in the story you will tell:



Slide 1

Hello, this is Yeşilcan! He does whatever is healthy. He fights against anything harmful. He is the enemy of evil, the friend of the good. He is my friend, too. Look, he gave me this badge. Like him, I am trying to do good things. You are here to do good things, like Yeşilcan. You can learn more about this mission if you listen to the story I will tell you soon. The story I'm going to tell you is about a boy of your age... His name is Ahmet. Pin back your ears, listen the story carefully. I'm sure it will attract your interest! You will both learn your secret mission and have fun. Here's our story.

Presentation (30 min.)

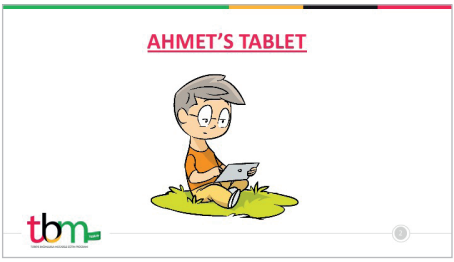
Explain to your students that you will play a game together.

- Show the cloth you have brought to your students. Tell them you are going to hide some things under the cloth.
- Ask your students to close their eyes.
- Hide one of the items (phone, laptop, book, candy, ball) under the cloth.
- After saying "What is it? There is something hidden under the cloth", tell the children to open their eyes.
- Listen to your students' guesses about the item under the cloth. Arouse interest by saying frequently, "Something is hidden under the cloth!"
- Give hints for items that they cannot guess. Ask them to find the hidden items.
- You can also play this game with photos affixed to flash cards. Keep the cards behind you and listen to your students' guesses. Give them little hints to help them identify what is in the photo. Then add the question "What is that?" to the game so that they can relate it to the story.

Make sure that children follow what is going on in the story through the visuals. You can help them establish this relationship using different voice tones, pointing out the visual, approaching the visual, etc.

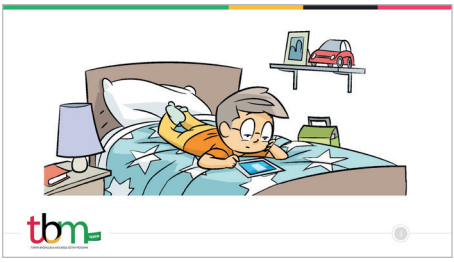
- Create a lively atmosphere to focus the students' attention on the story [The text is on pages 2-3 of the participant booklet entitled "Yeşilcan and Technology". Display slide 2 of the presentation entitled "Yeşilcan and Technology" on the screen.

Once upon a time, there was a boy called Ahmet.
He would neither play games nor spend time with his friends. He wouldn't eat his meals or sit at the table with his family. Whenever his parents said, "Come on, let's go on a picnic", Ahmet would want to stay at home. Yes, it's true! Ahmet retired into the house. Was he angry at something? No, no. The reason Ahmet behaved that way was his tablet computer. His tablet was small, but Ahmet would spend all his time with it. He would always want to play games on his tablet.



Slide 2

- After saying "Here, here it is. The kid who missed out on this all. Look, here's Ahmet!", draw the children's attention on him and open slide 3. Introduce Ahmet to them with sentences like "He goes to kindergarten like you, he is like you ..."



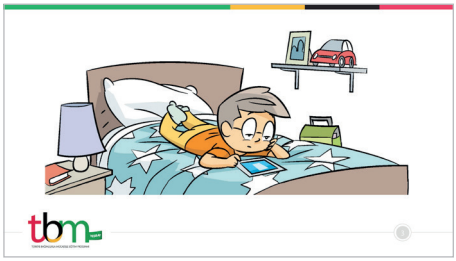
Slide 3

- In order to help the students focus on the story, ask questions that will allow them to remember and communicate what they have understood regarding what Ahmet missed out on by spending all his time in his house.

Hey! Did you hear? "Ahmet's fled into his house", I said. There are many things that Ahmet missed. For example, he could not play hide-and-seek, puss in the corner or dodgeball with his friends. What else could he not do, what else did Ahmet miss out on? Who wants to tell?

- After listening to the students' answers, say "Yes, we have understood what Ahmet had lost, we remembered them one by one. Okay, but why? Let's continue our story to understand why" and resume the story [The text is on pages 4-5 of the participant booklet entitled "Yeşilcan and Technology". Display slide 3 of the Presentation entitled "Ahmet's Tablet: Yeşilcan and Technology" on the screen and then move on to slide 4.]

When the family went on holiday to their village, Ahmet didn't go out there either. He played games on his tablet all the time. He did not swim in the creek, nor did he feed the lambs. One day, Ahmet's tablet broke. It wasn't working anymore. Ahmet had to go out.



Slide 3



Slide 4

- Move on to slide 5 saying "Let's see what happened next". Continue reading the story.

What is it? His friends had lots of new books with pictures, but Ahmet did not know any of them! His friends were taller. Ahmet, on the other hand, had not grown much because he was always sitting, and not moving much. He couldn't win the games he played with his friends because he had forgot how to run. He got tired very fast. He didn't know any of the games his friends were playing.



Slide 5

- Move on to slide 6 saying, "Let's see what happened next". Continue reading the story.

This made Ahmet so sad that he cried "Help!", calling out for Yeşilcan. Yeşilcan heard Ahmet shouting and came immediately.

What do you think happens next? This time you decide what will happen. What do you think happens in the end? How does Ahmet get rid of his sadness? If you want, you can also draw a picture.



Slide 6

- Include your students in the story, saying "Let's talk about what Ahmet missed out on by playing with the tablet." After giving them enough time to share their views and opinions, ask the following questions to your students and help them complete the story: "As you said, Ahmet missed out on many things playing with his tablet. What do you think happened next? What must Ahmet decided to do now? Or what will he no longer do? Now, you tell me!"

Conclusion (5 min.)

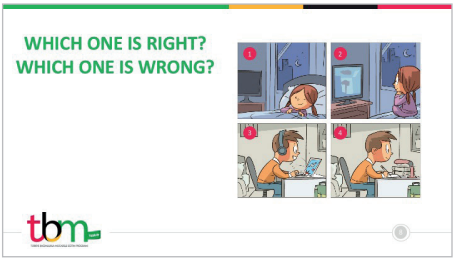
- The activity entitled "What Should We Increase and Decrease?" on page 9 of the participant booklet entitled "Yeşilcan and Technology" is on slide 7 of the presentation. Display it on the screen. Tell your students to describe what they see in the pictures. Conclude the topic with sentences that connect with the outcomes after their descriptions. Have the students decide which ones to decrease and which to increase.
- For example:

Ahmet plays football.
Doesn't he look cheerful?
Ahmet apparently enjoys playing football.

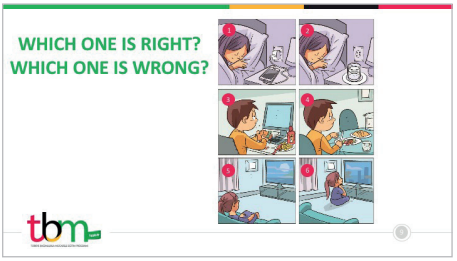


Slide 7

- The activity entitled "Which is Right? Which is Wrong?" on pages 10-11 of the participant booklet entitled "Yeşilcan and Technology" is on slides 8 and 9 of the presentation. Display it on the screen. First, ask your students what they see in the pictures and get their individual comments about the visuals. Then discuss each picture, linking the right and wrong behavior with the outcomes.



Slide 8



Slide 9

- Draw the attention of your students to the picture of Yeşilcan on page 1 of the participant booklet entitled "Yeşilcan and Technology". Ask them to remember who Yeşilcan is. Draw their attention to the badge on your collar again. Explain the tasks to your students. Encourage your students to demonstrate exemplary behavior in warning people around them who spend long hours on computers, and who are therefore deprived of many good things.
- Hand out Yeşilcan coloring papers. Give a Yeşilcan badge to every child who finishes their painting.

3 An Example Lesson - 2

Course Materials

- Participant booklet entitled "Yeşilcan and Technology"
- Presentation entitled "Yeşilcan and Technology" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)
- Yeşilcan coloring paper (available for download at www.tbm.org.tr)
- Yeşilcan stickers (available for download at www.tbm.org.tr)
- Colored number cards from 1 to 10
- Alarm clock

Learning and Teaching Methods and Techniques

- Drama
- Storytelling
- Question and answer
- Discussion
- Educational game

Introduction (5 min.)

- Enter the classroom wearing the Green Crescent volunteer badge on your collar. Introduce yourself to your students.
- Open slide 1 of the presentation. Arouse interest in the story you will tell:

Hello, this is Yeşilcan! He does whatever is healthy. He fights against anything harmful. He is the enemy of evil, the friend of the good. He is my friend, too. Look, he gave me this badge. Like him, I am trying to do good things. You are here to do good things, like Yeşilcan. You can learn more about this mission if you listen to the story I will tell you soon. Listen to it carefully. I'm going to tell a story about two kids of your age... Their names are Enis and Esra. Pin back your ears, listen carefully. I'm sure you'll be interested, and both learn your secret mission and have fun. You're going to put on your badge like me and carry out your mission.



Slide 1

Presentation (30 min.)

- Explain to your students that you will carry out an activity together.
- Then scream "Help!" Ask your students why you might have screamed.
- Ask a student to shout "Help!". Ask another student to guess why his friend might have shouted "Help!".
- Continue the activity with other students.
- At the end of the activity, ask your the students the following questions: "What does help mean? In which situations do we cry for help?"
- In order to confirm the definition, repeat the answers to the questions with proper statements.

- Shout "Help!" together with your students.
- Open slide 10 of the presentation.
- Ask your students to look at the image.
- Ask the question, "Who might have cried for help, and for what?" Listen to your students' guesses.

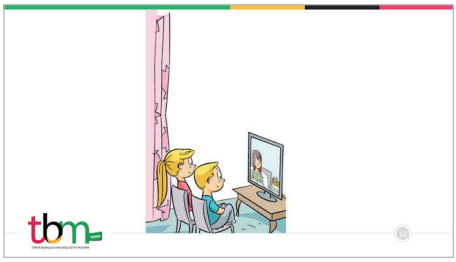


Slide 10

- After saying "Someone really cries for help in the story I am going to tell you. Let's listen to our story and find out who they are and why they cry for help", open slide 11.

[The text is on page 12 of the participant booklet entitled "Yeşilcan and Technology".]When telling the story, make an effort to help the children capture what is being told visually (different voice tones, pointing out the visual, approaching the visual, etc.).

Once upon a time, there were twins called Enis and Esra. They were very hardworking and successful at school.
One day, their parents bought a computer for Enis and Esra as a reward for good school reports. They informed them about how to use the computer. The twins were so excited that they didn't even hear what their parents said.



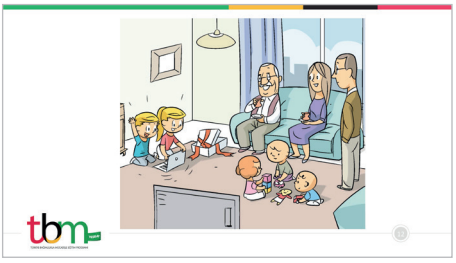
Slide 11

- After saying: "How do you think Enis and Esra spent their time? What do you think Enis and Esra are missing when they spend time using their computer? Let's see what happens next?" [The text is on pages 13-15 of the participant booklet entitled "Yeşilcan and Technology"], display slides 12 and then 13 of the presentation entitled "Yeşilcan and Technology on the screen.

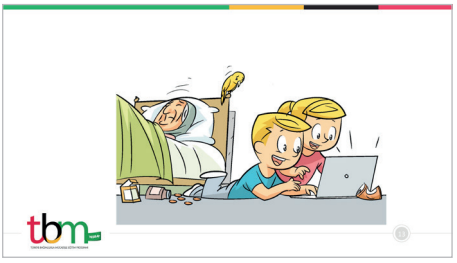
The twins thought that having a computer meant watching cartoons and playing games all the time. They cheered, "Yaaay!" The twins started to spend all of their time on the computer. They were playing games and watching cartoons.

The twins were going to bed too late because of the computer. They weren't eating with their family, as they were eating in front of the computer. Instead of spending time with guests, they were always playing computer games in their room. They weren't reading books or doing their homework. They weren't even drawing pictures, which was their favorite activity.

They weren't going to the ice cream shop or the pool. They were always having fun spending time on the computer. Moreover, they were neglecting their budgerigar. They weren't tidying their rooms. They even forgot to give their grandmother her pills.



Slide 12



Slide 13

- Resume the story.

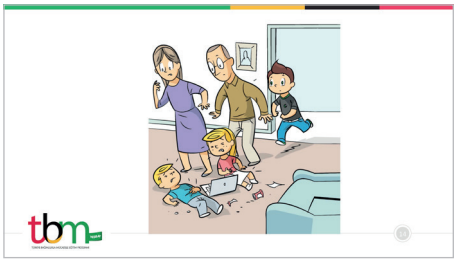
One day, the twins screamed: "Heeeeelp!" Their parents came running. The twins were rubbing their eyes, saying they had blurred vision. Besides, their knees hurt. Their stomachs were aching. When Yeşilcan heard the scream, he came immediately. They took Enis and Esra to a doctor.

- Say the following lines to a tune.

The two siblings were playing with the computer, so they didn't hear anyone.

Their mother cried, "Help!", because she was sick. Their sister said, "Help!", because she was tired of works. Their father shouted, "Help!", because the utility bills were so high. Their friends said, "Help!", because they were not happy anymore. The two siblings were playing with the computer, so they didn't hear anyone.

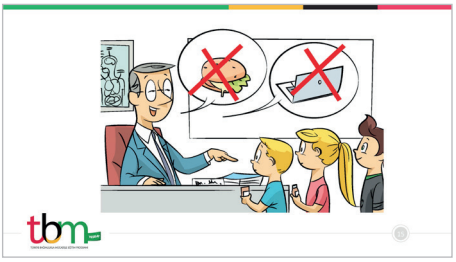
- After saying, "Help! What on earth is this?", re-emphasize the consequences of Enis and Esra using their computer too much and neglecting their responsibilities. After saying, "Isn't there anyone who can come up with a solution to this?, display slide 14 of the presentation entitled "Yeşilcan and Technology" [The text is on pages 16-17 of the participant booklet entitled "Yeşilcan and Technology".].



Slide 14

It turned out that their eyes had been damaged by looking at the computer screen too much. The doctor prescribed them medicine and said, "Your eyes are sick; no more computer games! And your knees hurt because you sit too much. You need to run a little."

He added: "I guess you forgot to eat while watching cartoons. You ate too much junk food, that's why your stomachs ache." The kids regretted their behavior.



Slide 15

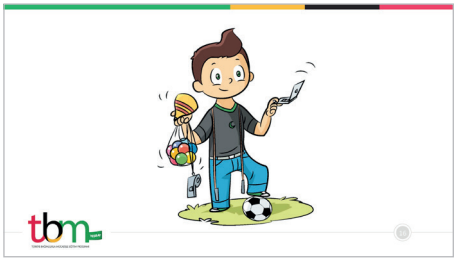
- Ask questions to your students, allowing them to make an interim summary of the story. At this time, present the alarm clock you have brought with you and make it ring. Ask the children's opinion of the clock. Ask them the following question: "Yeşilcan will give an alarm clock to Enis and Esra at the end of the story. I wonder why?" After listening to their answers, resume the story saying, "Let's see how Yeşilcan continued his speech. [The text is on pages 18-19 of the participant booklet entitled "Yeşilcan and Technology". Display slides 16 and 17 of the presentation entitled "Yeşilcan and Technology" on the screen.]

Yeşilcan and the twins returned home. The twins tidied their room and put their computer away. They ate a nice meal. It was time for Yeşilcan to leave. As he was leaving, he said:

"Guys, computers are very nice, but we should not use anything without limits. There are other fun things we can do with our family and friends. If we don't use the computer correctly, it will harm us."

"Don't be afraid; the pain will go away. But from now on, you shouldn't spend so much time on the computer. You should only play with the computer at the weekend and during holiday, and in moderation, okay?"

The twins promised to take Yeşilcan's advice. After that, Enis played football with his friends and Esra went on a picnic with her friends. They remembered their budgerigar and fed it. It felt happy, too. They remembered their grandmother's pills. She was also very happy. From that day on, the twins played more with their friends and less with the computer. They always thanked Yeşilcan.



Slide 16



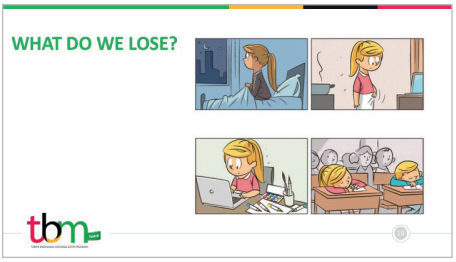
Slide 17

- Ask the children to close their eyes. Ask the male students to imagine they are Enis and the female students to imagine they are Esra.
- Listen to their answers to the question "If you were given a computer, how would you use it?"
- The activity entitled "Let's Play!" on page 20 of the participant booklet entitled "Yeşilcan and Technology" is on slide 18 of the presentation.Display it on the screen. Have the students describe what the children are doing in the pictures. Then read the instructions. Talk to your students about the games children play.



Slide 18

- Draw attention to the activity entitled "What Would She Lose?" on pages 22-23 of the participant booklet entitled "Yeşilcan and Technology". Display slide 19 of the presentation entitled "Yeşilcan and Technology" on the screen.



Slide 19

- Ask your students to describe what they see in the pictures. Read the instruction to your students. Ask them to say which behavior in the pictures is right. Talk about the consequences of wrong behaviors.

- Open the activity entitled "Tell Me About It!" on page 24 of the participant booklet entitled "Yeşilcan and Technology". Display slide 20 of the presentation on the screen. First, ask your students to describe what they see in the pictures, and ask for their views on each of the images. Then, on each picture, discuss what kind of games can be played.



Slide 20

- Discuss with your students the answers to the following questions.

1. Why were Esra and Enis bought a computer?
2. How might have Esra and Enis felt when they were bought a computer? Why?
3. What happened after Esra and Enis started using the computer? What rules did Esra and Enis follow when using the computer? Who resolved the problems Esra and Enis had? How did he resolve it? What did Esra and Enis learn from this incident?
4. What should we pay attention to when using devices such as computers, tablets, etc.? How can you use an alarm clock when using a computer?
5. What would you recommend to people who do not use computers properly, as Esra and Enis did?
6. What do we do to have fun other than playing computer games?

Conclusion (5 min.)

- Ask your students to remember who Yeşilcan is. Re-draw attention to the badge on your collar. Explain the tasks to your students. Encourage your students to demonstrate exemplary behavior in warning people around us who spend too long on computers and who are therefore deprived of many good things.

- Hand out Yeşilcan coloring papers. Give a Yeşilcan badge to every child who finishes their painting.


TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI
HEALTHY LIVING WITH YEŞİLCAN
PRIMARY SCHOOL
HARMLESS TECHNOLOGY
TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI
FRESH AIR WITH YEŞİLCAN
PRIMARY SCHOOL

CHAPTER 3



TBM Program and Materials for Primary School Students

THINGS TO BE CONSIDERED IN ACTIVITIES, PREPARATIONS AND PRESENTATIONS AT PRIMARY SCHOOL LEVEL

Before the Activity

- Obtain information about the class you will teach.
- Make a good plan and enter the classroom. An unplanned learning environment is like sailing a boat without a rudder.
- Prepare an age-appropriate plan. A plan prepared for the 2nd grade of primary school will be different from a plan prepared for the 4th grade.
- Construct an "introduction, body and conclusion" scenario for your class.
- Choose the appropriate learning/teaching method in the light of the relevant principles.
- Prepare the content of your class for the most careless student, rather than the most careful student.
- Explain the purpose of your course to your students.
- Imagine that you are a guide for children. Recognize the difference between entering the classroom to teach and entering the classroom as a guide.
- Arrange the learning environment so that you can use it in the best way (seating, heat, light, ventilation).
- Play a short introductory game with your students. Always start the lesson with a warm-up game. If you want to save time, combine these two games.
- Start the lesson with an activity they enjoy.

During the Activity

- It is easier for children to adopt a behavior when they experience it for themselves. Focus on this area.
- Do not break eye contact while talking.
- Gain the trust of your students.
- Use your five senses to stay alert in the classroom.
- Have a grasp of the text you will talk about. A text read from a piece of paper in the classroom will not attract the necessary attention.
- Noise during class is usually caused by idleness, lack of attention and distraction in the children. Recognize the cause.
- Do not regard a problematic situation as a disadvantage; turn it into an opportunity and find a means of including it in the lesson.
- Listen to your students and make them listen when you speak.
- Consider all learning and teaching activities in the classroom as a whole, and make connections among them.
- Use a clear and understandable language.

- Speak well. Give due consideration to the children speaking properly and well.
- Do not use words the children cannot understand. If you use a word whose meaning the children will be able to guess from the context of the sentence, select it carefully. Be aware that you do not have time to work with words.
- Learning activities/experiences should be meaningful and important for students. Learning activities/experiences should be appropriate for the students' developmental level. In teaching, the main objective should not be to convey information, but to internalize it. Predicate your activities on this foundation.
- Keep in mind that while attempting to ensure that students internalize the information you provide, you need to ensure classroom management as well.
- Be aware that each student's interests, needs, expectations and abilities, age, knowledge, learning speed, understanding capacity and intelligence, and studying and learning styles are different.
- Organize your work, environment, learning environment and yourself well. An instructor who has not organized his/her work, environment, learning environment and him/herself will be exhausted and will achieve poor results.
- Learning requires continuity and accumulation. Accordingly, learning activities/experiences should be designed as a series of activities that flow from specific to general, and from simple to complex, should develop from concrete to abstract and should demonstrate integrity. If you pay attention to this principle, you can increase the impact of your course on your students.
- In order to relate learning activities/experiences, motivate your students to generalize their knowledge to new situations by exposing them to problematic situations in which they can benefit from their previous experiences.
- Give appropriate tips at the right time, along with the reinforcers you provide during the learning/teaching process.
- Teach the course paying attention to the sociocultural environment and the individual characteristics of the students.
- Students in this age group need motivation. You can enhance their learning by motivating them.

At the End of the Activity

- At the end of the lesson, test what the children have learned. Get feedback from the children. Correct any errors.

A HEALTHY LIFE

Name of the Program:

TBM Healthy Life Education for Primary School Level

Duration:

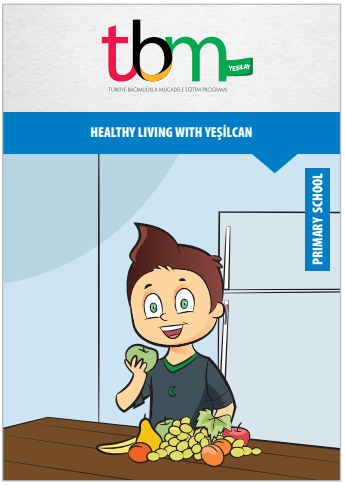
1 lesson (40 minutes)

Materials:

Participant booklet entitled "Take Care of Yourself with Yeşilcan"
Presentation entitled "Take Care of Yourself with Yeşilcan"

Expected Results:

As a result of the activities to be carried out at school after the presentations and activities within this program, the participants are expected to achieve the outcomes given on the list of "Healthy Life Primary School Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
3	Applies the principles and rules specific to a task.	12-13
96	Knows that some value criteria may differ in other cultures.	
103	Develops solutions for situations in which rights and freedoms are violated.	
119	Acts as a part of nature, rather than thinking s/he rules over it.	
133	Explains the basic concepts of healthy living.	10-13, 16-17, 21-22
134	Makes health-related arrangements in their living space.	16-17, 20
135	Makes sure that the goods s/he uses are healthy/simple and ergonomic.	
136	Is willing to receive preventive health services (vaccination, etc.).	
137	Says all forms of extremism should be avoided.	7
138	Acknowledges that changes in behavior/attitude in relation to health take time.	
140	Avoids obsessions and anxiety about health.	
143	Associates regular sleep with health.	22
144	Evaluates the four-leaf clover from the perspective of a healthy life.	11, 14-15
145	Consumes food in an informed manner.	12-13
146	Explains the health hazards of fast food.	
148	Does not perceive nutrition as a reward or entertainment culture.	
150	Associates clothing with health.	17
151	Recognizes the effects of popular culture that disrupt the body (tattoos, tight clothing, short clothing, flat and heeled shoes, etc.).	
152	Takes measures to prevent the spread of diseases.	16-17
153	Recognizes the basic symptoms of common diseases.	
154	Manages chronic diseases.	23
155	Gives examples of urgent health conditions.	
156	Effectively manages crises in health-related emergency situations.	23
157	Applies the principles of rational drug use to his/her life.	
160	Expresses how to communicate with healthcare personnel when necessary.	
161	Recognizes patient rights and duties.	23
177	Recognizes the health effects of immoderate use of technology and takes measures.	7

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

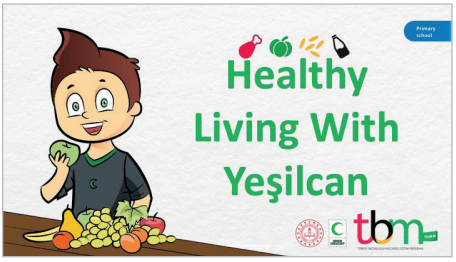
- Participant booklet entitled "Take Care of Yourself with Yeşilcan"
- Presentation entitled "Take Care of Yourself with Yeşilcan" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)
- Yeşilcan coloring paper (available for download at www.tbm.org.tr)
- Yeşilcan sticker (available for download at www.tbm.org.tr)
- Post-it
- Cardboard

Learning and Teaching Methods and Techniques

- Drama
- Question and answer
- Discussion
- Educational game

Introduction (5 min.)

- Enter the classroom wearing the Green Crescent volunteer badge on your collar. Introduce yourself to your students.
- Hand out the pre-test sheets to the students and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- Open slide 1. Make an explanation similar to the following, and adapting it to the respective age group.

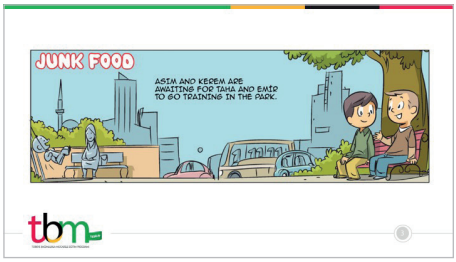


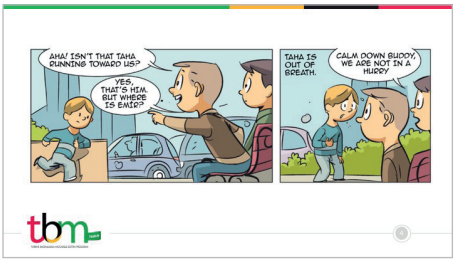
Slide 1

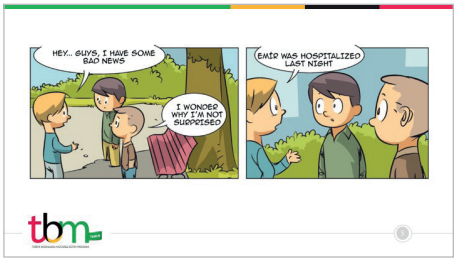
Hello, this is Yeşilcan! He does whatever is healthy. He fights against anything harmful. He is the enemy of evil, the friend of the good. He is my friend, too. Look, I have a badge like him. I'm also trying to do good things like him. You are here to do good things, like Yeşilcan. At the end of this course you will learn about your mission.

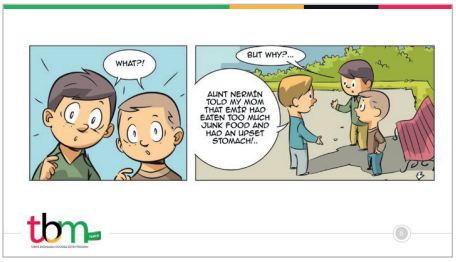
Presentation (30 min.)

- Start the lesson with the "train departure" game, and have your students find the "healthy living" phrase. (The train departure game is the form of the well-known "hangman" game played using a train figure. For each wrong guess, a new part of the train figure is drawn until either the word is guessed correctly or the drawing is completed.)
- Then, talk about what people need to do to live healthily.
- When talking about nutrition, tell them that they can test themselves.
- Open the text entitled "Junk Food". Have the students read the text after you assign the roles.
- [The text is on pages 2-7 of the participant booklet entitled "Take Care of Yourself with Yeşilcan". Display on the screen the slides of the "Junk Food" story in the presentation entitled "Take Care of Yourself with Yeşilcan".



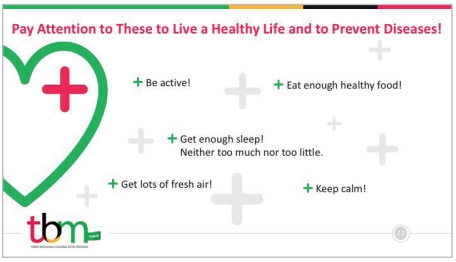




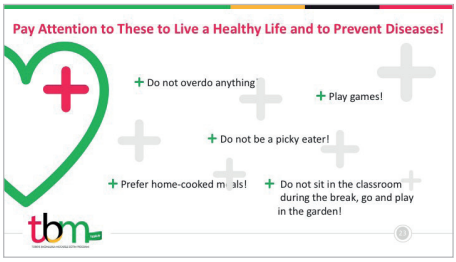


- Put the four cards in which you have summarized the text into envelopes. Write the numbers from 1 to 100 on the envelopes.
- Have your students guess the numbers. Give the card to the student who correctly guesses the number. Once all the cards have been distributed, have the students read them out in turn.
- Then perform the activity "Let's Read and Discuss". [The activity is described on page 8 of the participant booklet entitled "Take Care of Yourself with Yeşilcan".]

- Have the students read the respective text entitled "Living healthily and protecting oneself from diseases are easy. However, it is necessary to pay attention to the following" [The text is on page 10 of the participant booklet entitled "Take Care of Yourself with Yeşilcan". Display slides 22-23 of the presentation entitled "Take Care of Yourself with Yeşilcan" on the screen.]

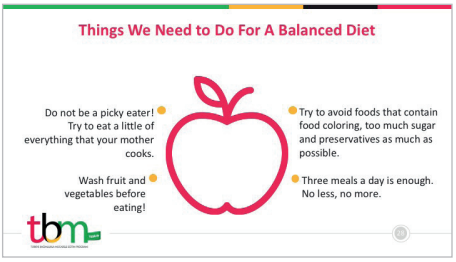


Slide 22



Slide 23

- Tell your students what a four-leaf clover is. [The text is on page 11 of the participant booklet entitled "Take Care of Yourself with Yeşilcan".Display slides 28 and 29 of the presentation entitled "Take Care of Yourself with Yeşilcan" on the screen.]

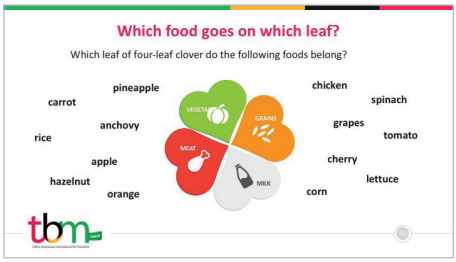


Slide 28



Slide 29

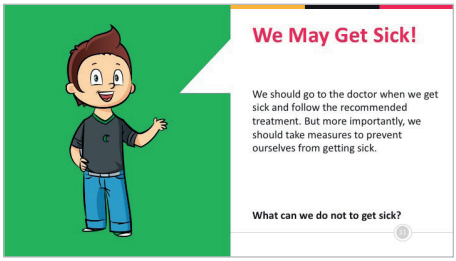
- Then perform the activity "Which Food to Which Leaf". [The activity is described on pages 14-15 of the participant booklet entitled "Take Care of Yourself with Yeşilcan".]



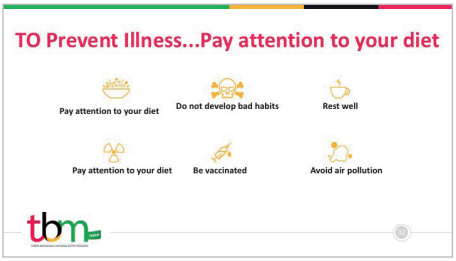
Slide 30

- Divide your students into two groups. Give each group a name.
- Give each group a piece of cardboard and ask them to write the name of the group on it.
- Give post-its to your students.
- Give the students some time and ask them to write the items they remember as groups on the post-it sheets and to stick them to the cardboard. Hang the two large pieces of cardboard in the classroom.

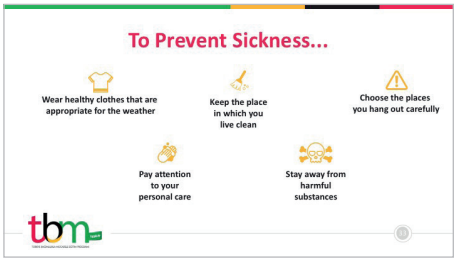
- Tell your students what should be remembered to in order to protect oneself against disease. [The text is on page 23 of the participant booklet entitled "Take Care of Yourself with Yeşilcan".Display slides 31-33 of the presentation entitled "Take Care of Yourself with Yeşilcan" on the screen.]



Slide 31

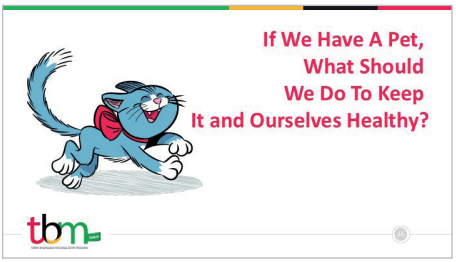


Slide 32

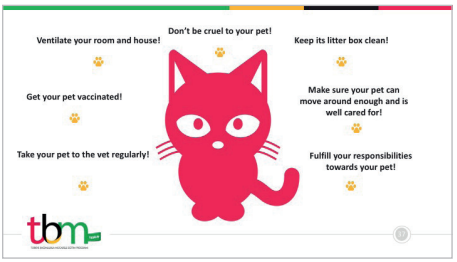


Slide 33

- Hand out the respective texts after saying, "There are also things we need to do for our animal friends while taking care of our own health". [Display slides 36-37 of the presentation entitled "Take Care of Yourself with Yeşilcan" on the screen.]

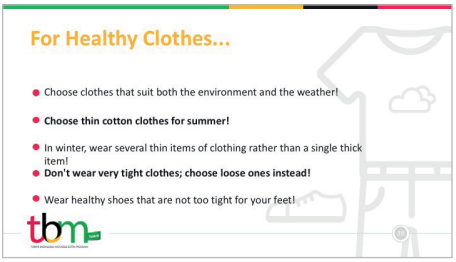


Slide 36



Slide 37

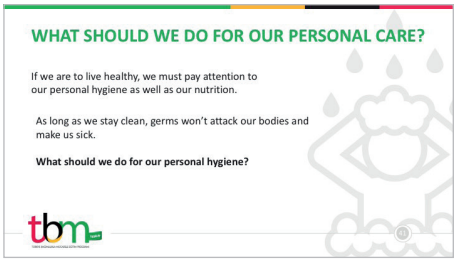
- Divide your students into two groups. Explain that you will hold a competition soon, and ask your students to tell you what they know about healthy clothing and healthy sleep. [Display slide 38 of the presentation entitled "Take Care of Yourself with Yeşilcan" on the screen.]



Slide 38

- Divide the board into two parts. Write "Choosing Clothes for Health" on one side and "For a Good Sleep" on the other. Give one group one of the titles and the other group the other one.
- With the command "Start!", one student from each group will go to the blackboard and write the items related to their group's subject on the board.
- When the time expires, declare the group that wrote the most correct items the winner of the game.

- Tell your students what to consider for personal hygiene. [The text is on page 16 of the participant booklet entitled "Take Care of Yourself with Yeşilcan".Display slide 41 of the presentation entitled "Take Care of Yourself with Yeşilcan" on the screen.]



Slide 41

- Divide your students into groups of four to five and ask each group to produce slogans about personal hygiene.
- Hang the slogans on the classroom board.

Conclusion (5 min.)

- Hand out badges to your students.
- Tell them that we will work hard to improve the quality of healthy living around us. Remind them that it is important to make efforts to remedy the shortcomings related to this issue.
- Tell them that they are now ambassadors for healthy living. Hand out colored envelopes and blank paper. As a health ambassador, ask them to write the messages they have learned in the lesson on the paper. Collect the envelopes.
- Finally, hand out the post-test sheets to the students and ask them to fill them out. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.
- Hand over the envelopes you have collected to the class teachers after the class. Ask the class teacher to mail each envelope in a random order to one student in the class.

B TECHNOLOGY ADDICTION

Name of the Program:

TBM Technology Addiction Education for Primary School Level

Duration:

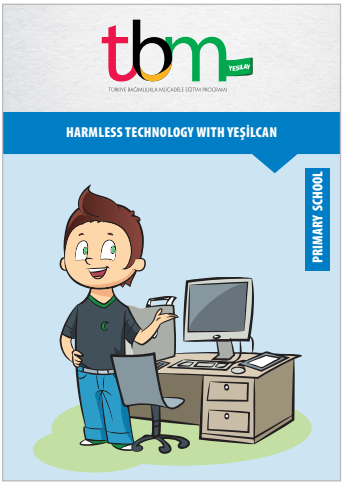
1 lesson (40 minutes)

Materials:

Participant booklet entitled "Harmless Technology with Yeşilcan"
Presentation entitled "Harmless Technology with Yeşilcan"

Expected Results:

As a result of the school activities related to the presentations and activities carried out during this program, the participants are expected to achieve the outcomes given on the list "Technology Addiction Primary School Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
9	Knows that some value criteria may differ in other cultures.	
103	Develops solutions for situations in which rights and freedoms are violated.	
119	Acts as a part of nature, rather than thinking s/he rules over it.	
123	Notices any tendency to be alone and isolated.	7, 16-17
124	Knows what privacy is and protects his/her privacy.	
125	Respects the privacy of other people.	
126	Enjoys spending time with family and friends.	7, 20
134	Makes health-related arrangements in their living space.	7, 17-18
135	Makes sure that the goods s/he uses are healthy/simple and ergonomic.	
137	Says all forms of extremism should be avoided.	7, 12, 16
143	Associates regular sleep with health.	10
152	Takes measures to prevent the spread of diseases.	17-18
163	Distinguishes between habit and addiction.	10-11
169	Recognizes that becoming addicted is much easier than quitting.	
172	Recognizes that addicts usually start to use believing they can control themselves.	
174	States that addiction treatment is a long and challenging process.	11
177	Recognizes the health effects of immoderate use of technology and takes measures.	10,17
178	Cares about face-to-face relationships.	
179	Realizes that possessing technological products does not indicate social status.	
180	Does not replace the technology products s/he uses unless it is necessary.	
181	Expresses the positive and negative effects of technology on human life.	16,17
182	Gives examples of the economic losses linked to addiction.	
187	Manages time properly when using technology.	10, 12-14

No	Outcomes	Page No. Where Outcome is Achieved*
188	Emphasizes the things to be considered when selecting entertaining technological devices and content.	7
192	Uses the Internet safely.	
193	Explains the potential dangers of sharing personal data, giving examples.	
194	Assesses the negative effects of social media on human relations objectively.	
195	Infers that misuse of the Internet can lead to such problems as deception, fraud, harassment, bullying, etc.	
196	Uses sources of information other than the Internet.	
197	Discusses the positive and negative aspects of having an anonymous personality on the Internet.	
198	Lists the security vulnerabilities (pop-up pages, trojans, worms, cookies, etc.) placed for malicious use on websites.	
199	Comprehends that games are always based on the same themes.	
200	Lists the things to be considered when selecting the television programs to watch.	

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

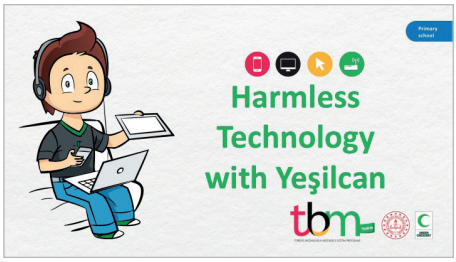
- Participant booklet entitled "Harmless Technology with Yeşilcan"
- Presentation entitled "Harmless Technology with Yeşilcan" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)
- Yeşilcan coloring paper (available for download at www.tbm.org.tr)
- Yeşilcan sticker (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Drama
- Question and answer
- Discussion
- Educational game

Introduction (5 min.)

- Enter the classroom wearing the Green Crescent volunteer badge on your collar. Introduce yourself to your students.
- Hand out the pre-test sheets to the students and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- Open slide 1 of the presentation entitled "Harmless Technology with Yeşilcan". Arouse interest in the story you will tell:



Slide 1

Hello, this is Yeşilcan! He does whatever is healthy. He fights against anything harmful. He is the enemy of evil, the friend of the good. He is my friend, too. Look, he gave me this badge. Like him, I am trying to do good things. You are here to do good things, like Yeşilcan. At the end of this course you will learn about your mission.

- Prepare your students mentally by making the following explanation:

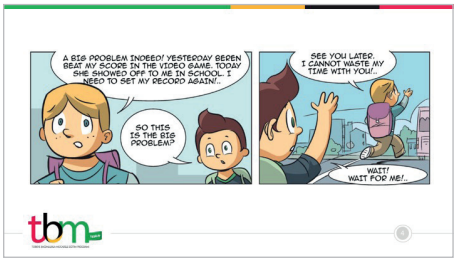
It's a fact that technology makes our lives easier. Imagine what would have happened if we did not have a washing machine, fridge, etc. Television, computer, mobile phone... Of course there are many more. With these appliances, we meet our needs and also have fun. But let's look from another perspective: Do we use technology appropriately for our needs, and only as much as we need? Do not answer this question for now. We're going to run a test soon. Evaluate yourself with that test.

Presentation (30 min.)

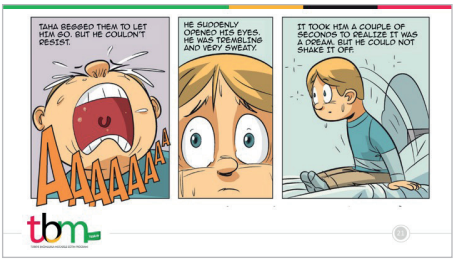
- Read out loud the story entitled "What's Wrong?" to your students. Do not forget to use your voice tone effectively while reading and make changes according to the audience. [The text is on slides 3-22 of the presentation entitled "Harmless Technology with Yeşilcan".]



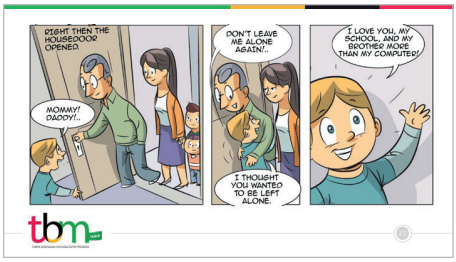
Slide 3



Slide 4

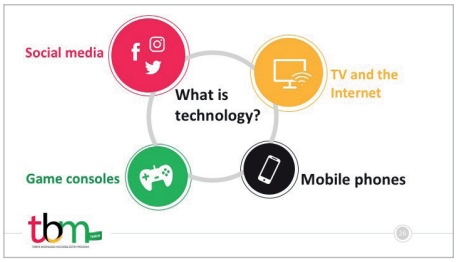


Slide 21



Slide 22

- Have the students read the text a second time after assigning roles. In higher grades, you can skip the second reading, and instead distribute the roles and perform the drama activity.
- Write "addicted" on the board. Have the students look up the meaning of the word in their dictionaries.
- Then write "technology addiction" on the board. Ask your students to explain this concept. Guide them to understand the details. [The relevant text is on slide 26 of the presentation entitled "Harmless Technology with Yeşilcan". Also include the items given here that are not mentioned by the students.]



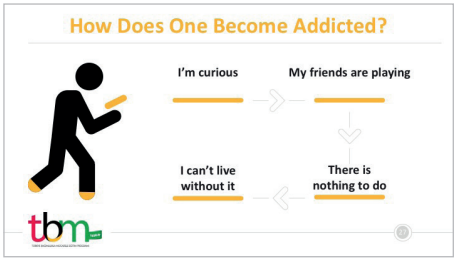
Slide 26

- Conclude the subject with the following explanation:

Addiction is a real disease and requires treatment. Nobody gets addicted instantly. Addiction occurs gradually. You use more and more every day, and become a slave to your TV or computer before you know it. It is necessary to understand what addiction is, and if there is tendency in this direction, it should be prevented immediately.

- After saying, "Doctors describe how diseases begin and spread.

Look at how technology addiction starts", explain the stages of technology addiction. [The text is on pages 12-13 of the participant booklet entitled "Harmless Technology with Yeşilcan". Display slide 27 of the presentation entitled "Harmless Technology with Yeşilcan" on the screen.]

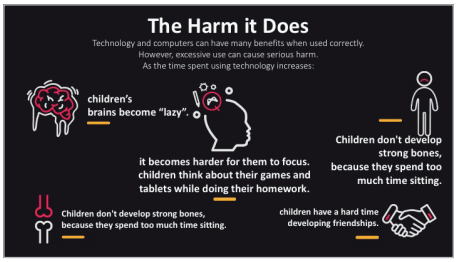


Slide 27

- Provide your students with the following explanation:

Technology has many benefits. We take advantage of them if we use the technology properly. However, excessive and unlimited use causes very serious problems in our lives. As digital screen time increases, the ability of children and young people to think is impaired. In addition, their relationship with people may be affected. Excessive use of technology can also lead to general health problems. The social development of children who use the Internet continuously and who continuously play computer games significantly decreases and lowers their self-confidence. These children are more aggressive and anxious than their peers; they become increasingly lonely and have trouble establishing relationships with others.

- Explain to your students that you will play a game.
- For the game, you should prepare small pieces of folded paper on which the dangers of technology addiction are written, with one item written on each piece of paper. [The items can be found on slide 33 of the presentation entitled "Harmless Technology with Yeşilcan".]



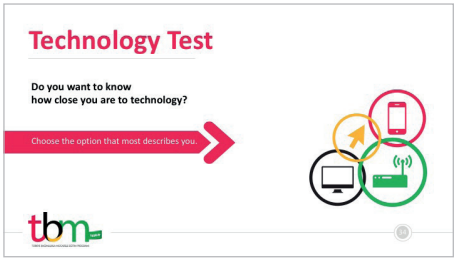
Slide 33

- Have as many students as you have pieces of paper stand in the middle of the classroom. Throw the folded paper into the air and ask the students to pick them up.

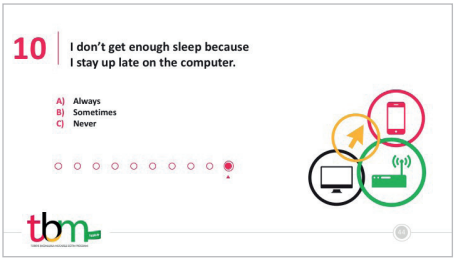
- Having picked up all the pieces of paper, have the students stand side-by-side in front of the blackboard. Draw a line in front of them in chalk. Ask each student to read what's on their piece of paper and to explain the relationship between technology addiction and this item. For example: "Someone who plays computer games for long periods of time cannot find time to do their homework. He cannot study. Therefore, he will fail at school.

- After explaining the relationship between addiction and the dangers of technology, the students cross the line and sit down. Those who cannot explain the relationship can choose a student from the class as a wildcard. They will stand together. If this student manages to explain it, they can cross the line and sit down. If they cannot explain it, they will have the right to choose a new wildcard student. If they cannot explain it again, you will need to explain it and send the students to their desks.

- Apply the Technology Test to your students and ask them to evaluate themselves. [The test is on slides 34-44 of the presentation entitled "Harmless Technology with Yeşilcan".]



Slide 34



Slide 44

Conclusion (5 min.)

- Give the following message to your students: "You now have responsibilities towards both yourself and others with what you have learned in this lesson. We will use the technology as much as we need and warn the people around us to do the same."
- Hand out Yeşilcan badges to your students.
- Divide your students into groups. Ask each group to come up with a suitable slogan to inform the people around them, and get them to prepare a poster based on this slogan.
- Indicate that they can display the posters on the classroom board when they are finished.
- Finally, hand out the post-test sheets to the students and ask them to fill them out. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

C TOBACCO ADDICTION

Name of the Program:

TBM Tobacco Addiction Education for Primary School Level

Duration:

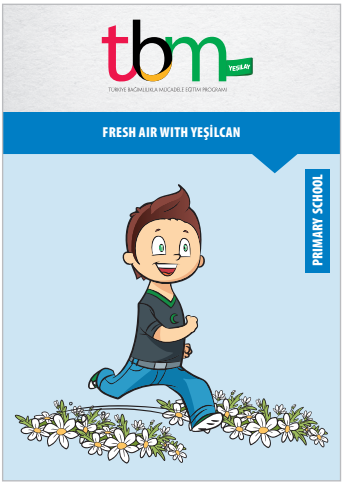
1 lesson (40 minutes)

Materials:

Participant booklet entitled "Fresh Air with Yeşilcan"
Presentation entitled "Fresh Air with Yeşilcan"

Expected Results:

As a result of the school activities related to the presentations and activities carried out during this program, the participants are expected to achieve the outcomes given on the list "Tobacco Addiction Primary School Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
103	Develops solutions for situations in which rights and freedoms are violated.	7, 15, 18-19
152	Takes measures to prevent the spread of diseases.	16-19
169	Recognizes that becoming addicted is much easier than quitting.	10-11
172	Recognizes that addicts usually start to use believing they can control themselves.	
174	States that addiction treatment is a long and challenging process.	10-11
182	Gives examples of the economic losses linked to addiction.	
201	Compares the characteristics of smokers and non-smokers.	23
202	Informs the people around them about the effects of smoking on health.	21
203	Rejects the perception that cigarettes are less harmful than other substances.	9,16
204	Expresses that smoking is not a problem-solving tool.	
205	Expresses that smoking is not a symbol of power.	
206	Recognizes that being part of a group does not require smoking.	7, 22
208	Defines the concept of passive smoking.	15, 18-19
209	Protects people's right to a smoke-free environment.	18-19

2 An Example Lesson

Course Materials

- Participant booklet entitled "Fresh Air with Yeşilcan"
- Presentation entitled "Fresh Air with Yeşilcan" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)
- Yeşilcan coloring paper (available for download at www.tbm.org.tr)
- Yeşilcan sticker (available for download at www.tbm.org.tr)
- A ball of yarn
- Two sheets of cardboard

Learning and Teaching Methods and Techniques

- Drama
- Question and answer
- Educational game

Introduction (5 min.)

- Enter the classroom wearing the Green Crescent volunteer badge on your collar. Introduce yourself to your students.
- Hand out the pre-test sheets to the students and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- Open slide 1. Make an explanation based on the following, adapting it to the respective age group.



Slide 1

Hello, this is Yeşilcan! He does whatever is healthy. He fights against anything harmful. He is the enemy of evil, the friend of the good. He is my friend, too. Look, I have a badge, too. Like him, I am trying to do good things. You are here to do good things, like Yeşilcan. At the end of this course you will learn about your mission.

Presentation (30 min.)

- Make the following explanation.

Nicotine addiction is the most prevalent addiction in the world. Items such as cigarettes and hookah also contain nicotine. Cigarettes are the biggest killer in the world. Every 13 seconds, a person dies from a smoking-related disease. Considering the number of people in the world, this corresponds to 13,000 people a day. There are more than 4000 toxic substances in cigarettes. Cleaning agents, polish remover, insecticides... Smoking causes many diseases. As a matter of fact, it is a lethal substance when used for a long time. Here we will learn together how to protect ourselves from the dangers of smoking.

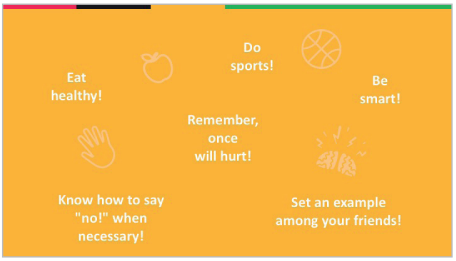
- Read the text entitled "Forest Fire" to your students. Do not forget to use your voice tone effectively while reading, and make changes according to the audience. [The text is on pages 3-20 of the participant booklet entitled "Fresh Air with Yeşilcan".]
- Have the students read the text a second time after you assign them roles.
- (With large groups, you can skip the second reading, and instead assign the roles and perform the drama activity.)
- After finish,ng reading the text, ask your students to answer the questions in the "Let's Read and Discuss" section.
- Read the items about what should be done to protect oneself against smoking. [The text is on page 18 of the participant booklet entitled "Fresh Air with Yeşilcan".] Display slide 36 of the presentation entitled "Fresh Air with Yeşilcan" on the screen.]



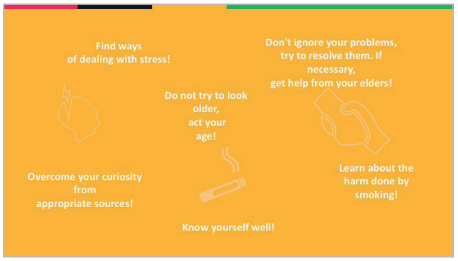
Slide 36

- Then play the game "Spider Web".
- Hold one end of the ball of yarn, say one of the items that you have in mind and throw the ball of yarn at one of the students.
- Ask the students to continue in the same way.
- When all items have been completed, a spider's web will have formed inside the circle. Throw the ball of yarn back in the reverse order and start untangling the spider's web.
- This time, everyone should repeat the item they said and explain how it will contribute to health.
- The game ends when the yarn is a ball again.
- Start a "hangman" word puzzle on the blackboard using the term "passive smoking", and have the students try to guess it. Ask them what they think it means.
- After listening to their comments, tell them that the answer is in the book and ask them to find it.

- Allow a few students to verbally express the answer. If they miss anything, fill in the gaps. [The text is on page 22 of the participant booklet entitled "Fresh Air with Yeşilcan". Display slides 39-40 of the presentation entitled "Fresh Air with Yeşilcan" on the screen.]

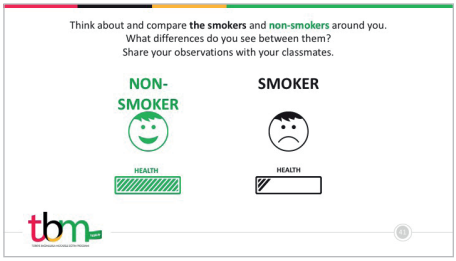


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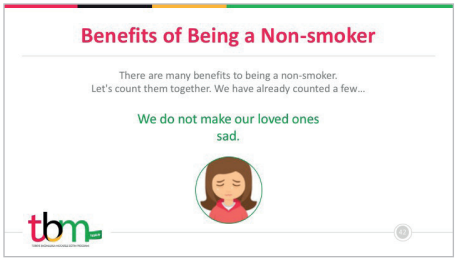


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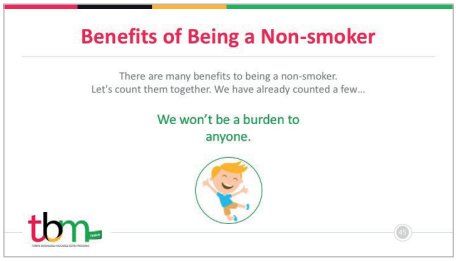
- Divide your students into two groups.
- Give each group a layer of cardboard. Ask them to write the group name on one corner of the cardboard.
- Give the students time to write slogans they have found aimed at preventing people from smoking on their piece of cardboard.



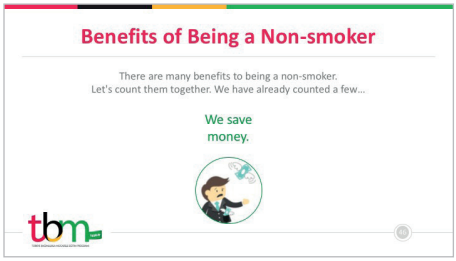
Slide 41



Slide 42



Slide 45



Slide 46

- When the time is up, show the slogans produced by the two groups to the class.
- Hang both on the classroom board.

Conclusion (5 min.)

- Open the first slide of the presentation entitled "Fresh Air with Yeşilcan". Ask your students to remember who Yeşilcan is. Re-draw attention to the badge on your collar.
- Say that we will work hard to fight tobacco addiction around us. Remind them that it is important to make efforts to remedy the shortcomings related to this issue.
- Hand out Yeşilcan badges to your students.
- Finally, hand out the post-test sheets to the students and ask them to fill them out. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.


TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI
I'M LIVING HEALTHY
SECONDARY SCHOOL
BEFORE TECHNOLOGY TURNS YO
TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI
AVOIDING SMOKING
SECONDARY SCHOOL

CHAPTER 4



TBM Program and Materials for Secondary School Students

THINGS TO BE CONSIDERED IN ACTIVITIES, PREPARATIONS AND PRESENTATIONS AT SECONDARY SCHOOL LEVEL

Before the Activity

- Obtain information about the class you will teach.
- Make a good plan and enter the classroom. An unplanned learning environment is like sailing a boat without a rudder.
- Construct an "introduction, body and conclusion" scenario for your class.
- Explain the purpose of your course to your students.
- Imagine that you are a guide for children. Recognize the difference between entering the classroom to teach and entering the classroom as a guide.
- Play a short introductory game with your students. Always start the lesson with a warm-up game. If you want to save time, combine these two games.
- Start the lesson with an activity they enjoy.
- Organize your course to ensure the active participation of students.
- Use the student's immediate surroundings when arranging the educational content.

During the Activity

- Do not break eye contact while talking.
- Gain the trust of your students.
- Noise during class is usually caused by idleness, lack of attention and distraction in the children. Recognize the cause.
- Do not regard a problematic situation as a disadvantage. Turn it into an opportunity and find a way of including it in the lesson.
- Listen to your students and make them listen when you speak.
- Consider all learning and teaching activities in the classroom as a whole, and make connections among them.
- Use a clear and understandable language.
- Speak well. Give due consideration to children who speak properly and well.
- Observe and eliminate situations that prevent students from learning.
- Adjust teaching according to the learning ability and speed of the students.
- Consider the interests and needs of the students.
- Keep in mind that while attempting to ensure that students internalize the information you provide, you also need to ensure classroom management.
- Take advantage of the social learning theory. Do not underestimate the benefits of learning by imitation, children's unique language, their moral education, and the benefits of belonging to a social group.

- If the senses are not incorporated into the learning process, no effective learning will take place. Prepare a course in which you are out of the box with respect to rote learning.
- Use different methods and techniques. Do not give advice during the course.
- Choose the most appropriate methods for the subjects of the course and apply them properly and in a timely manner.
- Children of this age enjoy being a group. Take advantage of these features in the classroom. Enrich your lesson by creating discussion groups, clusters and buzz groups.
- Arrange teaching subjects according to the interests and needs of your students. Use your time, energy and tools properly.
- Internalizing knowledge is closely related to concepts such as practice, repetition, learning and mnemonic techniques. Teach your course in accordance with these principles.
- Choose examples, problems and incidents related to the topics of the course found in your immediate natural and social environment.
- Predicate the course on recent examples/incidents, and make sure that the topics are up-to-date.
- Teach from concrete to abstract, from known to unknown.

At the End of the Activity

- At the end of the lesson, test what the children have learned. Get feedback from the children. Correct any errors.

A HEALTHY LIFE

Name of the Program:

TBM Healthy Life Education for Secondary School Level

Duration:

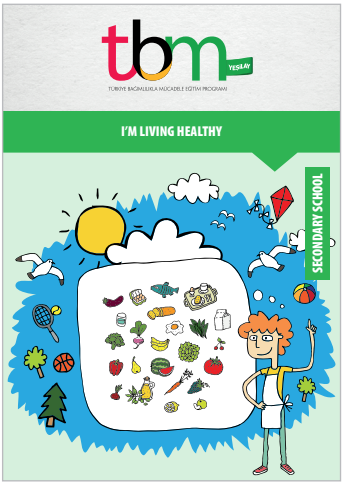
1 lesson (40 minutes)

Materials:

Participant booklet entitled "Living Healthily"
Presentation entitled "Living Healthily"

Expected Results:

As a result of the activities to be carried out at school after the presentations and activities within this program, the participants are expected to achieve the outcomes given on the list "Healthy Life Secondary School Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
3	Applies the principles and rules specific to a task.	1,7,10-12
96	Knows that some value criteria may differ in other cultures.	
103	Develops solutions for situations in which rights and freedoms are violated.	
119	Acts as a part of nature, rather than thinking s/he rules over it.	
133	Explains the basic concepts of healthy living.	1,7,10-12,14,18-19
134	Makes health-related arrangements in their living space.	10
135	Makes sure that the goods s/he uses are healthy/simple and ergonomic.	14-15
136	Is willing to receive preventive health services (vaccination, etc.).	19
137	Says all forms of extremism should be avoided.	4
138	Acknowledges that changes in behavior/attitude in relation to health take time.	16
140	Avoids obsessions and anxiety about health.	2, 19
143	Associates regular sleep with health.	12
144	Evaluates the four-leaf clover from the perspective of a healthy life.	4
145	Consumes food in an informed manner.	3-6
146	Explains the health hazards of fast food.	3-6
147	Recognizes energy drinks and explains their effects.	
148	Does not perceive nutrition as a reward or entertainment culture.	
150	Associates clothing with health.	14-15
151	Recognizes the effects of popular culture that disrupt the body (tattoos, tight clothing, short clothing, flat and heeled shoes, etc.).	14-15
152	Takes measures to prevent the spread of diseases.	7,10,19
153	Recognizes the basic symptoms of common diseases.	
154	Manages chronic diseases.	19
155	Gives examples of urgent health conditions.	
156	Effectively manages crises in health-related emergency situations.	19
157	Applies the principles of rational drug use to his/her life.	
160	Expresses how to communicate with healthcare personnel when necessary. Recognizes patient rights and duties.	19
161	Recognizes the health effects of immoderate use of technology and takes measures.	19
177	Recognizes the health effects of immoderate use of technology and takes measures.	18

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

- Participant booklet entitled "Living Healthily"
- Presentation entitled "Living Healthily" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Narration
- Case study
- Question and answer
- Brainstorming
- Discussion

Introduction (5 min.)

- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the students and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- Start by showing pictures of two children, one who is underweight and one who is overweight. In this way, you will attract the attention of your students. After showing the pictures, ask your students if they have heard of the concepts of "malnutrition" and "unbalanced diet", and ask them to explain. Then ask them to guess which concept belongs to which picture. Display slide 6 of the presentation, entitled "Living Healthily" on the screen after listening to the answers.



Slide 6

Presentation (30 min.)

- "What do you think happens when we are undernourished? What happens when we have an unbalanced diet?" After listening to the answers, say, "Let's see the consequences of malnutrition and an unbalanced diet". Then tell the students to follow the four-leaf clover slide in the respective text of the booklet saying, "Let's learn how to eat a balanced diet. [The text is on page 4 of the participant booklet entitled "Living Healthily". Display slide 9 of the presentation entitled "Living Healthily" on the screen.]



Slide 9

- Ask the following questions: "Is a balanced diet alone enough to be healthy? What else should we pay attention to?" If any of the answers is about hygiene, immediately proceed to the topic of hygiene; if not, say it yourself.
- Address the topic of hygiene in two parts, namely, "personal hygiene" and "hygiene of the places in which we reside". In the part "personal hygiene", first share the relevant texts in the booklet. Then ask your students to use their papers and pencils to record their scores in the test. Perform the test with the help of the presentation and evaluate the scores. [The text is on pages 7-10 of the participant booklet entitled "Living Healthily". Display slides 13-20 of the presentation entitled "Living Healthily" on the screen.]

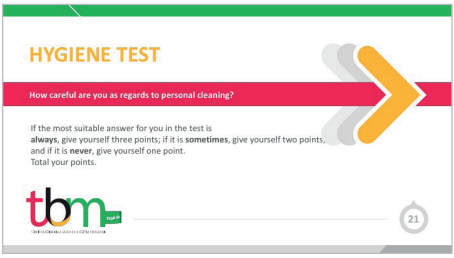


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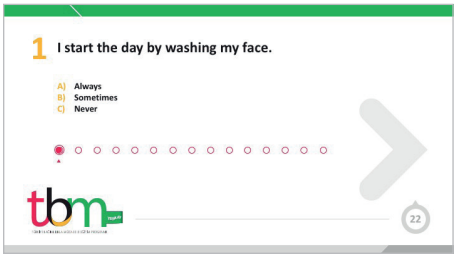


Slide 20

Apply the hygiene test to your students. Following the test, determine by brainstorming which problems may be encountered if they are ignored. [The text is on page 9 of the participant booklet entitled "Living Healthily". Display slides 21-36 of the presentation entitled "Living Healthily" on the screen.]

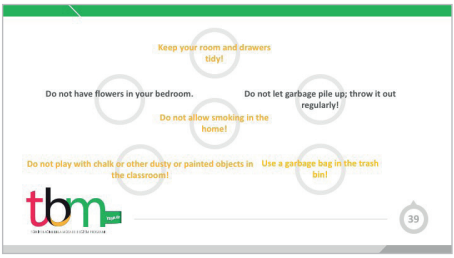


Slide 21



Slide 22

- In the part "hygiene of the places in which we reside", inform your students, with the help of the respective texts, of the fact that personal hygiene alone is not sufficient, and that we need to pay attention to the cleanliness of our living spaces for a healthy life. [The text is on page 10 of the participant booklet entitled "Living Healthily". Display slides 39-40 of the presentation entitled "Living Healthily" on the screen.]

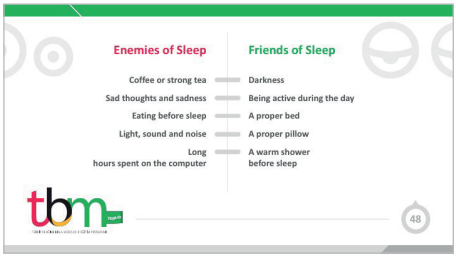


Slide 39

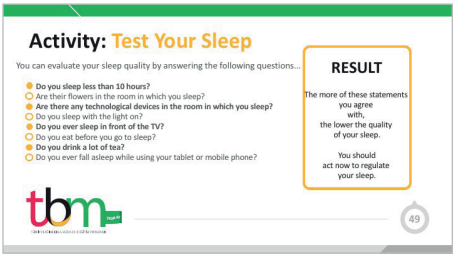


Slide 40

- After asking, "We eat a balanced diet and pay attention to hygiene. What else can we do to complement them?" answer the question yourself saying, "Doing sports, of course!" and tell them what they need to pay attention to exercise. [The text is on page 11 of the participant booklet entitled "Living Healthily". Display slides 41-46 of the presentation entitled "Living Healthily" on the screen.]
- Highlight the necessity of a quality sleep for a healthy life. [The text is on page 12 of the participant booklet entitled "Living Healthily". Display slides 48-49 of the presentation entitled "Living Healthily" on the screen.]



Slide 48



Slide 49

Conclusion (5 min.)

- Repeat the problems that may be encountered if all these requirements are not met. Display the last slide of the presentation entitled "Before Your Health Slips through Your Fingers" on the screen. End the lesson.
- Finally, hand out the post-test sheets to the students and ask them to fill out the form. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

B TECHNOLOGY ADDICTION

Name of the Program:

TBM Technology Addiction Education for Secondary School Level

Duration:

1 lesson (40 minutes)

Materials:

Participant booklet entitled "Before Technology Turns into a Monster!"
Presentation entitled "Before Technology Turns into a Monster!"

Expected Results:

As a result of the activities to be carried out at school after the presentations and activities within this program, the participants are expected to achieve the outcomes given on the list "Technology Addiction Secondary School Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
54	When confronted with peer pressure, asks why his peers are so insistent.	14
96	Knows that some value criteria may differ in other cultures.	
103	Develops solutions for situations in which rights and freedoms are violated.	26-27
119	Acts as a part of nature, rather than thinking s/he rules over it.	
122	States that avoiding natural and social life is a form of disease.	5-7, 16-17, 24
123	Notices any tendency to be alone and isolated.	5-7, 8-9, 16-17, 24
124	Knows what privacy is and protects his/her privacy.	
125	Respects the privacy of other people.	
126	Enjoys spending time with family and friends.	6-7, 14-16
134	Makes health-related arrangements in their living space.	26-27
135	Makes sure that the goods s/he uses are healthy/simple and ergonomic.	
137	Says all forms of extremism should be avoided.	18-25
143	Associates regular sleep with health.	9, 19
152	Takes measures to prevent the spread of diseases.	21, 25
163	Distinguishes between habit and addiction.	28
168	Perceives apathy as a problem.	20, 22
169	Recognizes that becoming addicted is much easier than quitting.	14-15, 28
172	Recognizes that addicts usually start to use believing they can control themselves.	
174	States that addiction treatment is a long and challenging process.	
177	Recognizes the health effects of immoderate use of technology and takes measures.	10-11, 19-25
178	Cares about face-to-face relationships.	9
179	Realizes that possessing technological products does not indicate social status.	
180	Does not replace the technology products s/he uses unless it is necessary.	
181	Expresses the positive and negative effects of technology on human life.	19-25
182	Gives examples of the economic losses linked to addiction.	

185	Guides people in the proper use of technology.	
186	Notices the unfavorable content of technological tools.	
187	Manages time properly when using technology.	9, 26-27
188	Emphasizes the things to be considered when selecting entertaining technological devices and content.	5-6, 14-15
189	Explains the importance of using technology properly according to the age group.	
192	Uses the Internet safely.	
193	Explains the potential dangers of sharing personal data, giving examples.	
194	Assesses the negative effects of social media on human relations objectively.	
195	Infers that misuse of the Internet can create problems, such as deception, fraud, harassment, bullying, etc.	
196	Uses sources of information other than the Internet.	
197	Discusses the positive and negative aspects of having an anonymous personality on the Internet.	
198	Lists the security vulnerabilities (pop-up pages, trojans, worms, cookies, etc.) placed for malicious use on websites.	
199	Comprehends that games are always based on the same themes.	
200	Lists the things to be considered when selecting the television programs to watch.	

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

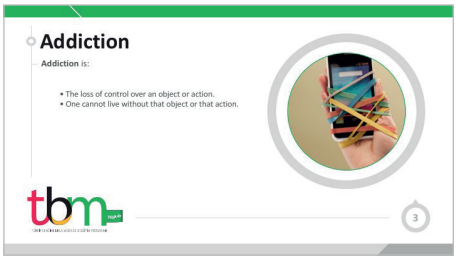
- Participant booklet entitled "Before Technology Turns into a Monster!"
- Presentation entitled "Before Technology Turns into a Monster!" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

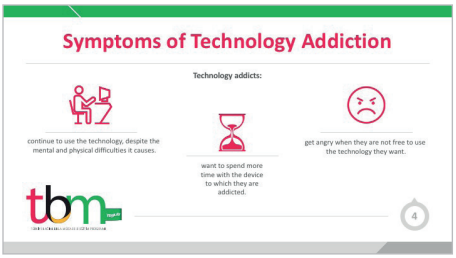
- Narration
- Case study
- Question and answer
- Discussion

Introduction (5 min.)

- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the students and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- Ask students the following question: "What is addiction?" Then tell your students to learn about addiction and its symptoms. [The text is on page 3 of the participant booklet entitled "Before Technology Turns into a Monster!". Display slides 3-4 of the presentation entitled "Before Technology Turns into a Monster!" on the screen.]



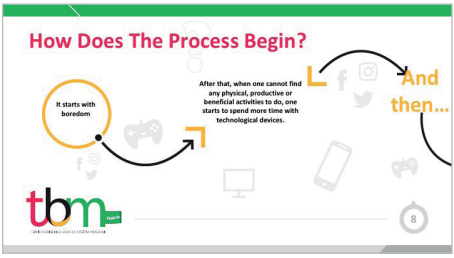
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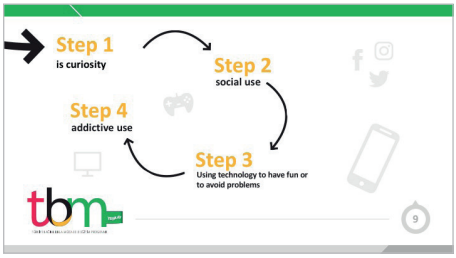
Slide 4

Presentation (30 min.)

- Related the case study story (about a boy named İlhami) on page 10 of the participant booklet entitled "Before Technology Turns into a Monster!" to your students. Ask them, "Is there anything wrong with İlhami's life? If so, what?" Then answer the questions in the activity section together.
- Say, "How does technology addiction start, how does it progress, and how can we deal with this monster? Come on, let's find out!", and then indicate the relevant texts. [The text is on page 12 of the participant booklet entitled "Before Technology Turns into a Monster!" Display slides 8-9 of the presentation entitled "Before Technology Turns into a Monster!" on the screen.]

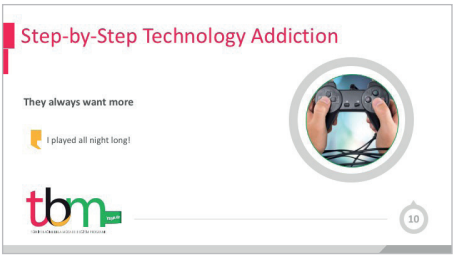


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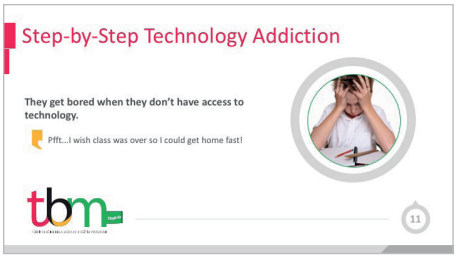


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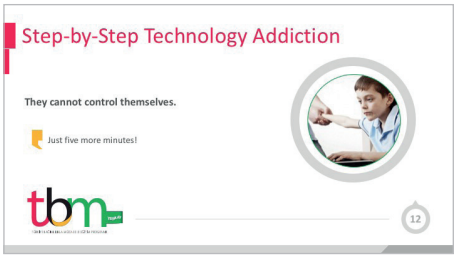
- Provide the information in the section "How does technology addiction progress?" briefly. [The text is on pages 18-25 of the participant booklet entitled "Before Technology Turns into a Monster!" Display slides 10-22 of the presentation entitled "Before Technology Turns into a Monster!" on the screen.]



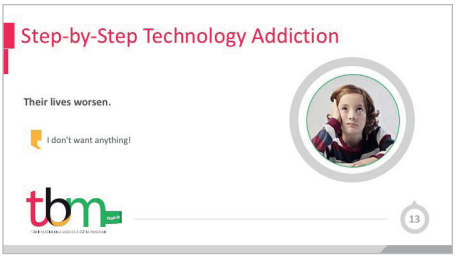
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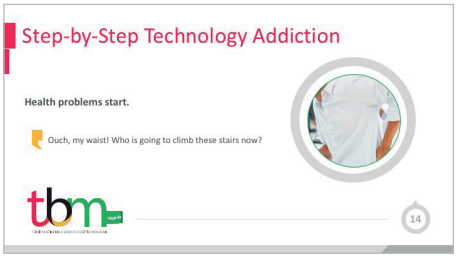
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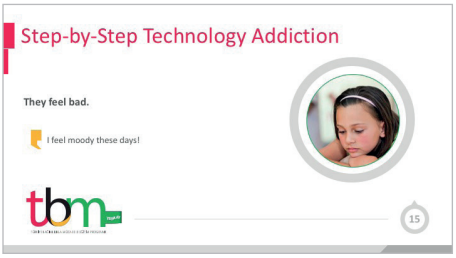
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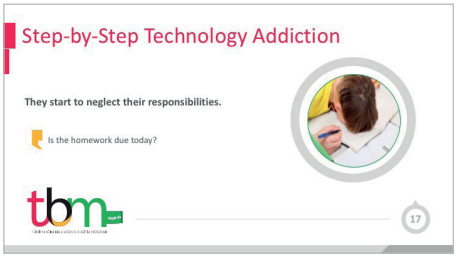
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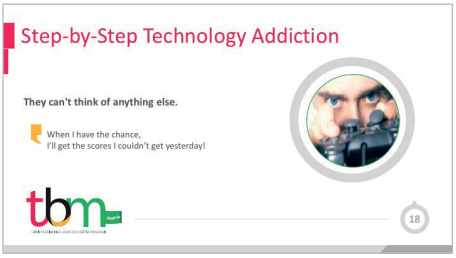
Slide 14



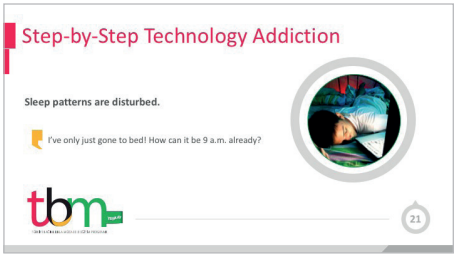
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Slide 17



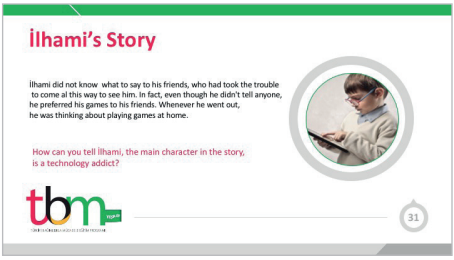
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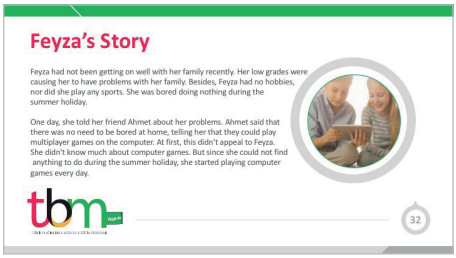
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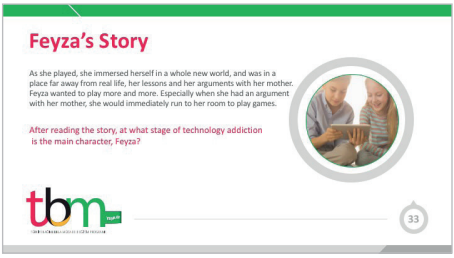
Slide 22



Slide 31

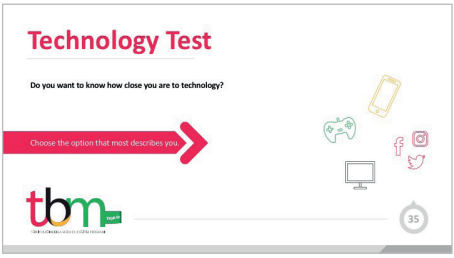


Slide 32

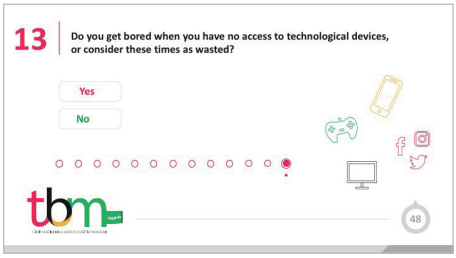


Slide 33

- Saying, "Now, how about testing yourself?" display slides 35-48 of the presentation entitled "Before Technology Turns into a Monster!" and apply the "Yes/No" test.



Slide 35



Slide 48

Conclusion (5 min.)

- Say, "What should we do to become a healthier technology user?" and direct them to the section "What to do to get rid of technology addiction?". [The text is on page 26 of the participant booklet entitled "Before Technology Turns into a Monster!". Display slide 50 of the presentation entitled "Before Technology Turns into a Monster!" on the screen.]



Slide 50

C TOBACCO ADDICTION

Name of the Program:

TBM Tobacco Addiction Education for Secondary School Level

Duration:

1 lesson (40 minutes)

Materials:

Participant booklet entitled "Stay Away from Smoking!"
Presentation entitled "Stay Away from Smoking!"

Expected Results:

As a result of the activities to be carried out at school after the presentations and activities in this program, the participants are expected to achieve the outcomes given on the list "Tobacco Addiction Secondary School Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
54	When confronted with peer pressure, asks why his peers are so insistent.	4, 13
103	Develops solutions for situations in which rights and freedoms are violated.	5-6
149	Does not engage in detrimental behavior as reward to him/herself.	13
152	Takes measures to prevent the spread of diseases.	6-10, 15
168	Perceives apathy as a problem.	14
169	Recognizes that becoming addicted is much easier than quitting.	2, 4
172	Recognizes that addicts usually start to use believing they can control themselves.	13
173	Explains the concept of social smoking.	13
174	States that addiction treatment is a long and challenging process.	4, 11
182	Gives examples of the economic losses linked to addiction.	
201	Compares the characteristics of smokers and non-smokers.	10
202	Informs the people around them about the effects of smoking on health.	
203	Rejects the perception that cigarettes are less harmful than other substances.	9-10, 13
204	Expresses that smoking is not a problem-solving tool.	14
205	Expresses that smoking is not a symbol of power.	13
206	Recognizes that being part of a group does not require smoking.	13
208	Defines the concept of passive smoking.	5-6
209	Protects people's right to a smoke-free environment.	6
221	Acknowledges that tobacco, alcohol and substance abuse lead to social exclusion.	7-8
222	Knows where the first offers of tobacco, alcohol or substances may come from.	13

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

- Participant booklet entitled "Stay Away from Smoking!"
- Presentation entitled "Stay Away from Smoking!" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Narration
- Case study
- Brainstorming
- Question and answer
- Discussion

Introduction (5 min.)

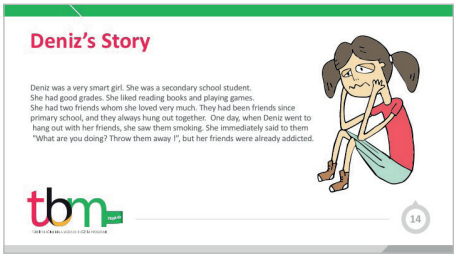
- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the students and ask them to fill them out. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- Start by asking your students if there are any smokers around them. After asking, "So what are the consequences of smoking?", listen to their answers without commenting.



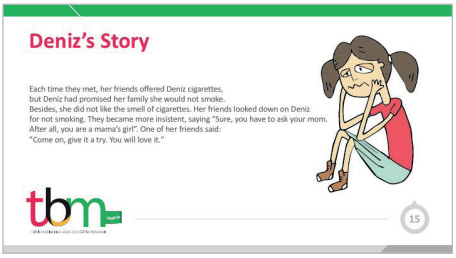
Slide 1

Presentation (30 min.)

- Say, "Let's address this topic by means of a story" and tell the students to follow the case study (story of a girl named Deniz) on page 11 of the participant booklet entitled "Stay Away from Smoking!" Deniz was a very smart girl. She was a secondary school student. She had good grades. She liked reading books and playing games. She had two friends whom she loved very much. They had been friends since primary school. They spent all their time together. One day, Deniz went to hang out with her friends and saw them smoking. She immediately said to them: "What are you doing? Drop them now!" But her friends were already addicted to smoking.
- Stop telling the story and ask the following question: "Children, what is addiction?" Based on their answers, give a definition of addiction. Emphasize that addiction can cause a variety of problems, as it takes away human will.
- Resume reading the story after listening to the answers to the question, "Why may Deniz's friends have become addicted?"
- Ask the question, "Why may Deniz feel excluded?" After listening to the answers, ask the students to complete the rest of the story. Then ask questions about the story to your students and listen to their answers. [The text is on page 11 of the participant booklet entitled "Stay Away from Smoking!". Display slides 14-16 of the presentation entitled "Stay Away from Smoking!" on the screen.]



Slide 14

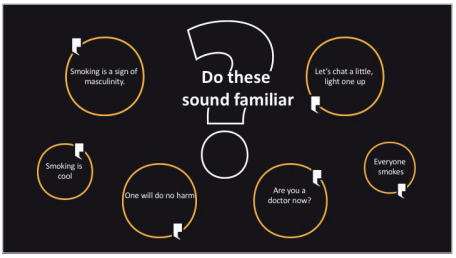


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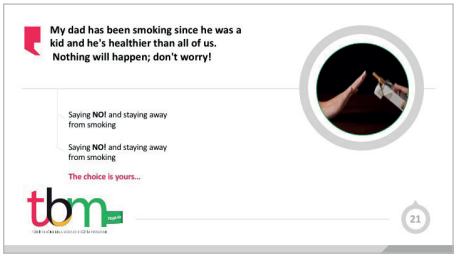
- After listening to the answers, read the relevant texts of the booklet saying, "Come on, let's find out what's in cigarettes." [The text is on page 3 of the participant booklet entitled "Stay Away from Smoking!" Display slide 6 of the presentation entitled "Stay Away from Smoking!" on the screen.]

Conclusion (5 min.)

- On completing the story, ask the following question: "How do you think Deniz's relationship with her friends may have changed?" Conclude the lesson with the answers to the question, "What kind of problems could Deniz face had if she followed her friends?"
- Finally, hand out the post-test sheets to the students and ask them to fill out the form. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.



Slide 20



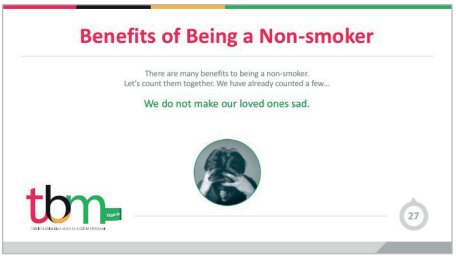
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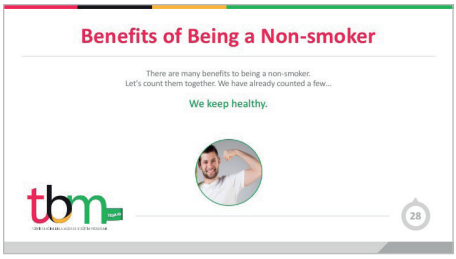
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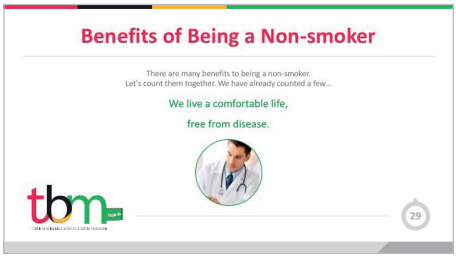
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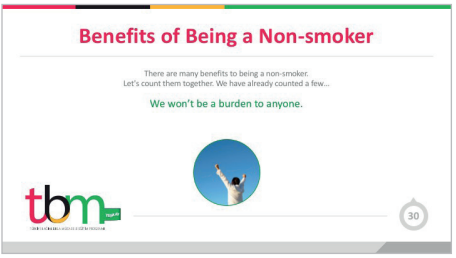
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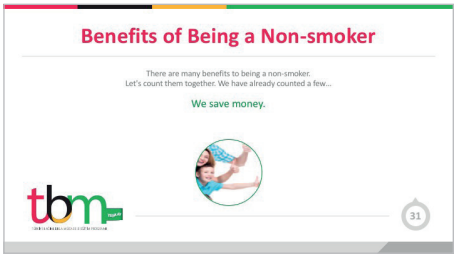
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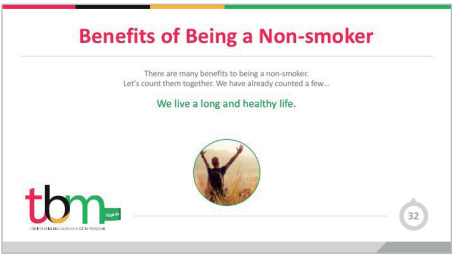
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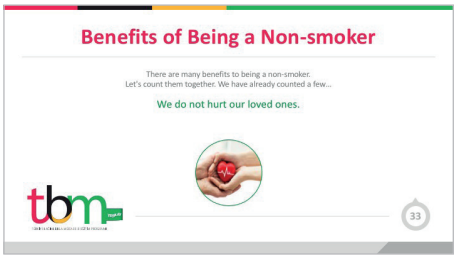
Slide 30



Slide 31



Slide 32



Slide 33



Slide 34

tbm YEŞİLAY
TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

STAY AWAY FROM ALCOHOL, FOR THE SAKE OF YOUR

tbm YEŞİLAY
TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

STAY AWAY FROM DRUGS, FOR THE SAKE OF YOUR



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TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

FOR A HEALTHY LIFE

IGH SCHOOL

tbm YEŞİLAY
TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

DON'T BE ADDICTED TO TECHNOLOGY!



tbm
TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

SMOKE-FREE LIFE



CHAPTER 5



TBM Program and Materials for High School Students

THINGS TO BE CONSIDERED IN ACTIVITIES, PREPARATIONS AND PRESENTATIONS AT HIGH SCHOOL LEVEL

Before the Activity

- Construct an "introduction, body and conclusion" scenario for your class.
- Explain the purpose of your course to your students.
- Imagine you are a guide for young people. Recognize the difference between entering the classroom to teach and entering the classroom as a guide.
- It is important to know adolescents. Make efforts to do so. Be aware that adolescents typically have the following characteristics:

- They like to stand out.
- They may get angry or offended easily.
- They are impulsive.
- They are jealous.
- In case of failure, they complain about environmental factors.
- They expect more love and attention.
- They often resort to arguments and ways of reasoning that justify their views, whether they are true or false.
- They often get worried and feel desperate.
- They desire to join a group and tend to get polarized.
- They care about the appreciation of the people around them.
- They may find themselves inadequate as a result of failure and may withdraw into their shell.
- Shyness and fear of attracting attention are common.
- They make a big thing out of small defects.
- They are uneasy, delusional, finicky and peevish.
- Their moods may swing quickly between happy and upset.
- Their reactions may be unpredictable.
- They may get selfish.
- They find the prohibitions imposed on them absurd and the rights granted to them inadequate.
- They're messy and reckless.
- They love loud music.
- They are keen on clothes and care excessively about their appearance.
- They like to be alone.

During the Activity

Pay attention to communication barriers.

- Avoid imperative statements such as "you must/have to". Such statements can create active resistance in this age group. It can lead to rebellious behavior or retaliation.
- Do not attempt to intimidate them. Warnings or threats may lead to then testing whether the mentioned consequences will actually occur. This can cause resentment, anger and rebellion.
- Do not use a preaching style. It creates feelings of obligation or guilt, and may result in the student defending their situation more vigorously.
- Avoid offering solutions and giving advice all the time. Such an approach implies that the student is incapable of resolving their own problems. It prevents them from trying different solutions and options. Instead, encourage them to find their own solutions to problems.
- Do not judge, criticize or blame. Such an attitude suggests inadequacy, stupidity and misconception.
- Avoid exaggerated praise. This can be perceived as an insincere approach intended to get them to adopt the desired behavior.
- Do not use sarcasm. This makes the student feel unworthy and encourages them to respond.
- Avoid analytic and diagnostic statements such as "Do you know what your problem is?" or "You don't actually mean that ..." The student may stop communicating in fear of being misunderstood.
- Avoid soothing and consoling statements. It makes the student feel unintelligible and arouses anger.
- Do not be interrogative. Such an attitude leads students to give evasive answers and can cause fear and anxiety.

Create an atmosphere of trust and respect in the classroom.

- Do not break eye contact while talking.
- Gain the trust of your students.
- Listen to your students and make them listen when you speak.
- Consider the interests and needs of the students.

At the End of the Activity

- Get feedback on the learning and teaching process.

A HEALTHY LIFE

Name of the Program:

TBM Healthy Life Education for High School Level

Duration:

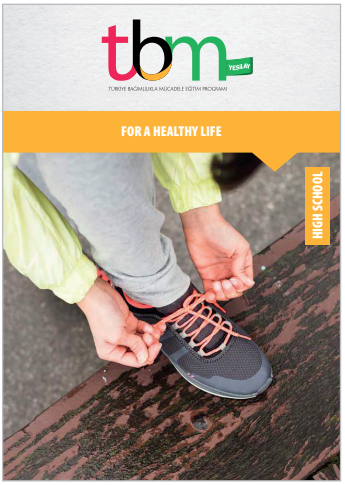
1 lesson (40 minutes)

Materials:

Participant booklet entitled "For a Healthy Life"
Presentation entitled "For a Healthy Life"

Expected Results:

As a result of the activities to be carried out at school after the presentations and activities within this program, the participants are expected to achieve the outcomes given on the list "Healthy Life High School Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
3	Applies the principles and rules specific to a task.	3-6
96	Knows that some value criteria may differ in other cultures.	
103	Develops solutions for situations in which rights and freedoms are violated.	
119	Acts as a part of nature, rather than thinking s/he rules over it.	
133	Explains the basic concepts of healthy living.	6, 12-15, 20-25, 28
134	Makes health-related arrangements in their living space.	16-19
135	Makes sure that the goods s/he uses are healthy/simple and ergonomic.	14-15
136	Is willing to receive preventive health services (vaccination, etc.).	
137	Says all forms of extremism should be avoided.	26
138	Acknowledges that changes in behavior/attitude in relation to health take time.	4-5
140	Avoids obsessions and anxiety about health.	
143	Associates regular sleep with health.	23-25
144	Assesses the food pyramid for a healthy life.	7
145	Consumes food in an informed manner.	8
146	Explains the health hazards of fast food.	
148	Recognizes energy drinks and explains their effects.	
150	Does not perceive nutrition as a reward or entertainment culture.	14-15
151	Associates clothing with health.	14-15
152	Recognizes the effects of popular culture that disrupt the body (tattoos, tight clothing, short clothing, flat and heeled shoes, etc.).	9
153	Takes measures to prevent the spread of diseases.	
154	Recognizes the basic symptoms of common diseases.	9
155	Manages chronic diseases.	
156	Gives examples of urgent health conditions.	9
157	Effectively manages crises in health-related emergency situations.	
160	Applies the principles of rational drug use to his/her life.	

No	Outcomes	Page No. Where Outcome is Achieved*
161	Acquires information about social security services.	9
177	Recognizes the health effects of immoderate use of technology and takes measures.	28
188	Expresses how to communicate with healthcare personnel when necessary.	28
192	Recognizes patient rights and duties.	
193	Recognizes the health effects of immoderate use of technology and takes measures.	
194	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.	

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

- Participant booklet entitled "For a Healthy Life"
- Presentation entitled "For a Healthy Life" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Narration
- Brainstorming
- Question and answer
- Discussion

Introduction (5 min.)

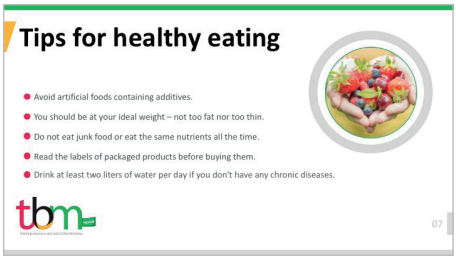
- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the students and ask them to fill them out. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- After showing a few pictures or photos about health, ask your students, "What does it mean to be healthy? Have you ever thought about it?" Give your own ideas and try to form a point of view by giving definitions such as "It means standing on your own two feet" or "It means upsetting neither yourself nor your loved ones."

Presentation (30 min.)

- Ask your students, "What happens if your diet is not sufficient and balanced?" and listen to their answers. Then tell them to open the relevant texts. [The text is on pages 6-7 of the participant booklet entitled "For a Healthy Life". Display slides 6 and 7 of the presentation entitled "For a Healthy Life" on the screen.]

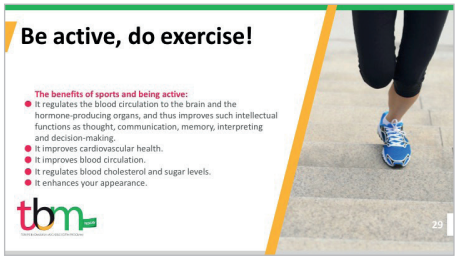


Slide 6

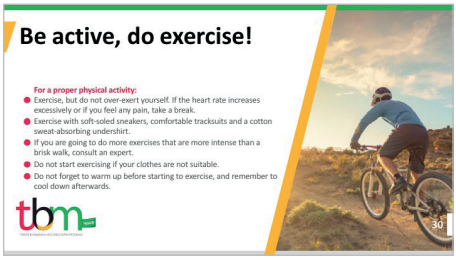


Slide 7

- Ask the following question on the slide: "What happens if you don't do enough physical activities?" Listen to your students' thoughts first. Then tell them to open the relevant texts. [The text is on page 20 of the participant booklet entitled "For a Healthy Life". Display slides 29 and 30 of the presentation entitled "For a Healthy Life" on the screen.]



Slide 29

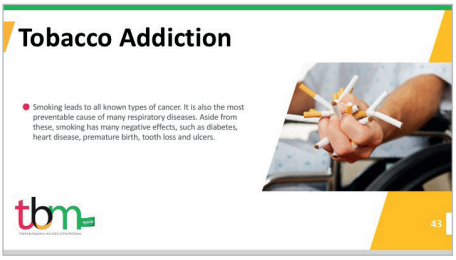


Slide 30

- Ask the following question on the slide: "What happens if you use substances?" Listen to your students' thoughts first. Then tell them to open the relevant texts. [The text is on page 26 of the participant booklet entitled "For a Healthy Life". Display slides 42-45 of the presentation entitled "Living Healthily" on the screen.]



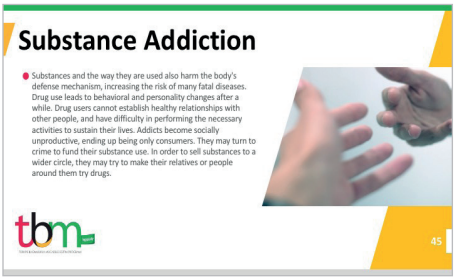
Slide 42



Slide 43

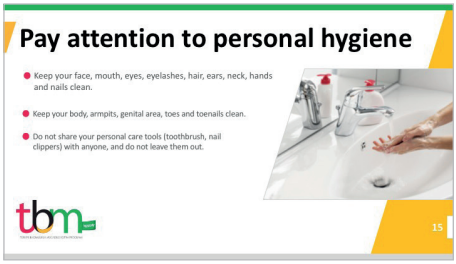


Slide 44

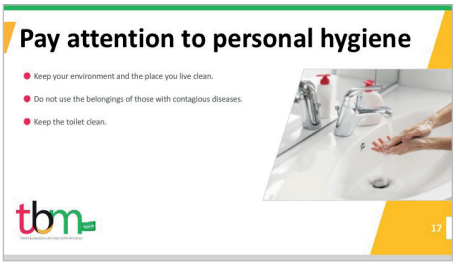


Slide 45

- Ask the question on the slide: "What happens if personal hygiene is not given due attention?" Listen to your students' thoughts first. Then tell them to open the relevant texts. [The text is on page 12 of the participant booklet entitled "For a Healthy Life". Display slides 15-17 of the presentation entitled "For a Healthy Life" on the screen.]



Slide 15



Slide 17

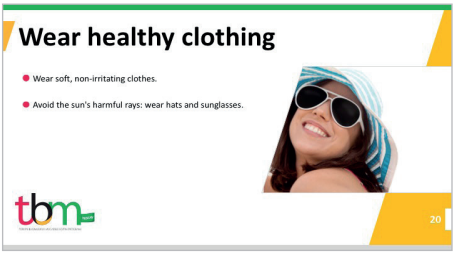
- Ask the question on the slide: "What happens if you don't pay due attention to the cleanliness of your clothes?" Listen to your students' thoughts first. Then tell them to open the relevant texts. [The text is on page 14-15 of the participant booklet entitled "For a Healthy Life". Display slides 18 and 24 of the presentation entitled "For a Healthy Life" on the screen.]



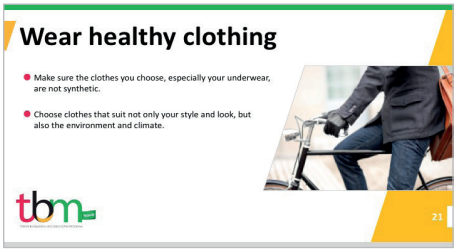
Slide 18



Slide 19



Slide 20

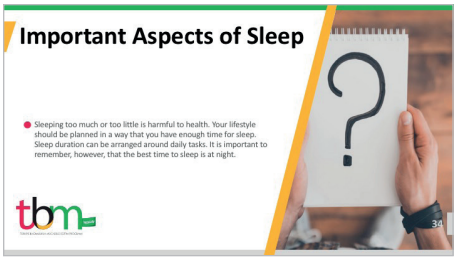


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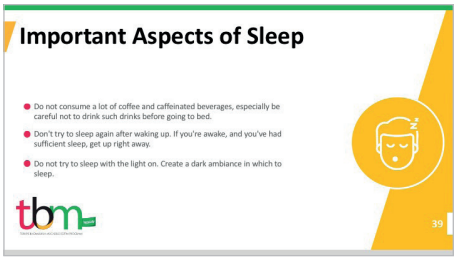
- Ask the following question on the slide: "What happens if you don't get enough sleep?" Listen to your students' thoughts first. Then tell them to open the relevant texts. [The text is on pages 23-25 of the participant booklet entitled "For a Healthy Life". Display slides 33-41 of the presentation entitled "For a Healthy Life" on the screen.]



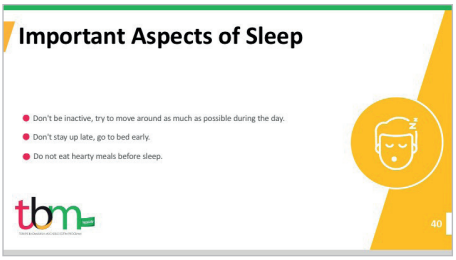
Slide 33



Slide 34



Slide 39



Slide 40

Conclusion (5 min.)

- After examining in detail the problems that may occur if attention is not paid to healthy living, encourage your students to take measures to address their unhealthy behaviors and record them in writing. [The text is on page 32 of the participant booklet entitled "For a Healthy Life".]
- Finally, hand out the post-test sheets to the students and ask them to fill them out. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

B TECHNOLOGY ADDICTION

Name of the Program:

TBM Technology Addiction Education for High School Level

Duration:

1 lesson (40 minutes)

Materials:

Participant booklet entitled "Don't be Addicted to Technology!"
Presentation entitled "Don't be Addicted to Technology!"

Expected Results:

As a result of the activities to be carried out at school after the presentations and activities within this program, the participants are expected to achieve the outcomes given on the list "Technology Addiction High School Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
54	When confronted with peer pressure, asks why his peers are so insistent.	4
96	Knows that some value criteria may differ in other cultures.	
103	Develops solutions for situations in which rights and freedoms are violated.	
119	Acts as a part of nature, rather than thinking s/he rules over it.	
122	States that avoiding natural and social life is a form of disease.	5, 10-11, 15, 22-23
123	Notices any tendency to be alone and isolated.	3, 6, 9, 13
124	Knows what privacy is and protects his/her privacy.	12
125	Respects the privacy of other people.	
126	Enjoys spending time with family and friends.	10-11
127	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.	5-6, 16-17
134	Makes health-related arrangements in their living space.	
135	Makes sure that the goods s/he uses are healthy/simple and ergonomic.	
137	Says all forms of extremism should be avoided.	5, 11
143	Associates regular sleep with health.	8, 16-17
152	Takes measures to prevent the spread of diseases.	
163	Distinguishes between habit and addiction.	
167	Explains withdrawal syndrome with examples.	3, 6, 16-17
168	Perceives apathy as a problem.	13, 16-17
169	Recognizes that becoming addicted is much easier than quitting.	2-3
172	Recognizes that addicts usually start to use believing they can control themselves.	
174	States that addiction treatment is a long and challenging process.	2-3, 22-23
177	Recognizes the health effects of immoderate use of technology and takes measures.	
178	Cares about face-to-face relationships.	22-23
179	Realizes that possessing technological products does not indicate social status.	

180	Does not replace the technology products s/he uses unless it is necessary.	
181	Expresses the positive and negative effects of technology on human life.	
182	Gives examples of the economic losses linked to addiction.	
185	Guides people in the proper use of technology.	
186	Notices the unfavorable content of technological tools.	
187	Manages time properly when using technology.	
188	Emphasizes the things to be considered when selecting entertaining technological devices and content.	8
189	Explains the importance of using technology properly according to the age group.	
192	Uses the Internet safely.	
193	Explains the potential dangers of sharing personal data, giving examples.	
194	Assesses the negative effects of social media on human relations objectively.	
195	Infers that misuse of the Internet can lead to such problems as deception, fraud, harassment, bullying, etc.	
196	Uses sources of information other than the Internet.	
197	Discusses the positive and negative aspects of having an anonymous personality on the Internet.	
198	Lists the security vulnerabilities (pop-up pages, trojans, worms, cookies, etc.) placed for malicious use on websites.	
199	Comprehends that games are always based on the same themes.	
200	Lists the things to be considered when selecting the television programs to watch.	

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

- Participant booklet entitled "Don't be Addicted to Technology!"
- Presentation entitled "Don't be Addicted to Technology!" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

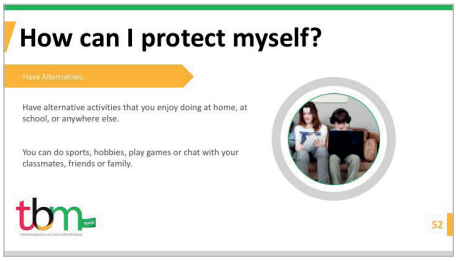
- Narration
- Brainstorming
- Question and answer
- Discussion

Introduction (5 min.)

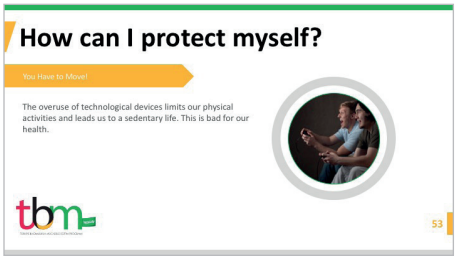
- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the students and ask them to fill them out. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- Prior to the lesson, make a search on the Internet for news illustrating how the use of mobile phones, computers, etc. has reached a detrimental level. Start the lesson by displaying the news headlines you found on the screen. For example:
    - Instead of helping the survivors, they filmed it.
    - He talked on the phone at length next to the injured guy he had hit.
    - US serial killer was a fan of game X (a computer game involving killing).

Presentation (30 min.)

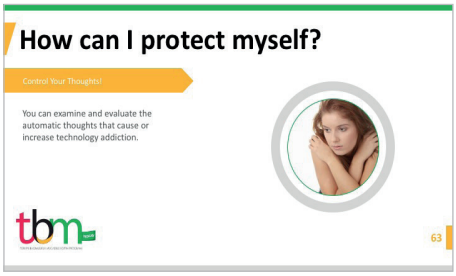
- Listen to your students' comments about the news. Then arouse interest saying, "Are you aware that the cyber world is stealing our emotions from us". Continue, saying, "It cheapens life, death, love, pity and help. People who would cry when watching a movie in the past are now indifferent to fatalities that occur next to them. So has this happened?"
- After listening to the opinions of your students, tell them to look at the relevant pages of the presentation. [The text is on pages 2-19 of the participant booklet entitled "Don't be Addicted to Technology". Display the respective slides of the presentation entitled "Don't be Addicted to Technology" on the screen.]
- After emphasizing that importance of technology in our lives is increasing day by day, ask who has a smart phone, and how long they spend on it daily. Following this question, ask how much time they spend with their families and friends (except school) and try to arouse curiosity by asking the question, "Could we be addicted to technology? Would you like to find out?" Then apply the technology addiction test. [Display slides 30-50 of the presentation entitled "Don't be Addicted to Technology".]
- On completion of the test, share the results with your students and ask them for their opinions. Offer solutions saying, "If you are addicted, you should regain the upper hand. Let's see if you can do this together." [Display slides 52-64 of the presentation entitled "Don't be Addicted to Technology".]



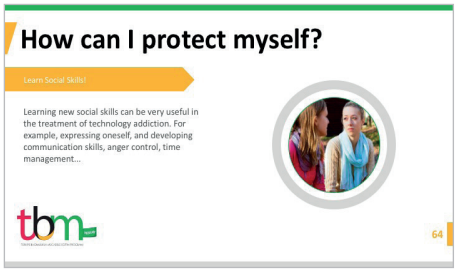
Slide 52



Slide 53



Slide 63



Slide 64

Conclusion (5 min.)

- Finish the lesson after producing slogans warning of technology addiction with your students. [The text is on page 24 of the participant booklet entitled "Don't be Addicted to Technology".]
- Finally, hand out the post-test sheets to the students and ask them to fill out the form. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

C TOBACCO ADDICTION

Name of the Program:

TBM Tobacco Addiction Education for High School Level

Duration:

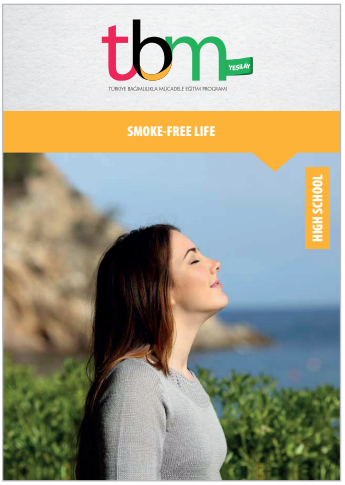
1 lesson (40 minutes)

Materials:

Participant booklet entitled "A Smoke-Free Life"
Presentation entitled "A Smoke-Free Life"

Expected Results:

As a result of the activities to be carried out at school after the presentations and activities within this program, the participants are expected to achieve the outcomes given on the list "Tobacco Addiction High School Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
54	When confronted with peer pressure, asks why his peers are so insistent.	19
103	Develops solutions for situations in which rights and freedoms are violated.	14-16
127	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.	
152	Takes measures to prevent the spread of diseases.	9
167	Explains withdrawal syndrome with examples.	
168	Perceives apathy as a problem.	22
169	Recognizes that becoming addicted is much easier than quitting.	3
171	Explains the gateway effect of addictive substances.	5
172	Recognizes that addicts usually start to use believing they can control themselves.	5
173	Explains the concept of social smoking.	2-3
174	States that addiction treatment is a long and challenging process.	22
182	Gives examples of the economic losses linked to addiction.	12-13
201	Compares the characteristics of smokers and non-smokers.	10
202	Informs the people around them about the effects of smoking on health.	16, 24
203	Rejects the perception that cigarettes are less harmful than other substances.	
204	Expresses that smoking is not a problem-solving tool.	20-21
205	Expresses that smoking is not a symbol of power.	2-3
206	Recognizes that being part of a group does not require smoking.	21
207	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.	
208	Defines the concept of passive smoking.	14-15

209	Protects people's right to a smoke-free environment.	16
221	Acknowledges that tobacco, alcohol and substance abuse lead to social exclusion.	22
222	Knows where the first offers of tobacco, alcohol or substances may come from.	19

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

- Participant booklet entitled "A Smoke-Free Life"
- Presentation entitled "A Smoke-Free Life" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Narration
- Brainstorming
- Question and answer
- Discussion

Introduction (5 min.)

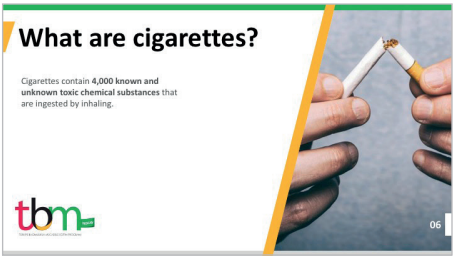
- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the students and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- Meet with a group of volunteer students beforehand. Tell them you will perform a play called "Smoking as a Psychological Warfare Strategy".
- Give information to your students about the drama activity, and assign roles.

Presentation (30 min.)

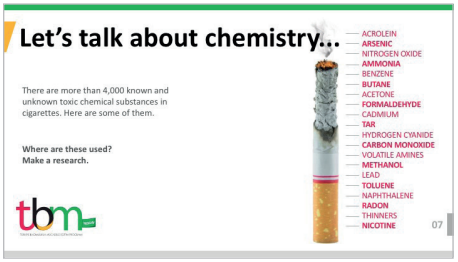
- Give your students five minutes to prepare for their role.
- Have the students sit around a table.
- Start the game.
  - Sir, their young population is too high!

  What does it mean?
  - Production.
  - Creative ideas.
  - Dynamism, etc.
  - Our population is old. Our country is like a retirement home.
  - Then we have to work on their youth. We must turn their strengths into weaknesses.
  - How do we do that?
  - We'll poison the youth.
  - That's a bit much!
  - No, we're really going to poison them, but slowly.
  - Even legally.
  - We'll also charge them for the poison.
  - My lad, you've outdone me! So how's it going to work?
  - With cigarettes...

- Stop the game here. Ask your students, "Are cigarettes really poisonous?" After listening to their answers, tell them to look at the reading texts "What is Nicotine, what does it do?" and "How is your chemistry? [The text is on pages 3-4 of the participant booklet entitled "A Smoke-Free Life".] Display slides 6 and 7 of the presentation entitled "A Smoke-Free Life" on the screen.]
- Resume the game.
  - What happens when they smoke?
  - Sir, they'll start using substances.
  - Drinks and drugs will follow.



Slide 6



Slide 7

- They will see life as a place of pleasure rather than for work and production.
- Their bodies won't be able to stand it!
- They will get sick. The hospitals will be flooded with them.
- We'll make even more money selling them medicine! Especially if they get cancer, we're going to increase our profit 1000 to 1. It is the most profitable disease...

- Stop the game here and inform the students about smoking-induced diseases. Ask, "Are there any people around you who have smoking-related diseases?" [The text is on page 9 of the participant booklet entitled "A Smoke-Free Life". Display slides 14-16 of the presentation entitled "A Smoke-Free Life" on the screen.]



Slide 14



Slide 15



Slide 16

- Then resume the game.
  - Boy, you're incredible. We will sell them poison and make a profit; then we will sell them medicine, and make a profit again!
  - It's not enough, sir. We'll kill them like pests. We have the statistics. There's no more dangerous serial killer in the world than cigarettes. 13,000 people a day ...
  - So how will you make them addicted to this poison?
  - Simple, girls will find it cool and boys will smoke it to look cool.
  - Artists will smoke, and young people will model themselves on them.
  - Songs, folk songs will mention how it cool it is to smoke. Young people will smoke again.
  - Smoking will be trendy among young men; young people will drink again.

- The girls will also want to look good; they will smoke again.
- I'm with you till the end. The market is ready, the goods are ready. Let's poison them and clean them out.

Conclusion (5 min.)

- Divide your students into groups of 3-5 people. Hand out the "We Draw, You Write" cartoons in the activity to the groups and ask them to write.
- Share what they have written with the rest of the class. [The activity is on page 17 of the participant booklet entitled "A Smoke-Free Life".]
- Finally, hand out the post-test sheets to the students and ask them to fill out the form. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

D ALCOHOL ADDICTION

Name of the Program:

TBM Alcohol Addiction Education for High School Level

Duration:

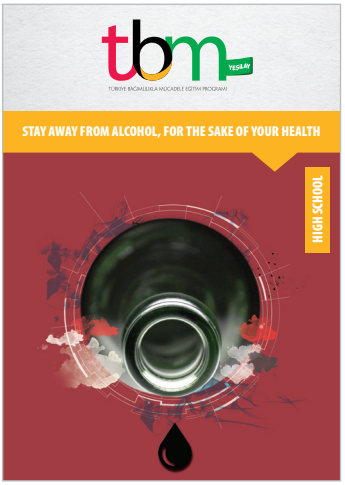
1 lesson (40 minutes)

Materials:

Participant booklet entitled "Stay Away from Alcohol for Your Own Sake!"
Presentation entitled "Stay Away from Alcohol for Your Own Sake!"

Expected Results:

As a result of the activities to be carried out at school after the presentations and activities within this program, the participants are expected to achieve the outcomes given on the list "Alcohol Addiction High School Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
54	When confronted with peer pressure, asks why his peers are so insistent.	9, 31
123	Notices any tendency to be alone and isolated.	18
126	Enjoys spending time with family and friends.	
127	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.	
157	Applies the principles of rational drug use to his/her life.	
167	Explains withdrawal syndrome with examples.	8
168	Perceives apathy as a problem.	
169	Recognizes that becoming addicted is much easier than quitting.	8, 18
171	Explains the gateway effect of addictive substances.	9
172	Recognizes that addicts usually start to use believing they can control themselves.	18
173	Explains the concept of social smoking.	
174	States that addiction treatment is a long and challenging process.	3, 8, 18
182	Gives examples of the economic losses linked to addiction.	
201	Compares the characteristics of smokers and non-smokers.	
202	Informs the people around them about the effects of smoking on health.	
207	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.	
211	States the changes in the body due to alcohol.	6-7
212	Explains the social, economic, legal and physical consequences of alcohol use.	6-7, 12-15, 32
213	Explains irrational thoughts accompanied by alcohol use.	12, 28
214	Recognizes the connection between alcohol use and traffic accidents.	22-24
215	Recognizes the need for laws and rules related to alcohol and alcohol addiction.	32
216	Recognizes the need for laws and rules related to alcohol and alcohol addiction.	16-17

217	Questions the "sympathetic drunk" characters in mass media.	
218	Does not see alcohol as a means of acceptance among his/her peers.	9, 30-31
221	Acknowledges that tobacco, alcohol and substance abuse lead to social exclusion.	9
222	Knows where the first offers of tobacco, alcohol or substances may come from.	9, 18-19, 30-31

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

- Participant booklet entitled "Stay Away from Alcohol for Your Own Sake!"
- Presentation entitled "Stay Away from Alcohol for Your Own Sake!" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)
- Large cardboard sheets

Learning and Teaching Methods and Techniques

- Narration
- Brainstorming
- Question and answer
- Discussion

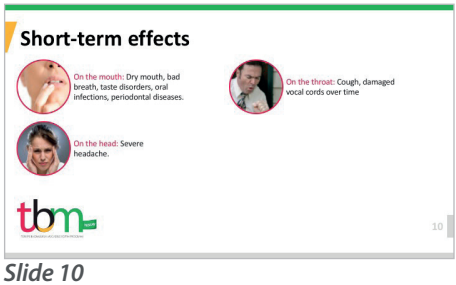
Introduction (5 min.)

- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the students and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- Display on the screen news of an accident caused by a drink driver that you have found by browsing newspapers and websites before the lesson, and give the details of the news.

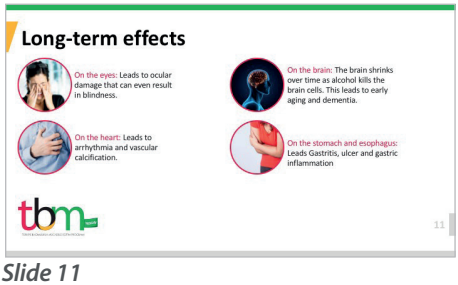
Presentation (30 min.)

- After showing the news, ask your students, "How do you think the investigation will be concluded?" Continue discussion asking, "What do you think caused this accident? When was the first step leading to the accident taken?"
- Say that the first step that led to the accidental death / injury / death of another person in this accident was perhaps made years ago when the person drank alcohol for the first time. Resume the discussion with the following questions and the like, depending on the nature of the news:
  - I wonder if any of his friends who cried for him after the accident had been drinking with him?
  - What's their role in this accident?
  - Can the prosecutor find out? What about their conscience...
  - Does alcohol only cause accidents? Are there any other dangers associated with it? If so, what are they?

- After the questions and answers, tell your students about the dangers of alcohol. [The text is on pages 6-7 of the participant booklet entitled "Stay Away from Alcohol for Your Own Sake!". Display slides 10-11 of the presentation entitled "Stay Away from Alcohol for Your Own Sake!" on the screen.]



Slide 10



Slide 11

- Start talking how to refuse when someone offers you a drink, "How do you say no when someone offers you a drink?".
- Write "My Strategies for Staying Away from Alcohol" on the large cardboard sheets.
- Attach the cardboard to the walls.
- Divide the students into groups, and get them to write their thoughts on the cardboard using the station technique.
- Read out the answers of the students after the activity is completed.

Conclusion (5 min.)

- Divide your students into groups and give them two minutes to evaluate what they have learned and gained in this course.
- Finally, hand out the post-test sheets to the students and ask them to fill out the form. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

E SUBSTANCE ADDICTION

Name of the Program:

TBM Substance Addiction Education for High School Level

Duration:

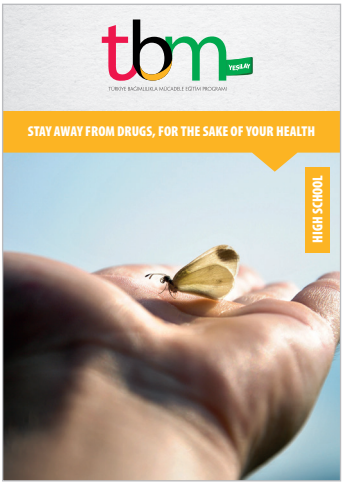
1 lesson (40 minutes)

Materials:

Participant booklet entitled "Stay Away from Substances for Your Own Sake!"
Presentation entitled "Stay Away from Substances for Your Own Sake!"

Expected Results:

As a result of the activities to be carried out at school after the presentations and activities within this program, the participants are expected to achieve the outcomes given on the list "Substance Addiction High School Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
54	When confronted with peer pressure, asks why his peers are so insistent.	12
123	Notices any tendency to be alone and isolated.	14-15
126	Enjoys spending time with family and friends.	
127	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.	12-13
157	Applies the principles of rational drug use to his/her life.	
167	Explains withdrawal syndrome with examples.	2, 4, 12-15
168	Perceives apathy as a problem.	
169	Recognizes that becoming addicted is much easier than quitting.	
171	Explains the gateway effect of addictive substances.	16-17
172	Recognizes that addicts usually start to use believing they can control themselves.	12-13, 16-17
173	Explains the concept of social smoking.	
174	States that addiction treatment is a long and challenging process.	2, 11-15
182	Gives examples of the economic losses linked to addiction.	
201	Compares the characteristics of smokers and non-smokers.	
202	Informs the people around them about the effects of smoking on health.	
207	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.	
212	Explains the social, economic, legal and physical consequences of alcohol use.	
213	Explains irrational thoughts accompanied by alcohol use.	
219	Acknowledges that not every psychological problem leads to substance abuse, but that substance abuse always creates psychiatric problems.	22-25
220	Notices the symptoms of substance use in individuals.	4, 14
221	Acknowledges that tobacco, alcohol and substance abuse lead to social exclusion.	23-26

222	Knows where the first offers of tobacco, alcohol or substances may come from.	18-20
223	Follows new dangerous approaches to substance abuse and takes measures.	20
224	Explains the criminal laws related to substance abuse and sale.	31

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

- Participant booklet entitled "Stay Away from Substances for Your Own Sake!"
- Presentation entitled "Stay Away from Substances for Your Own Sake!" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Narration
- Brainstorming
- Question and answer
- Discussion

Introduction (5 min.)

- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the students and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- Inform your students that you will work with a group of students for the presentation. Explain that each student will represent the organ of a person who uses substances. The brain, skin, lung, mouth, heart and the body itself.
- If you can use costumes, make-up and background music, the presentation will be more effective.

Presentation (30 min.)

- Distribute the following lines to your students. Allow three minutes for preparation.

Brain: *What's going on? Why are you doing this to me? I'm not the same anymore. I don't enjoy life. Everything is meaningless! I feel strangely unhappy. I cannot sleep. I can't think as fast as before. I'm having a hard time focusing on something. This is why I cannot study. Everybody says, "What's wrong with you?" I hear strange noises. I can't remember what I said. Why are you doing this to me? You can't be happy when I'm in pain!*

Skin: *What's going on? Why are you doing this to me? I'm not the same anymore. Do you like it when your face looks 5-10 years older than your peers with all those wrinkles? The spots all over your face have made your already wrinkled face so ugly. Not to mention the rashes. You're losing your hair. I'm not that shiny, vivacious skin anymore. Why are you doing this to me? You can't be happy to see me like this every time you look in the mirror!*

Lungs: *What's going on? Why are you doing this to me? I'm not the same anymore. Where is that old me who breathed so enthusiastically as you ran for hours playing football? Where is that old me the breathed so happily as you ran and swam tirelessly with your friends at the weekends? Now I'm having trouble breathing, even as you walk. I constantly suffer from coughing fits. Why do I get bronchitis so often now? What did I do to you to deserve such a punishment? I don't know how much longer I can tolerate you. You can't be happy with me like this!*

Mouth: *What's going on? Why are you doing this to me? I'm not the same anymore. Where are my teeth that looked like pearls every time he laughed? They're yellow now. Not to mention the black plaque. How did all this happen so quickly? I see people turn their faces away from me now. You know why they do that? I smell bad. I feel uncomfortable with my own smell. You will probably get oral or laryngeal cancer! Why are you doing this to me? You can't be happy with me like this!*

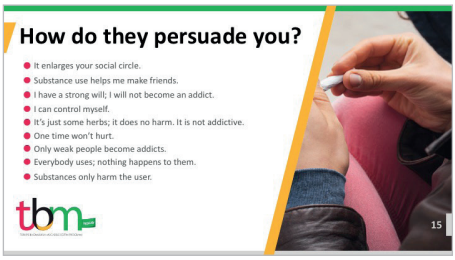
Heart: *What's going on? Why are you doing this to me? I'm not the same anymore. Do you know how much I miss those days when I beat with excitement and was alive and kicking? While you're living that fake happiness, I'm shrinking and cannot pump enough blood through your body. I struggle more, but get tired and cannot meet the need, because my veins are constricting and I cannot get enough oxygen-carrying blood. Do you know what you're doing? Does it ever occur to you that you might be paralyzed one day because you have exhausted me? Or you might die? You cannot be happy when I'm going through this!*

Body: *You listened to our pain, the distress you gave us... But we still love you and we work for you. Please care about us! Stop this bad habit before it's too late, before you drag your loved ones into the unspeakable pain and suffering of irrevocable loss! We can recuperate. But first, you have to love yourself and pull yourself together. Please don't do this to us! You cannot be happy with us like this!*

- After this presentation, ask the students what they think and tell them to look at the relevant sections of the booklet after listening to their answers. [The text is on page 11 of the participant booklet entitled "Stay Away from Substances for Your Own Sake".]
- Then ask the question, "How does one say 'yes' to such a poison?" and tell the students to have a look at the relevant text in the booklet. [The text is on pages 12-13 of the participant booklet entitled "Stay Away from Substances for Your Own Sake".] Display slides 14-15 of the presentation entitled "Stay Away from Substances for Your Own Sake!" on the screen.]



Slide 14



Slide 15

- Ask your students how they can say "no" to substance abuse or similar bad habits. After listening to their answers, tell them to look at the relevant text in the booklet. [The text is on pages 25-26 of the participant booklet entitled "Stay Away from Substances for Your Own Sake".] Display slides 23-26 of the presentation entitled "Stay Away from Substances for Your Own Sake!" on the screen.]

Conclusion (5 min.)

- Conclude the lesson after asking, "What would you do if you found out that your friend is using drugs?" and showing them the relevant text in the booklet. [The text is on page 27 of the participant booklet entitled "Stay Away from Substances for Your Own Sake".]
- Finally, hand out the post-test sheets to the students and ask them to fill out the form. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

tbm YEŞİLAY
TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

ALCOHOL, THE MOTHER OF ALL EVILS



tbm YEŞİLAY
TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

DRUGS, THE END OF FREEDOM



tbm YEŞİLAY
TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

HEALTH COMES FIRST

ADULTS



tbm YEŞİLAY
TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

TECHNOLOGY AND ITS PROPER USE



tbm
TÜRKİYE BAĞIMLILIKLA MÜCADELE EĞİTİM PROGRAMI

SMOKING, THE ENEMY OF THE B



CHAPTER 6



TBM Program and Materials for Adults

THINGS TO BE CONSIDERED IN ACTIVITIES, PREPARATIONS AND PRESENTATIONS FOR ADULTS

Before the Activity

Make sure that they can make choices and direct themselves.

- Arrange your goals considering the needs of the group.
- Ask them what they know and what they want to know.

Make sure that they use their experience for their own benefit.

- Do not ignore what they know, as it is an important resource for you.
- Plan activities in which they can use their knowledge and experience.

During the Activity

Get to know the people you are addressing.

- Adults have broad life experience. They also want to share this experience. Take advantage of this in the learning environment.
- Adults really want to learn, and are intrinsically motivated to do so. Make sure their self-esteem is not disrupted.
- Collaborate in the learning environment.
- Adults prefer practical, related, practicable learning experiences. Consider this preference.
- They are problem-centered rather than content-centered. Make your plans accordingly.
- Adults are ready to learn when they need it. Accordingly, you should state the purpose of your course and why it is important.

Enhance their self-esteem.

- Plan activities that are likely to be successful in small group activities.
- Make plans that will be increasingly successful.
- Make sure that the participants are increasingly competent and effective.

Present problem-centered and practical course content.

- Make summaries.
- Give examples.
- Use stories.
- Make plans where newly learned knowledge can be applied.
- Design collaborative problem-solving activities.

Choose course content that helps the participants acquire new knowledge.

- Allow them to express what they know about the material to be learned.
- Talk about your agenda and ask if there is anything they want to add.
- Ask them why they would like to learn about this subject.
- Include as many options in your plan as possible and make changes during the presentation if necessary.

Respect the learners.

- Consider their needs.
- Make sure they go through well-organized, quality experiences.
- Use time well.
- Make sure they understand your professional jargon or new words.

At the End of the Activity

- Get feedback on your teaching process.
- Ask them what they want to learn in the next lesson.

A HEALTHY LIFE

Name of the Program:

TBM Healthy Life Education for Adults

Duration:

1 lesson (40 minutes)

Materials:

Participant booklet entitled "Health Comes First"
Presentation entitled "Health Comes First"

Expected Results:

As a result of the activities to be carried out after the presentations and activities in this program, the participants are expected to achieve the outcomes given on the list "Healthy Life University/Adult Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
3	Applies the principles and rules specific to a task.	10-15, 18-23
96	Knows that some value criteria may differ in other cultures.	
103	Develops solutions for situations in which rights and freedoms are violated.	
117	Knows and distinguishes between different health problems in developmental processes.	
119	Acts as a part of nature, rather than thinking s/he rules over it.	16-18
120	Uses his/her free time productively.	18
133	Explains the basic concepts of healthy living.	4, 12-15, 18-23
134	Makes health-related arrangements in their living space.	16-17
135	Makes sure that the goods s/he uses are healthy/simple and ergonomic.	14-15
136	Is willing to receive preventive health services (vaccination, etc.).	10-11
137	Says all forms of extremism should be avoided.	5-6, 24
138	Acknowledges that changes in behavior/attitude in relation to health take time.	10-11
140	Avoids obsessions and anxiety about health.	10-11
143	Associates regular sleep with health.	21-23
144	Assesses the food pyramid for a healthy life.	5
145	Consumes food in an informed manner.	4-6
146	Explains the health hazards of fast food.	6
147	Recognizes energy drinks and explains their effects.	
148	Does not perceive nutrition as a reward or entertainment culture.	
150	Associates clothing with health.	14-15
151	Recognizes the effects of popular culture that disrupt the body (tattoos, tight clothing, short clothing, flat and heeled shoes, etc.).	14-15
152	Takes measures to prevent the spread of diseases.	10-11
153	Recognizes the basic symptoms of common diseases.	10-11
154	Manages chronic diseases.	10-11
155	Gives examples of urgent health conditions.	10-11
156	Effectively manages crises in health-related emergency situations.	10-11
157	Applies the principles of rational drug use to his/her life.	10-11

No	Outcomes	Page No. Where Outcome is Achieved*
158	Acquires information about social security services.	10-11
160	Expresses how to communicate with healthcare personnel when necessary.	
161	Recognizes patient rights and duties.	10-11
177	Recognizes the health effects of immoderate use of technology and takes measures.	
207	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.	28

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

- Participant booklet entitled "Health Comes First"
- Presentation entitled "Health Comes First" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Narration
- Brainstorming
- Question and answer
- Discussion

Introduction (5 min.)

- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the participants and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- First of all, thank the participants for their participation and for their awareness of the benefit to themselves and their children. Indicate that the course will consist of two parts:
  Part 1: What we should do for our own health
  Part 2: What we should do for the health of our children
- Ask, "Which do you think it would be better to start with?" Start with Part 1, saying that mothers and fathers who are not healthy cannot take care of their children enough, and if they do not make an effort to live healthily, they should not expect their children to do so.

Presentation (40 min.)

- Begin the presentation by saying that everything we do for our own health will actually benefit us twice as much, since we also set an example for our children.

- Display slides 4-14. In this part, highlight the four-leaf clover. Indicate that what is important is to maintain a balanced diet. For this purpose, you can prepare the clover in color beforehand and distribute it to the participants so that they can hang it in their kitchen. [The text is on pages 2-9 of the participant booklet entitled "Health Comes First".]

- Referring to the concept of health literacy, display slides 21-24. [The text is on pages 10-11 of the participant booklet entitled "Health Comes First".]



Slide 21



Slide 24

- Address the topic of personal hygiene and hygiene in our living spaces. [The text is on pages 12 and 16-17 of the participant booklet entitled "Health Comes First". Display slides 26-27 and 34-35 of the presentation entitled "Health Comes First".]

- Then, briefly mention the "Clothing" and "Adequate Sleep" sections in turn. [The text is on pages 14-15 and 21-23 of the participant booklet entitled "Health Comes First". Display slides 28-32 and 42-47 of the presentation entitled "Health Comes First".]

- Then move on to part 2, which you describe under the theme of "What we should do for the health of our children" at the beginning of the course. Give the necessary information to the participants. [The text is on page 7 of the participant booklet entitled "Health Comes First". Display slides 14-15 of the presentation entitled "Health Comes First".]



Slide 14



Slide 15

Conclusion (5 min.)

- Ask one participant to briefly summarize what you have said in part 1, and another to summarize part 2, taking 1-2 minutes each.
- Finish the lesson after thanking the participants for their interest and sensitivity.
- Finally, hand out the post-test sheets to the participants and ask them to fill them out. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

B TECHNOLOGY ADDICTION

Name of the Program:

TBM Technology Addiction Education for Adults

Duration:

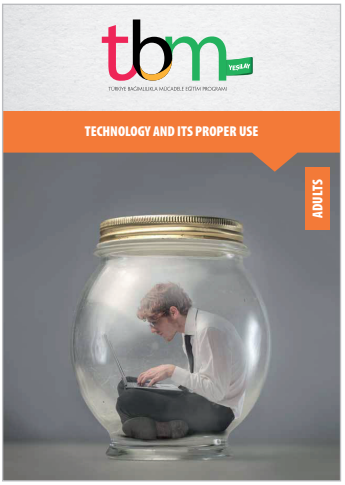
1 lesson (50 minutes)

Materials:

Participant booklet entitled "Sufficient and Proper Use of Technology"
Presentation entitled "Sufficient and Proper Use of Technology"

Expected Results:

As a result of the activities to be carried out after the presentations and activities in this program, the participants are expected to achieve the outcomes given on the list "Technology Addiction University/Adult Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
54	When confronted with peer pressure, asks why his peers are so insistent.	3
96	Knows that some value criteria may differ in other cultures.	
103	Develops solutions for situations in which rights and freedoms are violated.	
119	Acts as a part of nature, rather than thinking s/he rules over it.	
122	States that avoiding natural and social life is a form of disease.	14
123	Notices any tendency to be alone and isolated.	15, 18
124	Knows what privacy is and protects his/her privacy.	4, 28
125	Respects the privacy of other people.	
126	Enjoys spending time with family and friends.	7-8, 15, 24
127	Realizes that "going astray" and "being idle" during one's youth can lead the individual to dangerous pursuits.	15, 26-28
134	Makes health-related arrangements in their living space.	12
135	Makes sure that the goods s/he uses are healthy/simple and ergonomic.	
137	Says all forms of extremism should be avoided.	3, 18-19
143	Associates regular sleep with health.	17
152	Takes measures to prevent the spread of diseases.	
163	Distinguishes between habit and addiction.	2-4
167	Explains withdrawal syndrome with examples.	16
168	Perceives apathy as a problem.	
169	Recognizes that becoming addicted is much easier than quitting.	
172	Recognizes that addicts usually start to use believing they can control themselves.	
174	States that addiction treatment is a long and challenging process.	
177	Recognizes the health effects of immoderate use of technology and takes measures.	16-17
178	Cares about face-to-face relationships.	
179	Realizes that possessing technological products does not indicate social status.	

180	Does not replace the technology products s/he uses unless it is necessary.	
181	Expresses the positive and negative effects of technology on human life.	4, 16-17
182	Gives examples of the economic losses linked to addiction.	
183	Notices undesired behaviors of children in their use of technology.	22-23, 26-27
184	Notices the negative effects of technological devices on child development.	22-23, 26-27
185	Guides people in the proper use of technology.	26-27
186	Notices the unfavorable content of technological tools.	14
187	Manages time properly when using technology.	12, 16, 22
188	Emphasizes the things to be considered when selecting entertaining technological devices and content.	11
189	Explains the importance of using technology properly according to the age group.	
192	Uses the Internet safely.	4
193	Explains the potential dangers of sharing personal data, giving examples.	4
194	Assesses the negative effects of social media on human relations objectively.	11
195	Infers that misuse of the Internet can lead to such problems as deception, fraud, harassment, bullying, etc.	
196	Uses sources of information other than the Internet.	
197	Discusses the positive and negative aspects of having an anonymous personality on the Internet.	
198	Lists the security vulnerabilities (pop-up pages, trojans, worms, cookies, etc.) placed for malicious use on websites.	
199	Comprehends that games are always based on the same themes.	11
200	Lists the things to be considered when selecting the television programs to watch.	26-28
210	Knows how to approach young addicts.	20-21

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

- Participant booklet entitled "Sufficient and Proper Use of Technology"
- Presentation entitled "Sufficient and Proper Use of Technology" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Narration
- Brainstorming
- Question and answer
- Discussion

Introduction (5 min.)

- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the participants and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- Without waiting for answers, ask the following questions, one after the other:
    - Do you spend more time looking at a screen than with your family?
    - Do you see your child's mobile phone as a part of him/her? - Can your child write at a rate close to speech? - Do you feel you are unable to separate your child from their screens, as if they are magnetized?
    - Do you have concerns about your child's digital screen time?

- Start by saying, "If you say yes to a few of these questions, you are in the right place."

- Display the relevant slides of the presentation saying, "Let's start with defining our current subject, which is technology addiction". [The text is on page 3 of the participant booklet entitled "Sufficient and Proper Use of Technology". Display slide 3 of the presentation entitled "Sufficient and Proper Use of Technology".]



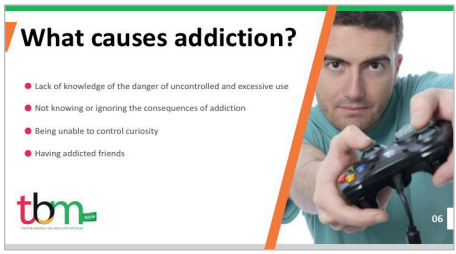
Slide 3

Presentation (40 min.)

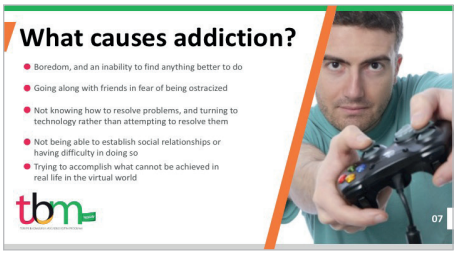
- After providing the definition of technology addiction, ask the participants, "Does this sound familiar?" and listen to their answers.

- Display slide 4 of the presentation saying, "Let's see how addiction occurs". [The text is on page 4 of the participant booklet entitled "Sufficient and Proper Use of Technology".]

- Give information saying, "So, how does one get into this troublesome spiral? Why do they lose control looking at a screen? Let's have a look at it". [The text is on page 18-19 of the participant booklet entitled "Sufficient and Proper Use of Technology".] Display slides 6-7 of the presentation entitled "Sufficient and Proper Use of Technology" on the screen.]



Slide 6

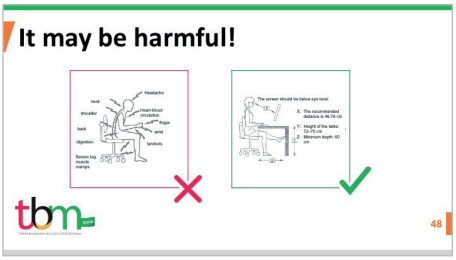


Slide 7

- Tell them to look at the text on the dangers of technology addiction saying, "What is the level of your child? Note that the effects of technology addiction become more intense as the level increases. Let's have a look at the danger of this addiction now. Everybody think about their own children. What dangers do you experience at home? [The text is on page 14 of the participant booklet entitled "Sufficient and Proper Use of Technology". Display slides 47-48 of the presentation entitled "Sufficient and Proper Use of Technology" on the screen.]



Slide 47



Slide 48

- Apply the Internet addiction test after telling the participants that they should take note of the number of affirmative answers they gave to the questions asked on the next slide. At the end of the test, take the number of affirmative answers and emphasize that Internet use is an increasingly common addiction.

- Display slide 8 of the presentation entitled "Sufficient and Proper Use of Technology"" on the screen.]

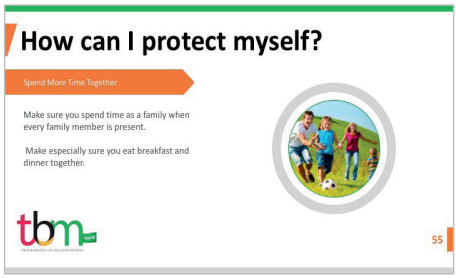
- Encourage them to take notes, saying, "We cannot prevent the use of technology, but we can use it without disrupting the flow of our lives. If you take note of which of the issues that we will talk about in a moment in which you have been negligent up to now, and of the things you intend to do from now on, then it means you have benefited from this course". [Display slides 53-56 of the presentation entitled "Sufficient and Proper Use of Technology"" on the screen.]



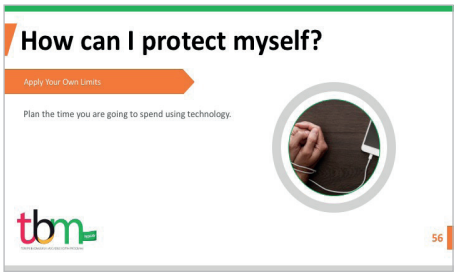
Slide 53



Slide 54



Slide 55



Slide 56

- Show the relevant texts after saying, "So how can we fight this addiction? Think about what you can do at home based on the models we will present. You can even make small notes and hang them in places where you will see them often." Ask which ones make sense and how they can be applied at home. [The text is on pages 20-21 of the participant booklet entitled "Sufficient and Proper Use of Technology". Display slides 57-65 of the presentation entitled "Sufficient and Proper Use of Technology" on the screen.]



Slide 57



Slide 58



Slide 59



Slide 60



Slide 64



Slide 65

Conclusion (5 min.)

- After displaying the final slides, ask the participants to explain in a sentence how this seminar has benefitted them.
- Finish the lesson thanking them for their interest and sensitivity after hearing their comments.
- Finally, hand out the post-test sheets to the participants and ask them to fill out the form. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

C TOBACCO ADDICTION

Name of the Program:

TBM Tobacco Addiction Education for Adults

Duration:

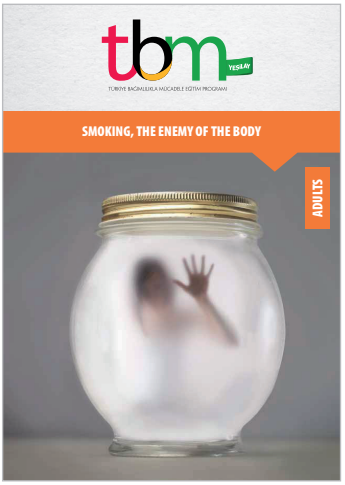
1 lesson (50 minutes)

Materials:

Participant booklet entitled "Smoking, the Enemy of Our Bodies"
Presentation entitled "Smoking, the Enemy of Our Bodies"

Expected Results:

As a result of the activities to be carried out after the presentations and activities in this program, the participants are expected to achieve the outcomes given on the list "Tobacco Addiction University/Adult Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
54	When confronted with peer pressure, asks why his peers are so insistent.	13
103	Develops solutions for situations in which rights and freedoms are violated.	11
127	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.	
152	Takes measures to prevent the spread of diseases.	9
167	Explains withdrawal syndrome with examples.	
168	Perceives apathy as a problem.	13
169	Recognizes that becoming addicted is much easier than quitting.	4, 16
171	Explains the gateway effect of addictive substances.	6
172	Recognizes that addicts usually start to use believing they can control themselves.	16
173	Explains the concept of social smoking.	13
174	States that addiction treatment is a long and challenging process.	2, 16
182	Gives examples of the economic losses linked to addiction.	
201	Compares the characteristics of smokers and non-smokers.	9, 14-15
202	Informs the people around them about the effects of smoking on health.	18-19
203	Rejects the perception that cigarettes are less harmful than other substances.	
204	Expresses that smoking is not a problem-solving tool.	14-15
205	Expresses that smoking is not a symbol of power.	13
206	Recognizes that being part of a group does not require smoking.	13
207	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.	6
208	Defines the concept of passive smoking.	11

209	Protects people's right to a smoke-free environment.	11
210	Knows how to approach young addicts.	16, 20
221	Acknowledges that tobacco, alcohol and substance abuse lead to social exclusion.	
222	Knows where the first offers of tobacco, alcohol or substances may come from.	13

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

- Participant booklet entitled "Smoking, the Enemy of Our Bodies"
- Presentation entitled "Enemy of Our Bodies: Smoking" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Narration
- Case study
- Brainstorming
- Question and answer
- Discussion

Introduction (5 min.)

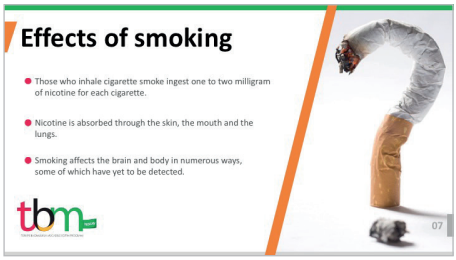
- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the participants and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- First of all, thank the participants for their sensitivity and interest in the subject. Thank twice those who have participated even though they are smokers, as it is twice as hard for them to take part.

Presentation (40 min.)

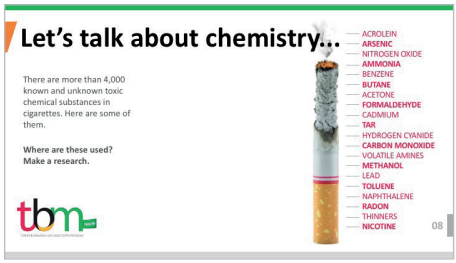
- Ask them what they know about the dangers of smoking. After listening to their answers, show the texts "Smoking and Nicotine" and "Effects of Smoking". [The text is on pages 3-5 of the participant booklet entitled "Enemy of Our Bodies: Smoking". Display slides 6-15 of the presentation entitled "Enemy of Our Bodies: Smoking" on the screen.]



Slide 6



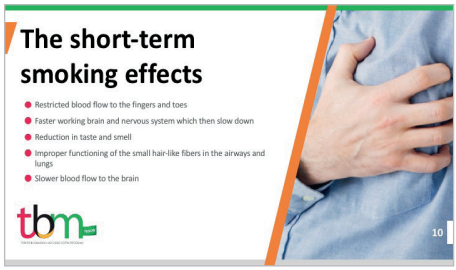
Slide 7



Slide 8



Slide 9



Slide 10



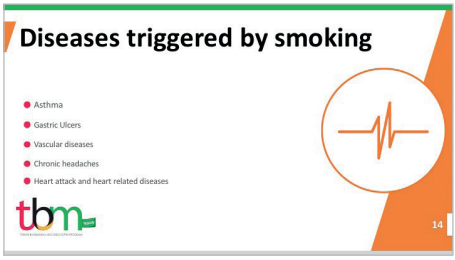
Slide 11



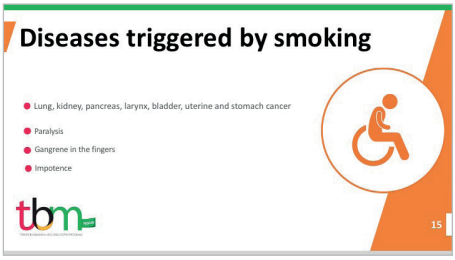
Slide 12



Slide 13



Slide 14



Slide 15

- Ask them if they have heard the concept of passive smoking and show the relevant texts of the booklet. [The text is on page 11 of the participant booklet entitled

- "Enemy of Our Bodies: Smoking".]Listen to the participants' comments after saying, "There are many people around us who smoke. So, how can we protect our children from this bad, toxic habit?" Then show the relevant texts. [The text is on pages 18-19 of the participant booklet entitled "Smoking, Enemy of Our Bodies".]

Conclusion (5 min.)

- Let a few participants mention the things they did not know before and they have learned during the course. Then ask a few different participants to say some of the things that they already knew but did not care, but have come to realize their importance thanks to this course.
- Finish the lesson thanking the participants for their interest and sensitivity.
- Finally, hand out the post-test sheets to the participants and ask them to fill out the form. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

D ALCOHOL ADDICTION

Name of the Program:

TBM Alcohol Addiction Education for Adults

Duration:

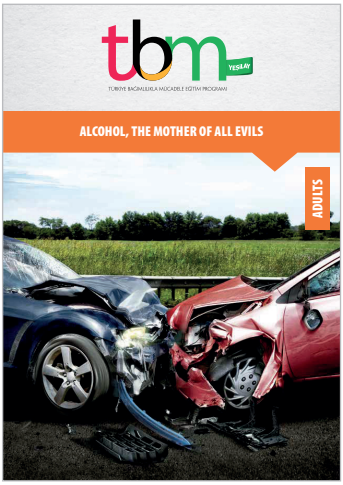
1 lesson (50 minutes)

Materials:

Participant booklet entitled "Alcohol: The Gateway to Evil"
Presentation entitled "Alcohol: The Gateway to Evil"

Expected Results:

As a result of the activities to be carried out after the presentations and activities in this program, the participants are expected to achieve the outcomes given on the list "Alcohol Addiction University/Adult Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
54	When confronted with peer pressure, asks why his peers are so insistent.	9, 14, 18
123	Notices any tendency to be alone and isolated.	9
126	Enjoys spending time with family and friends.	
127	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.	15
157	Applies the principles of rational drug use to his/her life.	
167	Explains withdrawal syndrome with examples.	8
168	Perceives apathy as a problem.	9, 15
169	Recognizes that becoming addicted is much easier than quitting.	
171	Explains the gateway effect of addictive substances.	
172	Recognizes that addicts usually start to use believing they can control themselves.	2-3, 9
173	Explains the concept of social smoking.	
174	States that addiction treatment is a long and challenging process.	
182	Gives examples of the economic losses linked to addiction.	
201	Compares the characteristics of smokers and non-smokers.	
202	Informs the people around them about the effects of smoking on health.	
207	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.	11
211	States the changes in the body due to alcohol.	
212	Explains the social, economic, legal and physical consequences of alcohol use.	6-7
213	Explains irrational thoughts accompanied by alcohol use.	6-7, 17, 20
214	Recognizes the connection between alcohol use and traffic accidents.	12-13
215	Recognizes the need for laws and rules related to alcohol and alcohol addiction.	10-11
216	Realizes how alcohol use is presented as a means of solving problems and relaxing in the mass media.	

217	Questions the "sympathetic drunk" characters in mass media.	
218	Does not see alcohol as a means of acceptance among his/her peers.	
221	Acknowledges that tobacco, alcohol and substance abuse lead to social exclusion.	
222	Knows where the first offers of tobacco, alcohol or substances may come from.	

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

- Participant booklet entitled "Alcohol: The Gateway to Evil"
- Presentation entitled "Alcohol: The Gateway to Evil" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Narration
- Brainstorming
- Question and answer
- Discussion

Introduction (5 min.)

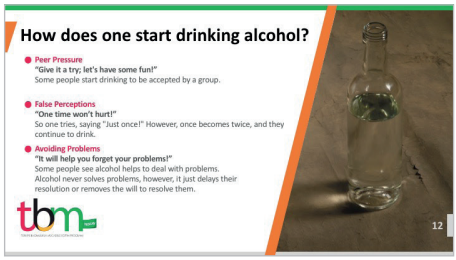
- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the participants and ask them to fill out the form.
- After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- State that you have come together to discuss the question, "How should we protect ourselves and our children from the poison known as alcohol?"

Presentation (40 min.)

- Ask the following question to the participants: "What harm can alcohol do?" Show the relevant texts after listening to the answers. [The text is on pages 6-7 of the participant booklet entitled "Alcohol: The Gateway to Evil". Display slides 9 and 10 of the presentation entitled "Alcohol: The Gateway to Evil".]

- Ask the question, "Why do young people drink alcohol?" Show the relevant texts after listening to the answers. [The text is on page 8 of the participant booklet entitled "Alcohol: The Gateway to Evil". Display slide 11 of the presentation entitled "Alcohol: The Gateway to Evil".]

- Ask the question, "What makes it more dangerous for young people to drink alcohol than for adults?" Display the relevant the slide after listening to the answers. [Display slides 12-13 of the presentation entitled "Alcohol: The Gateway to Evil".]



Slide 12



Slide 13

- Ask the question, "Who is in the risk group? Show the relevant texts after listening to the answers. [The text is on page 15 of the participant booklet entitled "Alcohol: The Gateway to Evil".
- Ask, "What does alcohol change?" Show the relevant texts after listening to the answers. [The text is on pages 16-17 of the participant booklet entitled "Alcohol: The Gateway to Evil". Display slides 18-22 of the presentation entitled "Alcohol: The Gateway to Evil" on the screen.]



Slide 19



Slide 20



Slide 21



Slide 22

Conclusion (5 min.)

- Ask, "So how do we protect our children from alcohol?" Show the relevant texts after listening to the answers. [The text is on pages 18-19 of the participant booklet entitled "Alcohol: The Gateway to Evil".]
- Finish the lesson after thanking the participants for their interest and sensitivity.
- Finally, hand out the post-test sheets to the participants and ask them to fill them out. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

E SUBSTANCE ADDICTION

Name of the Program:

TBM Substance Addiction Education for Adults

Duration:

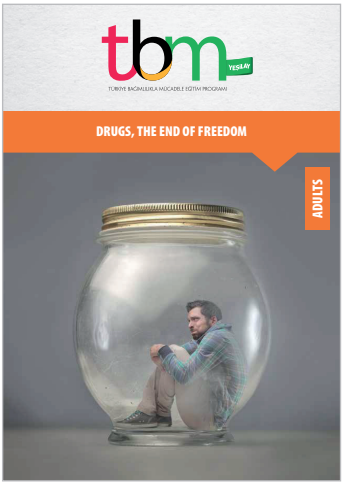
1 lesson (50 minutes)

Materials:

Participant booklet entitled "Drugs: The End of Freedom"
Presentation entitled "Drugs: The End of Freedom"

Expected Results:

As a result of the activities to be carried out after the presentations and activities in this program, the participants are expected to achieve the outcomes given on the list "Substance Addiction University/Adult Level Outcomes".



1 Outcomes

No	Outcomes	Page No. Where Outcome is Achieved*
54	When confronted with peer pressure, asks why his peers are so insistent.	11, 33
123	Notices any tendency to be alone and isolated.	14-15
126	Enjoys spending time with family and friends.	
127	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.	11, 29
157	Applies the principles of rational drug use to his/her life.	
167	Explains withdrawal syndrome with examples.	4, 8-12
168	Perceives apathy as a problem.	
169	Recognizes that becoming addicted is much easier than quitting.	
171	Explains the gateway effect of addictive substances.	16-18
172	Recognizes that addicts usually start to use believing they can control themselves.	16
173	Explains the concept of social smoking.	17
174	States that addiction treatment is a long and challenging process.	11-12, 28
182	Gives examples of the economic losses linked to addiction.	
201	Compares the characteristics of smokers and non-smokers.	
202	Informs the people around them about the effects of smoking on health.	
207	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.	
210	Knows how to approach young addicts.	14-15, 28
212	Explains the social, economic, legal and physical consequences of alcohol use.	
213	Explains irrational thoughts accompanied by alcohol use.	
219	Acknowledges that not every psychological problem leads to substance abuse, but that substance abuse always creates psychiatric problems.	30-34
220	Notices the symptoms of substance use in individuals.	38-40
221	Acknowledges that tobacco, alcohol and substance abuse lead to social exclusion.	21

222	Knows where the first offers of tobacco, alcohol or substances may come from.	19-20
223	Follows new dangerous approaches to substance abuse and takes measures.	21-25
224	Explains the criminal laws related to substance abuse and sale.	28

*Any outcomes not achieved in the book should be achieved through appropriate activities during the class.

2 An Example Lesson

Course Materials

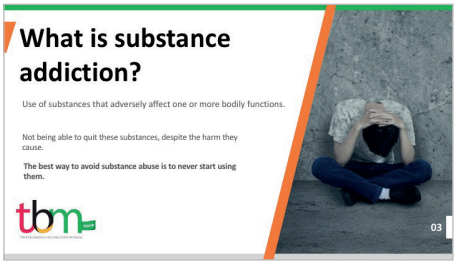
- Participant booklet entitled "Drugs: The End of Freedom"
- Presentation entitled "Drugs: The End of Freedom" to be given by the implementer to the students
- Green Crescent volunteer badge (available for download at www.tbm.org.tr)

Learning and Teaching Methods and Techniques

- Narration
- Brainstorming
- Question and answer
- Discussion

Introduction (5 min.)

- Enter the classroom with the Green Crescent volunteer badge on your collar.
- Hand out the pre-test sheets to the participants and ask them to fill out the form. After collecting the forms, put them into the pre-test envelope and seal it. Write the school name and grade on the envelope.
- State that while the issue of tobacco and alcohol addiction has long been a topic of discussion in society, nowadays, the issue of substance addiction has been added to the agenda. Emphasize that young people who die of synthetic drug use and their families are often on the TV news.
- Ask, "What do we mean when we say substance addiction?", and show the relevant texts. [The text is on pages 2-7 of the participant booklet entitled "Drugs: The End of Freedom". Display slides 3 and 8 of the presentation entitled "Drugs: The End of Freedom" on the screen.]



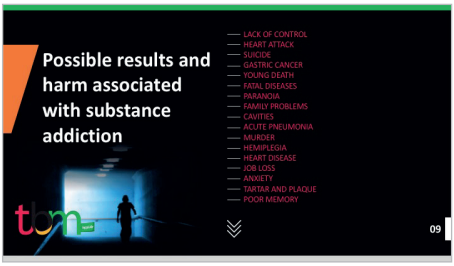
Slide 3



Slide 8

Presentation (40 min.)

- Ask the following question: "What are the effects of substance addiction on the brain?" Show the relevant texts after listening to their answers. [The text is on pages 8-10 of the participant booklet entitled "Drugs: The End of Freedom". Display slides 9-10 of the presentation entitled "Drugs: The End of Freedom" on the screen.]

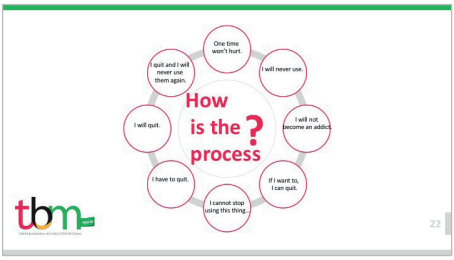


Slide 9



Slide 10

- Ask, "How does the process of addiction take place?" Show the relevant texts after listening to their answers. [The text is on pages 11-12 of the participant booklet entitled "Drugs: The End of Freedom".Display slide 12 of the presentation entitled "Drugs: The End of Freedom" on the screen.]



Slide 22

- Ask, "How can you tell when your child is using drugs?"
- Show the relevant texts after listening to their answers. [The text is on pages 38-40 of the participant booklet entitled "Drugs: The End of Freedom".Display slides 23-30 of the presentation entitled "Drugs: The End of Freedom" on the screen.]

- Ask, "What can we do to protect our children from substance addiction? What are the appropriate attitudes?" Show the relevant texts after listening to their answers. [The text is on pages 29-36 of the participant booklet entitled "Drugs: The End of Freedom".]

Conclusion (5 min.)

- Ultimately, underline that substance addiction can be treated, but relapse is very common after treatment, and so the most rational approach is to never start using substances. Stress that young people should be taken care of and that changes of friends, environments and attitudes should be noted.
- Finish the lesson after thanking the participants for their interest and sensitivity.
- Finally, hand out the post-test sheets to the participants and ask them to fill them out. After collecting the forms, put them in the post-test envelope and seal it. Write the school name and grade on the envelope.

TBM Course Plans and Other Documents

TBM Course Plan for Primary School Students

……. - …… SCHOOL YEAR ……SCHOOL

GREEN CRESCENT TBM EDUCATION PROGRAM PRIMARY SCHOOL LEVEL COURSE PLAN

(IMPORTANT NOTE: The following is an 8-hour course plan for TBM implementers who will deliver courses to primary school students. Arrange the dates and hours of the course according to your groups, and deliver them to the Public Education Center that assigned you, along with any other documents.)

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
……/……/20..	1 COURSE HOUR (40 min.)	Healthy Life (primary school)	*Applies the principles and rules specific to a task. *Knows that value criteria may differ from culture to culture. *Develops solutions for situations where rights and freedoms are violated. *Acts as a part of nature, rather than thinking s/he rules over it. *Explains the basic concepts of healthy living. *Makes health-related arrangements in the living space. *Makes sure that the goods s/he uses are healthy/simple and ergonomic. *Is open to preventive health measures (vaccinations, etc.). *Says all forms of extremism should be avoided. *Acknowledges that changing behaviors/attitudes to health can take time. *Avoids obsessions and anxiety about health. *Associates regular sleep with health. *Evaluates the four-leaf clover from the perspective of a healthy life. *Consumes food in an informed manner. *Explains the health hazards of fast food. *Recognizes energy drinks and explains their effects. *Does not perceive nutrition as a reward and entertainment culture. *Associates clothing with health.	*Introduction *Introduction to Yeşilcan* *The Junk Food Story *Discussion of the subject with questions based on the story *Self-Evaluation Activity *Definition of Healthy Nutrition *Introduction of the Four-Leaf Clover *Foods on the Four-Leaf Clover *Adverse Health Effects of Malnutrition and Unbalanced Diet *Things to Consider for Healthy Nutrition *Activity entitled "Which Food to Which Leaf"	*Narration Method *Storytelling *Drama *Question and Answer *Discussion *Educational Game	Booklet entitled Take Care of Yourself with YeşilcanPresentation entitled Take Care of Yourself with Yeşilcan *The Green Crescent Volunteer Badge *Post-it, cardboard	*Pre-test and Post-test Evaluation Forms *Activity entitled "Evaluate Yourself" *Activity entitled "Which Food to Which Leaf?
……/……/20..	1 COURSE HOUR (40 min.)	Healthy Life (primary school)	*Recognizes the effects of popular culture that disrupt the body (tattoos, tight clothing, short clothing, flat and heeled shoes, etc.). *Takes measures to protect against diseases. *Manages chronic diseases. *Gives examples of urgent health conditions. *Effectively manages crises in emergency health-related situations. *Applies the principles of rational drug use to his life. *Expresses how to communicate with healthcare personnel when necessary. *Recognizes patient rights and duties. *Recognizes the health effects of immoderate use of technology and takes measures.	*Introduction *Personal Cleaning and Hygiene *What to Do for Personal Hygiene? *Activity entitled "Which is Correct" *Activity entitled "I'm Clean, But What About My Surroundings" *Importance of sleep; what to do for a good sleep *What do we do when we get sick?	*Narration Method *Storytelling *Drama *Question and Answer *Discussion *Educational Game	Booklet entitled Take Care of Yourself with YeşilcanPresentation entitled Take Care of Yourself with Yeşilcan *The Green Crescent Volunteer Badge *Post-it, cardboard	*Pre-test and Post-test Evaluation Forms *Activity entitled "Which is Correct" Activity entitled "10 Steps to a Healthy Life"

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
……/……/20..	1 COURSE HOUR (40 min.)	Technology Addiction (primary school)	*Knows that value criteria may differ from culture to culture. *Develops solutions for situations where rights and freedoms are violated. *Acts as a part of nature, rather than thinking s/he rules over it. *Notices any tendency to be lonely and isolated. *Knows what privacy is, and protects his/her privacy. *Respects the privacy of others. *Enjoys spending time with family and friends. *Makes health-related arrangements in the living space. *Makes sure that the goods s/he uses are healthy/simple and ergonomic. *Says all forms of extremism should be avoided.	*Introduction *Introduction to Yeşilcan* *Story entitled "What's Wrong?" *Discussion of questions based on the cartoon story	*Drama *Question and Answer *Discussion *Educational Game	*Booklet entitled Harmless Technology with Yeşilcan *Presentation entitled Harmless Technology with Yeşilcan *The Green Crescent Volunteer Badge	*Pre-test/post-test Evaluation Forms *Verbal Questions During Presentation
……/……/20..	1 COURSE HOUR (40 min.)	Technology Addiction? (primary school)	*Associates regular sleep with health. *Takes measures to protect against diseases. *Distinguishes between habit and addiction. *Recognizes that becoming addicted is easier than quitting. *Recognizes addiction treatment as a long and challenging process. *Recognizes the health effects of the uncontrolled use of technology and takes steps. *Cares about face-to-face relationships. *Realizes that technological products are not status symbols. *Does not replace the technology products s/he uses unless it is necessary. *Expresses the positive and negative effects of technology on human life. *Gives examples of economic losses caused by addiction. *Manages time properly when using technology.	Application of the technology test *What is Addiction? What is Technology Addiction? *How Does One Become Addicted? What are the Dangers of Addiction?	*Drama *Question and Answer *Discussion *Educational Game	*Booklet entitled Harmless Technology with Yeşilcan *Presentation entitled Harmless Technology with Yeşilcan *The Green Crescent Volunteer Badge	*Pre-test and Post-test Evaluation Forms *Technology Test Results
……/……/20..	1 COURSE HOUR (40 min.)	Technology Addiction? (primary school)		What should be done to avoid becoming addicted to technology? *What should be done to avoid becoming addicted? Activity entitled "Imagine"	Drama *Question and Answer *Discussion *Educational Game	*Booklet entitled Harmless Technology with Yeşilcan *Presentation entitled Harmless Technology with Yeşilcan *The Green Crescent Volunteer Badge	*Pre-test and Post-test Evaluation Forms *Verbal Questions During Presentation

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Tobacco Addiction (primary school)	*Develops solutions for situations where rights and freedoms are violated. *Takes measures to protect against diseases. *Recognizes that becoming addicted is much easier than quitting. *Recognizes that addicts usually start to use believing they can control themselves. *Recognizes addiction treatment as a long and challenging process. *Gives examples of economic losses caused by addiction. *Compares the characteristics of smokers and non-smokers. *Informs the people around them about the health effects of smoking. *Rejects the perception that cigarettes are less harmful than other substances. *Recognizes that smoking is not a problem-solving tool. *Expresses that smoking is not a symbol of power. *Expresses that joining a group does not require smoking. *Defines the concept of passive smoking. *Protects people's right to a smoke-free environment.	*Introduction *Introduction to Yeşilcan* *What Do We Understand When We Talk About Fresh Air? *Story entitled Forest Fire *Discussion of questions based on the cartoon story	*Drama *Question and Answer *Educational Game	*Booklet entitled Fresh Air with Yeşilcan *Presentation entitled Fresh Air with Yeşilcan *The Green Crescent Volunteer Badge *Yeşilcan Coloring Paper	*Pre-test Evaluation Scales Slogan to Prevent Smoking
...../...../20..	1 COURSE HOUR (40 min.)	Tobacco Addiction (primary school)		*What is Addiction? *Nicotine Addiction *Tobacco and Tobacco Products *Nicotine and Its Dangers	*Drama *Question and Answer *Educational Game	*Yeşilcan Painting Paper *Yeşilcan Sticker *Cardboard	*Verbal Questions on the subject of "How Do I Protect Myself?"
...../...../20..	1 COURSE HOUR (40 min.)	Tobacco Addiction (primary school)		*Risks Increased by Smoking *Activity entitled "What are Indispensable for Me?" *The Right to Warn Smokers and to Have a Non-Smoking Environment *Passive smoking *Learning to Say No *Benefits of being a Non-smoker *Picture Activity	*Drama *Question and Answer *Educational Game	*Booklet entitled Fresh Air with Yeşilcan *Presentation entitled Fresh Air with Yeşilcan *The Green Crescent Volunteer Badge *Yeşilcan Coloring Paper	*Post-test Evaluation Scales *Observation and Assessment on "Comparison of Smokers and Non-smokers"

We would like to thank Nermin ELMAS, one of our trainers in Eskişehir, for supporting us in the preparation of the sample course plans.

TBM Course Plan for Secondary School Students

…….- ……. SCHOOL YEAR ……. .....SCHOOL

GREEN CRESCENT TBM EDUCATION PROGRAM PRIMARY SCHOOL LEVEL COURSE PLAN

(IMPORTANT NOTE: The following is an 8-hour course plan for TBM implementers who will deliver courses to primary school students. Arrange the dates and hours of the course according to your groups, and deliver them to the Public Education Center that assigned you, along with any other documents.)

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
……../……../20..	1 COURSE HOUR (40 min.)	Healthy Life (Secondary School)	*Applies the principles and rules specific to a task. *Knows that value criteria may differ from culture to culture. *Develops solutions for situations where rights and freedoms are violated. *Acts as a part of nature, rather than thinking s/he rules over it. *Explains the basic concepts of healthy living. *Makes health-related arrangements in the living space. Makes sure that the goods s/he uses are healthy/simple and ergonomic. *Is open to preventive health measures (vaccinations, etc.). *Says all forms of extremism should be avoided. *Acknowledges that changing behaviors/attitudes to health can take time. *Avoids obsessions and anxiety about health. *Associates regular sleep with health.	*Introduction *Introducing the presentation content *What Does It Mean to Be Healthy? *Adverse Health Effects of Malnutrition and Unbalanced Diet *Definition of Healthy Nutrition *Introduction of the Four-Leaf Clover *Foods on the Four-Leaf Clover *What Does Safe Food Mean?	*Narration Method *Case Study Method *Question and Answer Technique *Brainstorming *Discussion	*Booklet entitled "Living Healthily" *Presentation entitled "Living Healthily" *The Green Crescent Volunteer Badge	*Pre-test Evaluation Scales Activity entitled "Evaluate Your Diet" *Verbal Questions Asked
……../……../20..	1 COURSE HOUR (40 min.)	Healthy Life (Secondary School)	*Evaluates the four-leaf clover from the perspective of a healthy life. *Consumes food in an informed manner. *Explains the health hazards of fast food. *Recognizes energy drinks and explains their effects. *Does not perceive nutrition as a reward and entertainment culture. *Associates clothing with health. *Recognizes the effects of popular culture that disrupt the body (tattoos, tight clothing, short clothing, flat and heeled shoes, etc.). *Takes measures to protect against diseases. *Manages chronic diseases. *Gives examples of urgent health conditions. *Effectively manages crises in emergency health-related situations. *Applies the principles of rational drug use to his life. *Expresses how to communicate with healthcare personnel when necessary. *Recognizes patient rights and duties. *Recognizes the health effects of immoderate use of technology and takes measures.	*Introduction *What is Hygiene? *Personal Cleaning and Hygiene *Significant Aspects of Personal Care *Hygiene Test *Our Environment should be as Clean as Our Bodies *Suggestions for Healthy Living *Importance of Sleep *Clothing Selection *Protection from the Dangers of Technology *Good Communication with Healthcare Personnel	*Narration Method *Case Study Method *Question and Answer Technique *Brainstorming *Discussion	*Booklet entitled "Living Healthily" *Presentation entitled "Living Healthily" *The Green Crescent Volunteer Badge	*Post-test Evaluation Scales *Activity entitled "Hygiene Test" *Verbal Questions Asked

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Technology Addiction (Secondary school)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Knows that value criteria may differ from culture to culture. *Develops solutions for situations where rights and freedoms are violated. *Acts as a part of nature, rather than thinking s/he rules over it.*States that staying away from natural and social life is a type of disease. *Notices any tendency to be lonely and isolated. *Knows what privacy is, and protects his/her privacy. *Respects the privacy of others. *Enjoys spending time with family and friends. *Makes health-related arrangements in the living space. *Makes sure that the goods s/he uses are healthy/simple and ergonomic.	*Introduction *Presentation content *What is Addiction? What are the Symptoms of Technology Addiction? Technological Addictions *Recommendations for Avoiding Addiction	*Narration Method *Case Study *Question and Answer Technique *Discussion	*Booklet entitled "Before Technology Turns into a Monster!" *Presentation entitled "Before Technology Turns into a Monster!" *The Green Crescent Volunteer Badge	*Pre-test Evaluation Scales *Verbal Questions During Presentation
...../...../20..	1 COURSE HOUR (40 min.)	Technology Addiction (Secondary school)	*Says all forms of extremism should be avoided. *Associates regular sleep with health. *Takes measures to protect against diseases. *Distinguishes between habit and addiction. *Perceives apathy as a problem. *Recognizes that becoming addicted is easier than quitting. *Recognizes addiction treatment as a long and challenging process. *Recognizes the health effects of immoderate use of technology and takes measures. *Cares about face-to-face relationships.	*Story of İlhami *Discussion of the story from the viewpoint of addiction *How does technology addiction begin? *Story of Feyza *Step-by-Step Technology Addiction	*Narration Method *Case Study *Question and Answer Technique *Discussion	*Booklet entitled "Before Technology Turns into a Monster!" *Presentation entitled "Before Technology Turns into a Monster!" *The Green Crescent Volunteer Badge	*Verbal questions about the story
...../...../20..	1 COURSE HOUR (40 min.)	Technology Addiction (Secondary school)	*Realizes that technological products are not status symbols. *Does not replace the technologies s/he uses unless it is necessary. *Expresses the positive and negative effects of technology on human life. *Gives examples of economic losses caused by addiction. *Guides people around the proper use of technology. *Notices the adverse effects of technological devices. *Manages time properly when using technology. *Emphasizes the things to be considered when selecting entertaining technological devices and content. *Explains the importance of using technology properly according to the age group. *Uses the Internet safely. *Explains the potential dangers of sharing personal data, giving examples. *Assesses objectively the negative effects of social media on human relations. *Infers that the misuse of the Internet can lead to such problems as deception, fraud, harassment, bullying, etc. *Also uses sources of information other than the Internet. *Discusses the positive and negative aspects of maintaining an anonymous personality on the Internet. *Lists the security vulnerabilities used for malicious purposes on websites. *Comprehends that games are always based on the same themes. *Lists the things to be considered when selecting the television programs to watch.	*How should you use technology? *Technology Test *Evaluation of Test Results *How is technology abused? *Things to do to avoid becoming addicted to technology *How to use Technology without becoming Addicted? *What should be done to cure technology addiction?	*Narration Method *Case Study *Question and Answer Technique *Discussion	*Booklet entitled "Before Technology Turns into a Monster!" *Presentation entitled "Before Technology Turns into a Monster!" *The Green Crescent Volunteer Badge	*Post-test Evaluation Scales *Technology Test *Verbal Questions During Presentation

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Tobacco Addiction (Secondary school)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Develops solutions for situations where rights and freedoms are violated. *Does not turn to detrimental behavior to reward him/herself. *Takes measures to protect against diseases. *Perceives apathy as a problem. *Recognizes that becoming addicted is much easier than quitting. *Recognizes that addicts usually start to use believing they can control themselves. *Explains the concept of social smoking. *Recognizes addiction treatment as a long and challenging process. *Gives examples of economic losses caused by addiction. *Compares the characteristics of smokers and non-smokers. *Informs the people around them about the health effects of smoking. *Rejects the perception that cigarettes are less harmful than other substances. *Recognizes that smoking is not a problem-solving tool. *Expresses that smoking is not a symbol of power. *Expresses that joining a group does not require smoking. *Defines the concept of passive smoking. *Protects people's right to a smoke-free environment. *Acknowledges that tobacco, alcohol and substance abuse leads to social exclusion. *Knows where the first offers of tobacco, alcohol or substances may come from.	*Introduction *Presentation content *What is Addiction? *What is Tobacco/Nicotine Addiction? *What's in Cigarettes? *Nicotine and Its Dangers *What Happens to Smokers? *Smoking-induced Diseases *Passive smoking *Ratio of smokers to non-smokers	*Drama *Question and Answer *Educational Game	*Booklet entitled "Stay Away from Smoking!" *Presentation entitled "Stay Away from Smoking!" The Green Crescent Volunteer Badge	*Pre-test Evaluation Scales *Activity entitled Measures to Protect from Cigarette Smoke
...../...../20..	1 COURSE HOUR (40 min.)	Tobacco Addiction (Secondary school)		*Story of Deniz *Discussion of Story Questions *Saying "no" *To Never Start Smoking	*Drama *Question and Answer *Educational Game	*Booklet entitled "Stay Away from Smoking!" *Presentation entitled "Stay Away from Smoking!" *The Green Crescent Volunteer Badge	*Verbal Questions on "The Story of Deniz"
...../...../20..	1 COURSE HOUR (40 min.)	Tobacco Addiction (Secondary school)		*Risks Increased by Smoking *The Right to Warn Smokers and to Have a Non-Smoking Environment *Comparison of smokers and non-smokers *Changes After Quitting Smoking *Benefits of being a Non-smoker	*Drama *Question and Answer *Educational Game	*Booklet entitled "Stay Away from Smoking!" *Presentation entitled "Stay Away from Smoking!" The Green Crescent Volunteer Badge	*Post-test Evaluation Scales *Observation and Assessment on "Comparison of Smokers and Non-smokers"

We would like to thank Nermin ELMAS, one of our trainers in Eskişehir, for supporting us in the preparation of the sample course plans.

TBM High School Course Plan

..... - ..... SCHOOL YEAR ..... HIGH SCHOOL

GREEN CRESCENT TBM EDUCATION PROGRAM PRIMARY SCHOOL LEVEL COURSE PLAN

(IMPORTANT NOTE: The following is an 8-hour course plan for TBM implementers who will deliver courses to primary school students. Arrange the dates and hours of the course according to your groups, and deliver them to the Public Education Center that assigned you, along with any other documents.)

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Healthy Living (high school)	*Applies the principles and rules specific to a task. *Knows that value criteria may differ from culture to culture. *Develops solutions for situations where rights and freedoms are violated. *Acts as a part of nature, rather than thinking s/he rules over it. Explains the basic concepts of healthy living. *Makes health-related arrangements in the living space. Makes sure that the goods s/he uses are healthy/simple and ergonomic. *Is willing to receive preventive health services (vaccination, etc.). *Says all forms of extremism should be avoided. *Acknowledges that changing behaviors/attitudes to health can take time. *Avoids obsessions and anxiety about health. *Associates regular sleep with health. *Evaluates the four-leaf clover from the perspective of a healthy life. *Consumes food in an informed manner. *Explains the health hazards of fast food. *Recognizes energy drinks and explains their effects. *Does not perceive nutrition as a reward and entertainment culture. *Associates clothing with health. *Recognizes the effects of popular culture that disrupt the body (tattoos, tight clothing, short clothing, flat and heeled shoes, etc.). *Takes measures to protect against diseases. *Recognizes the basic symptoms of common diseases. *Manages chronic diseases. *Gives examples of urgent health conditions. *Effectively manages crises in emergency health-related situations. *Applies the principles of rational drug use to his life. *Acquires information about social security services. *Recognizes the health effects of immoderate use of technology and takes measures. *Expresses how to communicate with healthcare personnel when necessary. *Recognizes patient rights and duties. *Explains the effects of substance abuse during pregnancy.	*Introduction *Introducing the presentation content *What Does It Mean to Be Healthy? *Definition of Healthy Nutrition *Tips for healthy eating *Foods on the Four-Leaf Clover *Health Literacy *Body Mass Index Calculation	*Narration Method *Brainstorming *Question and Answer Technique *Discussion	*Booklet entitled "For a Healthy Life" *Presentation entitled "For a Healthy Life" *The Green Crescent Volunteer Badge	*Pre-test Evaluation Scales *Verbal Questions Asked During Lesson
...../...../20..	1 COURSE HOUR (40 min.)	Healthy Living (high school)		*Introduction *What is Cleaning and Hygiene? *Food Hygiene *Personal Cleanliness and Hygiene *Significant Aspects of Personal Care *Clothing for Health *Environmental Cleaning for Health *Suggestions for Healthy Living *Things to Pay Attention to Concerning Sleep *Avoiding Addictions to be Healthy *Activity entitled "Negative Factors Affecting Health"	*Narration Method *Brainstorming *Question and Answer Technique *Discussion	*Booklet entitled "For a Healthy Life" *Presentation entitled "For a Healthy Life" *The Green Crescent Volunteer Badge	*Post-test Evaluation Scales *Activity entitled "Conditions Adversely Affecting Health"

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Technology Addiction (high school)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Knows that value criteria may differ from culture to culture. *Develops solutions for situations where rights and freedoms are violated. *Acts as a part of nature, rather than thinking s/he rules over it. *States that avoiding natural and social life is a type of disease.*Notices any tendency to be lonely and isolated. *Knows what privacy is, and protects his/her privacy. *Respects the privacy of others. *Enjoys spending time with family and friends. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Makes health-related arrangements in the living space. *Makes sure that the goods s/he uses are healthy/simple and ergonomic. *Says all forms of extremism should be avoided. *Associates regular sleep with health. *Takes measures to protect against diseases. *Distinguishes between habit and addiction. *Explains withdrawal syndrome with examples.	*Introduction *Presentation content *What is Addiction? *How is technology abused? *Step-by-Step Technology Addiction *What are the Symptoms of Technology Addiction? *Causes of Technology Addiction *Those at Risk of Technology Addiction *Technological Addictions *How does technology addiction begin? *Adverse Effects of Technology *Technology Addiction and Other Psychological Disorders *How does technology addiction begin? *Activity entitled "What's My Condition?" *Technology Test *Evaluation of Test Results *Things to do to avoid being addicted to technology *Activity entitled "How can I protect myself?" *Technology Addiction Slogan Production Activity	*Narration Method *Brainstorming *Question and Answer Technique *Discussion	*Participant booklet entitled "Don't be Addicted to Technology" *Presentation entitled "Don't be Addicted to Technology" *The Green Crescent Volunteer Badge	*Pre-test Evaluation Scales *Verbal Questions During Presentation
...../...../20..	1 COURSE HOUR (40 min.)	Technology Addiction (high school)	*Perceives apathy as a problem. *Recognizes that becoming addicted is easier than quitting.*States that addiction treatment is a long and challenging process.*Recognizes the health effects of immoderate use of technology and takes measures. *Cares about face-to-face relationships. *Realizes that technological products are not status symbols. *Does not replace the technology products s/he uses unless it is necessary.*Can express the positive and negative effects of technology on human life.*Gives examples of economic losses caused by addiction. *Guides people around the proper use of technology. *Notices the adverse effects of technological tools.*Manages time properly when using technology. *Emphasizes the things to be considered when selecting entertaining technological devices and content. *Explains the importance of the proper use of technology according to the age group.*Uses the Internet safely. *Explains the potential dangers of sharing personal data, giving examples. *Assesses objectively the negative effects of social media on human relations. *Infers that the misuse of the Internet can lead to such problems as deception, fraud, harassment, bullying, etc. *Uses sources of information other than the Internet. *Discusses the positive and negative aspects of having anonymous personality on the Internet.*Lists the security vulnerabilities that are used for malicious purposes on websites.*Comprehends that games are always based on the same themes. *Lists the things to be considered when selecting the television programs to watch.		*Narration Method *Brainstorming *Question and Answer Technique *Discussion	*Participant booklet entitled "Don't be Addicted to Technology" *Presentation entitled "Don't be Addicted to Technology" *The Green Crescent Volunteer Badge	*Post-test Evaluation Scales *Technology Test entitled "What's My Condition?" *Verbal Questions During Presentation

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Tobacco Addiction (high school)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Develops solutions for situations where rights and freedoms are violated. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Does not turn to detrimental behavior to reward him/herself. *Takes measures to protect against diseases. *Perceives apathy as a problem. *Explains withdrawal syndrome with examples. *Recognizes that becoming addicted is much easier than quitting. *Explains the gateway effect of addictive substances.	*Introduction *Presentation content *What is Addiction; What is Tobacco/ Nicotine Addiction? *What's in Cigarettes? *Consequences of Addiction *Nicotine and its Dangers; What Happens to a Smoker? *Long-term and short-term diseases resulting from smoking	*Narration Method *Brainstorming *Question and Answer Technique *Discussion	*Participant booklet entitled "A Smoke-Free Life" *Presentation entitled "A Smoke-Free Life" The Green Crescent Volunteer Badge	*Pre-test Evaluation Scales *Activity entitled Measures to Protect Oneself from Cigarette Smoke
...../...../20..	1 COURSE HOUR (40 min.)	Tobacco Addiction (high school)	*Recognizes that addicts usually start to use believing they can control themselves. *Explains the concept of social smoking. *Recognizes addiction treatment as a long and challenging process. *Gives examples of economic losses caused by addiction. *Compares the characteristics of smokers and non-smokers. *Informs the people around them about the health effects of smoking. *Rejects the perception that cigarettes are less harmful than other substances. *Recognizes that smoking is not a problem-solving tool. *Expresses that smoking is not a symbol of power. *Expresses that joining a group does not require smoking. *Explains the effects of substance abuse during pregnancy. *Defines the concept of passive smoking. *Protects people's right to a smoke-free environment. *Acknowledges that tobacco, alcohol and substance abuse leads to social exclusion. *Knows where the first offers of tobacco, alcohol or substances may come from.	*Passive smoking *Saying "no" *The Right to Warn Smokers and to Have a Non-Smoking Environment *Misconceptions about Smoking Banner Production Activity entitled "After Quitting Smoking"	*Narration Method *Brainstorming *Question and Answer Technique *Discussion	*Participant booklet entitled "A Smoke-Free Life" *Presentation entitled "A Smoke-Free Life" *The Green Crescent Volunteer Badge	*Post-test Evaluation Scales *Verbal Questions Prepared on the "Dangers of Smoking"

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Alcohol Addiction (high school)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Notices any tendency to be lonely and isolated. *Enjoys spending time with family and friends. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Applies the principles of rational drug use to his life. *Explains withdrawal syndrome with examples. *Perceives apathy as a problem. *Recognizes that becoming addicted is much easier than quitting. *Explains the gateway effect of addictive substances. *Recognizes that addicts usually start to use believing they can control themselves. *Explains the concept of social smoking. *Recognizes addiction treatment as a long and challenging process. *Gives examples of economic losses caused by addiction. *Compares the characteristics of those who use and those who do not use alcohol. *Informs the people around them about effects of smoking on health. *Explains the effects of substance abuse during pregnancy. *States the changes in the body due to alcohol. *Explains the social, economic, legal and physical consequences of alcohol use. *Explains the irrational thoughts accompanying alcohol use. *Recognizes the connection between alcohol use and traffic accidents. *Advocates the need for laws and rules related to alcohol and alcohol addiction. *Questions the "sympathetic drunk" characters in the mass media. *Does not see alcohol as a means of acceptance among his peers. **Acknowledges that substance abuse leads to social exclusion. *Knows who may make the first offer of a substance.	*Introduction *Presentation content *What is Addiction? *How does the addiction process proceed? *What is Alcohol Addiction? *Path of Alcohol in the Body *Drunk Driving and Its Consequences *Brain Development and Alcohol *Story entitled "Parts from a Life" *Short-Term and Long-Term Results of Alcohol Addiction *Common Myths *Protecting yourself from alcohol *Saying "no" *"True or False?" Activity	*Narration Method *Brainstorming *Question and Answer Technique *Discussion	Booklet entitled "Stay Away from Alcohol for Your Own Sake!" Presentation entitled "Stay Away from Alcohol for Your Own Sake!" *The Green Crescent Volunteer Badge *Large Cardboards	*Pre-test and Post-test Evaluation Scales *Activity entitled Strategies to Stay Away from Alcohol *Verbal Questions During Presentation *"True or False?" Activity

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Substance Addiction (High School)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Notices any tendency to be lonely and isolated. *Enjoys spending time with family and friends. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Applies the principles of rational drug use to his life. *Explains withdrawal syndrome with examples. *Perceives apathy as a problem. *Recognizes that becoming addicted is much easier than quitting. *Explains the gateway effect of addictive substances. *Recognizes that addicts usually start to use believing they can control themselves. *Explains the concept of social smoking. *Recognizes addiction treatment as a long and challenging process. *Gives examples of economic losses caused by addiction. *Compares the characteristics of individuals using and not using substances. *Informs the people around them about the health effects of substance abuse. *Explains the effects of substance abuse during pregnancy. *States the changes in the body due to substance abuse. *Explains the social, economic, legal and physical consequences of substance abuse. *Explains the irrational thoughts that may accompany substance abuse. *Recognizes the connection between alcohol use and traffic accidents. *Acknowledges that not every psychological problem leads to substance abuse, but that substance abuse always creates psychiatric problems. *Recognizes the symptoms of substance use in individuals. **Acknowledges that substance abuse leads to social exclusion. *Knows who may make the first offer of a substance. *Knows new approaches that may be dangerous and takes measures. *Explains the criminal laws related to substance abuse and sale.	*Introduction *Presentation content *What is Addiction? *Addictive Substances *When is a Person Considered an Addict? *Brain and Substance Addiction *Effects of Substance Addiction on the Human Brain *How does the addiction process proceed? *What are the Symptoms of Addiction? *From where does the first offer of a substance come? *Clichés that youngsters who refuse to use substances may hear*Common Myths *Things to Consider *Avoiding risky situations *Saying "no" *Disciplinary Process and School Punishments *Substance Addiction in the Turkish Penal Code	*Narration Method *Brainstorming *Question and Answer technique *Discussion	*Booklet entitled "Stay Away from Substances for Your Own Sake!" *Presentation entitled "Stay Away from Substances for Your Own Sake!" *The Green Crescent Volunteer Badge	*Pre-test and Post-test Evaluation Scales *Verbal Questions During Presentation

We would like to thank Nermin ELMAS, one of our trainers in Eskişehir, for supporting us in the preparation of the sample course plans.

TBM Course Plan for Adults

..... - ..... SCHOOL YEAR .....

GREEN CRESCENT TBM EDUCATION PROGRAM COURSE PLAN FOR ADULTS

(IMPORTANT NOTE: The following is an 8-hour course plan for TBM implementers who will deliver courses for adults. Arrange the organization, dates and hours of the course according to your groups, and deliver them to the Public Education Center that assigned you, along with any other documents.)

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Healthy Life (Adult)	*Applies the principles and rules specific to a task. *Knows that value criteria may differ from culture to culture. *Develops solutions for situations where rights and freedoms are violated. *Acts as a part of nature, rather than thinking s/he rules over it. *Uses his/her free time productively. *Explains the basic concepts of healthy living. *Makes health-related arrangements in the living space. *Makes sure that the goods s/he uses are healthy/simple and ergonomic. *Is open to preventive health measures (vaccinations, etc.). *Says all forms of extremism should be avoided. *Acknowledges that changing behaviors/attitudes to health can take time. *Avoids obsessions and anxiety about health. *Associates regular sleep with health. *Evaluates the four-leaf clover from the perspective of a healthy life. *Consumes food in an informed manner. *Explains the health hazards of fast food. *Recognizes energy drinks and explains their effects. *Does not perceive nutrition as a reward and entertainment culture. *Associates clothing with health. *Recognizes the effects of popular culture that disrupt the body (tattoos, tight clothing, short clothing, flat and heeled shoes, etc.). *Takes measures to protect against diseases. *Recognizes the basic symptoms of common diseases. *Manages chronic diseases. *Gives examples of urgent health conditions. *Effectively manages crises in emergency health-related situations. *Applies the principles of rational drug use to his life. *Acquires information about social security services. *Recognizes the health effects of immoderate use of technology and takes measures. *Expresses how to communicate with healthcare personnel when necessary. *Recognizes patient rights and duties. *Explains the effects of substance abuse during pregnancy.	*Introduction *Introducing the presentation content *Take Care of Your Health for Your Own Sake *What Does It Mean to Be Healthy? *Definition of Healthy Nutrition * Tips for Healthy Eating*Foods According to the Four-Leaf Clover *Children and Us *Guiding Children Properly*Health Literacy *Calculating Body Mass Index *Safe Food	*Narration Method *Brainstorming *Question and Answer technique *Discussion	Participant booklet entitled "Health Comes First" *Presentation entitled "Health Comes First" *The Green Crescent Volunteer Badge	*Pre-test Evaluation Scales *Verbal Questions Asked During the Lesson
...../...../20..	1 COURSE HOUR (40 min.)	Healthy Life (Adult)		*Introduction *What is Cleaning and Hygiene? *Food Hygiene *Personal Cleaning and Hygiene *Significant Aspects of Personal Care *Clothing for Health *Environmental Cleaning for Health*Things to Pay Attention to Concerning Sleep*Things to Pay Attention to Concerning Sleep *What is Quality Sleep? *Avoiding Addictions to be Healthy *Avoiding Stress and its Adverse Effect on Health	*Narration Method *Brainstorming *Question and Answer technique *Discussion	Participant booklet entitled "Health Comes First" *Presentation entitled "Health Comes First" *The Green Crescent Volunteer Badge	*Post-test Evaluation Scales *"Healthy Living Checklist" Activity

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Technology Addiction (Adults)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Knows that value criteria may differ from culture to culture. *Develops solutions for situations where rights and freedoms are violated. *Acts as a part of nature, rather than thinking s/he rules over it. *States that staying away from natural and social life is a type of disease. *Notices any tendency to be lonely and isolated. *Knows what privacy is, and protects his/her privacy. *Respects the privacy of others. *Enjoys spending time with family and friends. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Makes health-related arrangements in the living space. *Makes sure that the goods s/he uses are healthy/simple and ergonomic. *Says all forms of extremism should be avoided. *Associates regular sleep with health. *Takes measures to protect against diseases. *Distinguishes between habit and addiction. *Explains withdrawal syndrome with examples. *Perceives apathy as a problem.	*Introduction *Presentation content *What is Addiction? What is Technology Addiction? *What are the Symptoms of Technology Addiction? *Causes of Technology Addiction *Those at Risk of Technology Addiction *Using Technology Effectively *Effects of Technology Abuse *Technological Addictions *Step-by-Step Technology Addiction	*Narration Method *Brainstorming *Question and Answer Technique *Discussion	*Booklet entitled "Sufficient and Proper Use of Technology" *Presentation entitled "Sufficient and Proper Use of Technology" *The Green Crescent Volunteer Badge	*Pre-test Evaluation Scales *Verbal Questions During Presentation
...../...../20..	1 COURSE HOUR (40 min.)	Technology Addiction (Adults)	*Recognizes that becoming addicted is easier than quitting. *Recognizes addiction treatment as a long and challenging process. *Recognizes the health effects of immoderate use of technology and takes measures. *Cares about face-to-face relationships. *Realizes that technological products are not status symbols. *Does not replace the technology products s/he uses unless it is necessary. *Expresses the positive and negative effects of technology on human life. *Gives examples of economic losses caused by addiction. *Guides people around the proper use of technology. *Notices the adverse effects of technological devices. *Manages time properly when using technology. *Emphasizes the things to be considered when selecting entertaining technological devices and content. *Explains the importance of using technology properly according to the age group. *Uses the Internet safely. *Explains the potential dangers of sharing personal data, giving examples. *Assesses objectively the negative effects of social media on human relations. Infers that misuse of the Internet can create problems, such as deception, fraud, harassment, bullying, etc. *Uses sources of information other than the Internet. *Discusses the positive and negative aspects of having an anonymous personality on the Internet. *Lists the security vulnerabilities used for malicious purposes on websites. *Comprehends that games are always based on the same themes. *Lists the things to be considered when selecting the television programs to watch.	*How does technology addiction begin? *Adverse Effects of Technology *Technology Addiction and Other Psychological Disorders *Things to do to avoid being addicted to technology *"How can we protect ourselves?"	*Narration Method *Brainstorming *Question and Answer Technique *Discussion	*Booklet entitled "Sufficient and Proper Use of Technology" *Presentation entitled "Sufficient and Proper Use of Technology" *The Green Crescent Volunteer Badge	*Post-test Evaluation Scales *Technology Test entitled "What's My Condition?" *Verbal Questions During Presentation

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
……/……/20..	1 COURSE HOUR (40 min.)	Tobacco Addiction (Adults)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Develops solutions for situations where rights and freedoms are violated. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Does not turn to detrimental behavior to reward him/herself. *Takes measures to protect against diseases. *Perceives apathy as a problem. *Explains withdrawal syndrome with examples. *Recognizes that becoming addicted is much easier than quitting. *Explains the gateway effect of addictive substances. *Recognizes that addicts usually start to use believing they can control themselves.	*Introduction *Presentation content *What is Addiction; What is Tobacco/Nicotine Addiction? *What's in Cigarettes? *Consequences of Addiction *Nicotine and its Dangers; What Happens to a Smoker? *Long-term and short-term diseases resulting from smoking	*Narration Method *Brainstorming *Question and Answer technique *Discussion	*Booklet entitled "Smoking: The Enemy of the Body" *Presentation entitled "Smoking: The Enemy of the Body" *The Green Crescent Volunteer Badge	*Pre-test Evaluation Scales *Verbal Questions During Presentation
……/……/20..	1 COURSE HOUR (40 min.)	Tobacco Addiction (Adults)	*Explains the concept of social smoking. *Recognizes addiction treatment as a long and challenging process. *Gives examples of economic losses caused by addiction. *Compares the characteristics of smokers and non-smokers. *Informs the people around them about the health effects of smoking. *Rejects the perception that cigarettes are less harmful than other substances. *Recognizes that smoking is not a problem-solving tool. *Expresses that smoking is not a symbol of power. *Expresses that joining a group does not require smoking. *Explains the effects of substance abuse during pregnancy. *Defines the concept of passive smoking. *Protects people's right to a smoke-free environment. *Acknowledges that tobacco, alcohol and substance abuse leads to social exclusion. *Knows where the first offers of tobacco, alcohol or substances may come from.	*Passive smoking *Saying "no" *The Right to Warn Smokers and to Have a Non-Smoking Environment *Common Myths *To Never Start Smoking... *After Quitting Smoking... *Barriers to Quitting Smoking	*Narration Method *Brainstorming *Question and Answer technique *Discussion	*Booklet entitled "Smoking: The Enemy of the Body" *Presentation entitled "Smoking: The Enemy of the Body" *The Green Crescent Volunteer Badge	*Post-test Evaluation Scales *Verbal Questions Prepared about the Dangers of Smoking *Verbal Questions During Presentation

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Alcohol Addiction (Adults)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Notices any tendency to be lonely and isolated. *Enjoys spending time with family and friends. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Applies the principles of rational drug use to his life. *Explains withdrawal syndrome with examples. *Perceives apathy as a problem. *Recognizes that becoming addicted is much easier than quitting. *Explains the gateway effect of addictive substances. *Recognizes that addicts usually start to use believing they can control themselves. *Explains the concept of social smoking. *Recognizes addiction treatment as a long and challenging process. *Gives examples of economic losses caused by addiction. *Compares the characteristics of those who use and those who do not use alcohol. *Informs the people around them about the health effects of alcohol. *Explains the effects of substance abuse in pregnant women. *States the changes in the body due to alcohol. *Explains the social, economic, legal and physical consequences of alcohol use. *Explains the irrational thoughts accompanying alcohol use. *Recognizes the connection between alcohol use and traffic accidents. *Recognizes the need for laws and rules related to alcohol and alcohol addiction. *Questions the "sympathetic drunk" characters in the mass media. *Does not see alcohol as a means of acceptance among his peers. **Acknowledges that substance abuse leads to social exclusion. *Knows where the first offer of a substance may come from.	*Introduction *Presentation content *What is Addiction? *What is Alcohol Addiction? *Path of Alcohol in the Body *Effects of Alcohol Use *Withdrawal Symptoms *Drunk Driving and Its Consequences *Brain Development and Alcohol *Short- and Long-Term Consequences of Alcohol *How does addiction start? *Common Myths *Protecting yourself from alcohol *What Does Alcohol Change? *Avoiding Risky Situations	*Narration Method *Brainstorming *Question and Answer Technique *Discussion	Participant booklet entitled "Alcohol: The Gateway to Evil" Presentation entitled "Alcohol: The Gateway to Evil" *The Green Crescent Volunteer Badge	*Pre-test and Post-test Evaluation Scales *Verbal Questions During Presentation

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Substance Addiction (Adults)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Notices any tendency to be lonely and isolated. *Enjoys spending time with family and friends. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Applies the principles of rational drug use to his life. *Explains withdrawal syndrome with examples. *Perceives apathy as a problem. *Recognizes that becoming addicted is much easier than quitting. *Explains the gateway effect of addictive substances. *Recognizes that addicts usually start to use believing they can control themselves. *Explains the concept of social smoking. *Recognizes addiction treatment as a long and challenging process. *Gives examples of economic losses caused by addiction. *Compares the characteristics of individuals using and not using substances. *Informs the people around them about the health effects of substance abuse. *Explains the effects of substance abuse during pregnancy. *States the changes in the body due to substance abuse. *Explains the social, economic, legal and physical consequences of substance abuse. *Explains the irrational thoughts that may accompany substance abuse. *Recognizes the connection between alcohol use and traffic accidents. *Acknowledges that not every psychological problem leads to substance abuse, but that substance abuse always creates psychiatric problems. *Recognizes the symptoms of substance use in individuals. **Acknowledges that substance abuse leads to social exclusion. *Knows where the first offer of a substance may come from. *Knows new approaches that may be dangerous and takes measures. *Explains the criminal laws related to substance abuse and sale.	*Introduction *Presentation content *What is Addiction? *Negative Effects of Addiction *Potential Effects and Consequences of Substance Addiction *When is a Person Considered an Addict? *Brain and Substance Addiction *Effects of Substance Addiction on the Human Brain *How does the addiction process proceed? *What are the Symptoms of Addiction? *How is One First Offered Substances? *Clichés that youngsters who refuse to use substances may hear *Common Myths *Things to Consider *Saying "no" If someone you know uses substances... *Addiction Treatment *Substance Addiction in the Turkish Penal Code	*Narration Method *Brainstorming *Question and Answer technique *Discussion	*Booklet entitled "Drugs: The End of Freedom" *Presentation entitled "Drugs: The End of Freedom" *The Green Crescent Volunteer Badge	*Pre-test and Post-test Evaluation Scales *Verbal Questions During Presentation

We would like to thank Nermin ELMAS, one of our trainers in Eskişehir, for supporting us in the preparation of the sample course plans.

TBM Course Plan for Parents

..... - ..... SCHOOL YEAR .....

GREEN CRESCENT TBM EDUCATION PROGRAM COURSE PLAN FOR ADULTS

(IMPORTANT NOTE: The following is an 8-hour course plan for TBM implementers who will deliver courses for adults. Arrange the organization, dates and hours of the course according to your groups, and deliver them to the Public Education Center that assigned you, along with any other documents.)

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Healthy Living (Parents)	*Applies the principles and rules specific to a task. *Knows that value criteria may differ from culture to culture. *Develops solutions for situations where rights and freedoms are violated. *Acts as a part of nature, rather than thinking s/he rules over it. *Uses his free time productively. Explains the basic concepts of healthy living. *Makes health-related arrangements in the living space. *Makes sure that the goods s/he uses are healthy/simple and ergonomic. *Is willing to receive preventive health services (vaccination, etc.). *Says all forms of extremism should be avoided. *Acknowledges that changing behaviors/attitudes to health can take time. *Avoids obsessions and anxiety about health. *Associates regular sleep with health. *Evaluates the four-leaf clover from the perspective of a healthy life. *Consumes food in an informed manner. *Explains the health hazards of fast food. *Recognizes energy drinks and explains their effects. *Does not perceive nutrition as a reward and entertainment culture. *Associates clothing with health. *Recognizes the effects of popular culture that disrupt the body (tattoos, tight clothing, short clothing, flat and heeled shoes, etc.). *Takes measures to protect against diseases. *Recognizes the basic symptoms of common diseases. *Manages chronic diseases. *Gives examples of urgent health conditions. *Effectively manages crises in emergency health-related situations. *Applies the principles of rational drug use to his life. *Acquires information about social security services. *Recognizes the health effects of immoderate use of technology and takes measures. *Expresses how to communicate with healthcare personnel when necessary. *Recognizes patient rights and duties. *Explains the effects of substance abuse during pregnancy.	*Introduction *Introducing the presentation content*What is Cleaning and Hygiene? *Being a Role Model *What Does It Mean to Be Healthy? *Definition of Healthy Nutrition* Tips for Healthy Eating *Foods According to the Four-Leaf Clover *Children and Us *Guiding Children Properly *Health Literacy *Calculating Body Mass Index *Safe Food *Food Hygiene *Personal Cleaning and Hygiene *Significant Aspects of Personal Care *Clothing for Health*Environmental Cleaning for Health	*Narration Method *Brainstorming *Question and Answer technique *Discussion	*Booklet entitled "Health Comes First" *Presentation entitled "Health Comes First" *The Green Crescent Volunteer Badge	*Pre-test/post-test Evaluation Forms *Verbal Questions Asked *"Healthy Living Checklist" Activity
...../...../20..	1 COURSE HOUR (40 min.)	Healthy Living (Parents)					

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Technology Addiction (Parents)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Knows that value criteria may differ from culture to culture. *Develops solutions for situations where rights and freedoms are violated. *Acts as a part of nature, rather than thinking s/he rules over it. *States that staying away from natural and social life is a type of disease. *Notices any tendency to be lonely and isolated. *Knows what privacy is, and protects his/her privacy. *Respects the privacy of others. *Enjoys spending time with family and friends. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Makes health-related arrangements in the living space. *Makes sure that the goods s/he uses are healthy/simple and ergonomic. *Says all forms of extremism should be avoided. *Associates regular sleep with health. *Takes measures to protect against diseases. *Distinguishes between habit and addiction.	*Introduction *Presentation content *What is Addiction? What is Technology Addiction? *What are the Symptoms of Technology Addiction? *Causes of Technology Addiction *Those at Risk of Technology Addiction *Using Technology Effectively *Effects of Technology Abuse *Technological Addictions *Step-by-Step Technology Addiction *How does technology addiction begin? *Adverse Effects of Technology *Technology Addiction and Other Psychological Disorders *How does technology addiction begin? *Things to do to avoid being addicted to technology *"How can we protect ourselves?" *How should your child's relationship with technology be?	*Narration Method *Brainstorming *Question and Answer Technique *Discussion	*Participant booklet entitled "Sufficient and Proper Use of Technology" *Presentation entitled "Sufficient and Proper Use of Technology" *The Green Crescent Volunteer Badge	*Pre-test and Post-test Evaluation Scales *Verbal Questions Asked *Technology Test entitled "What's My Condition?" *Verbal Questions Asked
...../...../20..	1 COURSE HOUR (40 min.)	Technology Addiction (Parents)	*Explains withdrawal syndrome with examples. *Perceives apathy as a problem. *Recognizes that becoming addicted is easier than quitting. *Recognizes addiction treatment as a long and challenging process. *Recognizes the health effects of immoderate use of technology and takes measures. *Cares about face-to-face relationships. *Realizes that technological products are not status symbols. *Does not replace the technology products s/he uses unless it is necessary. *Expresses the positive and negative effects of technology on human life. *Gives examples of economic losses caused by addiction. *Guides people around them in the proper use of technology. *Notices the adverse effects of technological devices. *Manages time properly when using technology. *Emphasizes the things to be considered when selecting entertaining technological devices and content. *Explains the importance of using technology appropriately for the age group. *Uses the Internet safely. *Explains the potential dangers of sharing personal data, giving examples. *Assesses objectively the negative effects of social media on human relations. *Infers that misuse of the Internet can create problems, such as deception, fraud, harassment, bullying, etc. *Uses sources of information other than the Internet. *Discusses the positive and negative aspects of having anonymous personality on the Internet.*Lists the security vulnerabilities used for malicious purposes on websites. *Comprehends that games are always based on the same themes.*Lists the things to be considered when selecting the television programs to watch.				

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
……/……/20…	1 COURSE HOUR (40 min.)	Tobacco Addiction (Parents)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Develops solutions for situations where rights and freedoms are violated. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Does not turn to detrimental behavior to reward him/herself. *Takes measures to protect against diseases. *Perceives apathy as a problem. *Explains withdrawal syndrome with examples. *Recognizes that becoming addicted is much easier than quitting. *Explains the gateway effect of addictive substances. *Recognizes that addicts usually start to use believing they can control themselves. *Explains the concept of social smoking. *Recognizes addiction treatment as a long and challenging process. *Gives examples of economic losses caused by addiction. *Compares the characteristics of smokers and non-smokers. *Informs the people around them about the health effects of smoking. *Rejects the perception that cigarettes are less harmful than other substances. *Recognizes that smoking is not a problem-solving tool. *Expresses that smoking is not a symbol of power. *Expresses that joining a group does not require smoking. *Explains the effects of substance abuse during pregnancy. *Defines the concept of passive smoking. *Protects people's right to a smoke-free environment. *Acknowledges that tobacco, alcohol and substance abuse leads to social exclusion. *Knows where the first offers of tobacco, alcohol or substances may come from.	*Introduction *Presentation content *What is Addiction; What is Tobacco/ Nicotine Addiction? *What's in Cigarettes? *Consequences of Addiction *Nicotine and its Dangers; What Happens to a Smoker? *Long-term and short-term diseases resulting from smoking *Passive smoking *Saying "no" *The Right to Warn Smokers and to Have a Non-Smoking Environment *Common Myths *To Never Starting Smoking and Related to Smoking *After Quitting Smoking *Barriers to Quitting Smoking *After Quitting Smoking *How can parents protect their children from tobacco addiction? Building a Strong Bond with Children	*Narration Method *Brainstorming *Question and Answer technique *Discussion	*Participant booklet entitled "Enemy of Our Bodies: Smoking" *Presentation entitled "Smoking: The Enemy of the Body" *The Green Crescent Volunteer Badge	*Verbal Questions Asked *Pre-test/post-test Evaluation Forms *Verbal Questions Prepared regarding the Dangers of Smoking *Verbal Questions Asked
……/……/20…	1 COURSE HOUR (40 min.)	Tobacco Addiction (Parents)					

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Alcohol Addiction (Parents)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Notices any tendency to be lonely and isolated. *Enjoys spending time with family and friends. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Applies the principles of rational drug use to his life. *Explains withdrawal syndrome with examples. *Perceives apathy as a problem. *Recognizes that becoming addicted is much easier than quitting. *Explains the gateway effect of addictive substances. *Recognizes that addicts usually start to use believing they can control themselves. *Explains the concept of social smoking. *Recognizes addiction treatment as a long and challenging process. *Gives examples of economic losses caused by addiction. *Compares the characteristics of those who use and those who do not use alcohol. *Informs the people around them about the health effects of alcohol. *Explains the effects of substance abuse in pregnant women. *States the changes in the body due to alcohol. *Explains the social, economic, legal and physical consequences of alcohol use. *Explains the irrational thoughts accompanying alcohol use. *Recognizes the connection between alcohol use and traffic accidents. *Advocates the necessity of laws and rules related to alcohol and alcohol addiction. *Questions the "sympathetic drunk" characters in the mass media. *Does not see alcohol as a means of acceptance among his peers. **Acknowledges that substance abuse leads to social exclusion. *Knows where the first offer of a substance may come from.	*Introduction *Presentation content *What is Addiction? *Alcohol Facts - What is Alcohol Addiction? *Path of Alcohol in the Body *Effects of Alcohol Use *Withdrawal Symptoms *Drink Driving and Its Consequences *Dimensions of Disaster, Brain Development and Alcohol *Short- and Long-Term Consequences of Alcohol *How does addiction start? *Common Myths *Protecting yourself from alcohol *What Does Alcohol Change? *Avoiding Risky Situations *Could Your Child Have A Drinking Problem? *Recommendations for Parents *Legal Regulations Regarding Alcohol Use	*Narration Method *Brainstorming *Question and Answer Technique *Discussion	*Participant booklet entitled "Alcohol: The Gateway to Evil" Presentation entitled "Alcohol: The Gateway to Evil" *The Green Crescent Volunteer Badge	*Pre-test and Post-test Evaluation Scales *Verbal Questions During Presentation

MONTH / DATE	COURSE DURATION	NAME OF ACTIVITY (MODULE)	OUTCOMES (LONG-TERM AND SHORT-TERM OBJECTIVES)	CONTENT, AND HOW IT IS ADDRESSED	LEARNING METHODS AND TECHNIQUES	TEACHING MATERIALS	EVALUATION
...../...../20..	1 COURSE HOUR (40 min.)	Substance Addiction (Parents)	*Asks, when confronted with peer pressure, why his peers are so insistent. *Notices any tendency to be lonely and isolated. *Enjoys spending time with family and friends. *Realizes that "going astray" and "being idle" during one's youth can lead to dangerous pursuits. *Applies the principles of rational drug use to his life. *Explains withdrawal syndrome with examples. *Perceives apathy as a problem. *Recognizes that becoming addicted is much easier than quitting. *Explains the gateway effect of addictive substances. *Recognizes that addicts usually start to use believing they can control themselves. *Explains the concept of social smoking. *Recognizes addiction treatment as a long and challenging process. *Gives examples of economic losses caused by addiction. *Compares the characteristics of individuals using and not using substances. *Informs the people around them about the health effects of substance abuse. *Explains the effects of substance abuse during pregnancy. *States the changes in the body due to substance abuse. *Explains the social, economic, legal and physical consequences of substance abuse. *Explains the irrational thoughts that may accompany substance abuse. *Recognizes the connection between alcohol use and traffic accidents. *Acknowledges that not every psychological problem leads to substance abuse, but that substance abuse always creates psychiatric problems. *Recognizes the symptoms of substance use in individuals. **Acknowledges that substance abuse leads to social exclusion. *Knows where the first offer of a substance may come from. *Knows new approaches that may be dangerous and takes measures. *Explains the criminal laws related to substance abuse and sale.	*Introduction *Presentation content *What is Addiction? *Negative Effects of Addiction *Potential Effects and Consequences of Substance Addiction *When is a Person Considered an Addict? *Brain and Substance Addiction *Effects of Substance Addiction on the Human Brain *How does the addiction process proceed? *How is One First Offered Substances? *Clichés that youngsters who refuse to use substances may hear *Common Myths *Things to Consider *Saying "no" If someone you know uses substances... *Treatment of Addiction - If you do not want your child to be addicted to drugs... *Limits *Substance Addiction in the Turkish Penal Code	*Narration Method *Brainstorming *Question and Answer technique *Discussion	*Participant booklet entitled "Drugs: The End of Freedom" *Presentation entitled "Drugs: The End of Freedom" *The Green Crescent Volunteer Badge	**Pre-test and Post-test Evaluation Scales *Verbal Questions During Presentation

We would like to thank Nermin ELMAS, one of our trainers in Eskişehir, for supporting us in the preparation of the sample course plans.

Sample Petition

TO ……. DIRECTORATE OF PUBLIC EDUCATION CENTER

I am the school counselor of ..... (school name) with the ID number..... I want to open a course using the ..... modules for the ..... age group at ..... School under the Fighting Addiction Education Program for Turkey. Please find attached the Course Plan, Student List and Training Certificate prepared in this regard.

Respectfully submitted

Full name
Signature

ANNEX:

Course Plan
Student List
TBM Implementer Training Certificate

Sample TBM Course List of Participants

..... SCHOOL
LIST OF PARTICIPANTS FOR FIGHTING ADDICTION EDUCATION PROGRAM FOR TURKEY

NO.	FULL NAME	ID. NO.	DATE OF BIRTH	REMARKS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
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22				
23				
24				
25				

School Counselor Deputy Principal Principal

APPROVAL / SIGNATURE

Outcome Lists

1. Collective List of TBM Outcomes

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
1		•	•	•	•	List what needs to be done to achieve a specific goal and to attain the objectives.	•	•	•	•	•
2		•	•	•	•	Set short-, medium- and long-term goals.	•	•	•	•	•
3	•	•	•	•	•	Applies the specific principles and rules when doing a job.	•				
4	•	•	•	•	•	Understands that there are rules in social life.	•	•	•	•	•
5		•	•	•	•	Considers his position regarding an event or phenomenon in various aspects (material, strategic, tactical, etc.).	•	•	•	•	•
6		•	•	•	•	Collects, organizes and interprets data related to a problem.	•	•	•	•	•
7	•	•	•	•	•	Creates ideas based on an inductive approach.	•	•	•	•	•
8			•	•	•	Recognizes that knowledge can change and develop.	•	•	•	•	•
9	•	•	•	•	•	Uses various sources to obtain information.	•	•	•	•	•
10		•	•	•	•	Questions the reliability of the sources of information.	•	•	•	•	•
11			•	•	•	Questions the effects of feelings and thoughts concerning the source of information on his actions.	•	•	•	•	•
12			•	•	•	Distinguishes between the effects of different sources on the formation of thoughts, opinions and behaviors.	•	•	•	•	•
13		•	•	•	•	Questions the messages that s/he receives.	•	•	•	•	•
14		•	•	•	•	Distinguishes between subjective and objective judgments.	•	•	•	•	•
15		•	•	•	•	Notices the prejudices, cliches, stereotypical thinking, etc. in his/her thoughts and those of others.	•	•	•	•	•
16		•	•	•	•	Evaluates the appropriateness of the reasons given or shown.	•	•	•	•	•
17			•	•	•	Considers events and phenomena according to a multiple causes and multiple effects relationship.	•	•	•	•	•
19			•	•	•	Considers the assumptions affecting the process.	•	•	•	•	•
19		•	•	•	•	Complies with human values in developing solutions to a problem.	•	•	•	•	•
20	•	•	•	•	•	Associates the groups, institutions and social organizations with the main social problems or needs around him/her.	•	•	•	•	•
21		•	•	•	•	Defines business activities (training, skills, personality traits, etc.) that may be related to his special interests	•	•	•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
22			•	•	•	Recognizes the importance of alternative thinking.	•	•	•	•	•
23	•	•	•	•	•	Proposes different solutions to problems.	•	•	•	•	•
24	•	•	•	•	•	Recognizes his personal responsibility for the implementation of solutions to problems.	•	•	•	•	•
25	•	•	•	•	•	Attempts to resolve problems.	•	•	•	•	•
26		•	•	•	•	Knows the steps of problem solving, and uses them for real life problems.	•	•	•	•	•
27		•	•	•	•	Demonstrates effective conflict resolution skills.	•	•	•	•	•
28		•	•	•	•	Compares the concepts of "permanent" and "temporary" solutions.	•	•	•	•	•
29		•	•	•	•	Uses the "I" language effectively in dealing with problems.	•	•	•	•	•
30		•	•	•	•	Acquires a positive past projection/uses past experiences to solve current problems.	•	•	•	•	•
31		•	•	•	•	Acknowledges that life can have ups and downs.	•	•	•	•	•
32		•	•	•	•	Explains compelling life events in the life cycle with examples.	•	•	•	•	•
33		•	•	•	•	Uses ways of coping with stress effectively.	•	•	•	•	•
34	•	•	•	•	•	Seeks the help of others when needed.	•	•	•	•	•
35			•	•	•	Cares about benefiting from the experience of others.	•	•	•	•	•
36		•	•	•	•	Is open to constructive criticism from people who care about him/her (family, friends, etc.)	•	•	•	•	•
37				•	•	Reflects on the unhealthy aspects of the family environment and seeks solutions.	•	•	•	•	•
38	•	•	•	•	•	Does not hide his actions from his/her family, tries to find solutions to his/her problems together with them, and accepts adult support.	•	•	•	•	•
39	•	•	•	•	•	Stands for human values.	•	•	•	•	•
40	•	•	•	•	•	Distinguishes between positive and negative values.	•	•	•	•	•
41	•	•	•	•	•	Is willing to act in accordance with positive values.	•	•	•	•	•
42		•	•	•	•	Recognizes the relationships between values.	•	•	•	•	•
43		•	•	•	•	Explains the effects of values on human life.	•	•	•	•	•
44		•	•	•	•	Recognizes the meaning and happiness of living in accordance with human values.	•	•	•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
45	•	•	•	•	•	Has developed the ability to control his/her behavior.	•	•	•	•	•
46	•	•	•	•	•	Recognizes his/her strengths and weaknesses.	•	•	•	•	•
47	•	•	•	•	•	Accepts his/her different traits.	•	•	•	•	•
48	•	•	•	•	•	Develops a positive body image.	•	•	•	•	•
49	•	•	•	•	•	Is aware of his/her interests.	•	•	•	•	•
50	•	•	•	•	•	Expresses him/herself and his/her wishes constructively.	•	•	•	•	•
51	•	•	•	•	•	Notices his/her skills develop over time.	•	•	•	•	•
52		•	•	•	•	Makes inferences about changes in his/her feelings and thoughts.	•	•	•	•	•
53			•	•	•	Makes decisions without being influenced by others.	•	•	•	•	•
54			•	•	•	When confronted with peer pressure, asks why his peers are so insistent.	•	•	•	•	•
55		•	•	•	•	Recognizes the elements of popular culture and does not feel obliged to follow them.	•	•	•	•	•
56					•	Acknowledges that children should acquire various life skills, starting at a young age in accordance with their developmental stages, and plans how to do them and implements them.	•	•	•	•	•
57		•	•	•	•	Determines his/her position within various groups and institutions.	•	•	•	•	•
58	•	•	•	•	•	Indicates the different roles an individual can have (friend, student, member of the family, etc.).	•	•	•	•	•
59		•	•	•	•	Recognizes the importance of establishing and maintaining meaningful relationships.	•	•	•	•	•
60	•	•	•	•	•	Respects human values in his/her relationships.	•	•	•	•	•
61	•	•	•	•	•	Has the skills to work individually, in pairs and in groups.	•	•	•	•	•
62	•	•	•	•	•	Gives examples of the attitudes and behaviors that maintain and damage relationships.	•	•	•	•	•
63	•	•	•	•	•	Recognizes his/her responsibilities in personal relationships.	•	•	•	•	•
64	•	•	•	•	•	Recognizes the importance of dialogue and effective communication for the culture of living together.	•	•	•	•	•
65	•	•	•	•	•	Distinguishes between people's differences and similarities.	•	•	•	•	•
66	•	•	•	•	•	Is aware of the feelings of others.	•	•	•	•	•
67	•	•	•	•	•	Respects the sensitivities of others.	•	•	•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
68	•	•	•	•	•	Is interested in and curious about him/herself and his/her environment.	•	•	•	•	•
69	•	•	•	•	•	Recognizes the values that support people living together.	•	•	•	•	•
70	•	•	•	•	•	Assumes responsibility for protecting and developing values that support co-habitation.	•	•	•	•	•
71	•	•	•	•	•	Seeks to live in a friendly atmosphere and in peace.	•	•	•	•	•
72			•	•	•	Make inferences about how his/her individual differences can contribute to society.	•	•	•	•	•
73	•	•	•	•	•	Develops daily life skills (cleaning, health protection, nutrition, knowledge of addresses and phone numbers, asking for help, etc.).	•	•	•	•	•
74	•	•	•	•	•	Exhibits behaviors of rejection when necessary.	•	•	•	•	•
75		•	•	•	•	Monitors the changes that his/her actions make to him/herself and those around him/her.	•	•	•	•	•
76		•	•	•	•	Adopts rules that are in accordance with basic human values.	•	•	•	•	•
77	•	•	•	•	•	Recognizes the preventive and protective aspects of the rules.	•	•	•	•	•
78		•	•	•	•	Recognizes the reasons for the limitations.	•	•	•	•	•
79		•	•	•	•	Justifies his/her actions.	•	•	•	•	•
80		•	•	•	•	Puts his/her actions in order of importance and priority according to the criteria set by him/herself or others.	•	•	•	•	•
81	•	•	•	•	•	Realizes that s/he needs to be confident in his/her thoughts, words and actions.	•	•	•	•	•
82	•	•	•	•	•	Assumes responsibility for his/her actions.	•	•	•	•	•
83		•	•	•	•	Assesses the actions of him/herself or others in terms of their causes and effects.	•	•	•	•	•
84		•	•	•	•	Explains with examples how preferences and their consequences can affect him/herself and others.	•	•	•	•	•
85	•	•	•	•	•	Has developed the ability to cope with negative attitudes and behaviors.	•	•	•	•	•
86	•	•	•	•	•	Shows his/her emotions with controlled behavior when winning or losing.	•	•	•	•	•
87		•	•	•	•	Recognizes that every human being is valuable and worthy of dignity.	•	•	•	•	•
88		•	•	•	•	Explains the reasons when accepting or rejecting the opinions, thoughts, beliefs and suggestions of others using appropriate statements.	•	•	•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
89	•	•	•	•	•	Expresses his/her thoughts, beliefs, feelings and impressions appropriately.	•	•	•	•	•
90	•	•	•	•	•	Expresses his/her desires, needs, tastes, wishes and complaints appropriately to the relevant persons.	•	•	•	•	•
91		•	•	•	•	Welcomes criticism.	•	•	•	•	•
92		•	•	•	•	Evaluates his/her own thoughts and behavior.	•	•	•	•	•
93	•	•	•	•	•	Recognizes that mistakes can be made, and that this is natural.	•	•	•	•	•
94	•	•	•	•	•	Considers the consequences of his/her mistakes and determines how to remedy them.	•	•	•	•	•
95	•	•	•	•	•	Appreciates the positive and favorable traits of those around him/her.	•	•	•	•	•
96		•	•	•	•	Knows that some value criteria may differ in other cultures.	•	•			
97		•	•	•	•	Interprets the social incidents around him/her.	•	•	•	•	•
98	•	•	•	•	•	Distinguishes between changes and continuities.	•	•	•	•	•
99	•	•	•	•	•	Recognizes the responsibilities to be assumed in various environments and positions.	•	•	•	•	•
100	•	•	•	•	•	Recognizes the potential consequences of fulfilling his/her responsibilities.	•	•	•	•	•
101		•	•	•	•	Recognizes that sharing material and moral values is a virtue.	•	•	•	•	•
102		•	•	•	•	Expresses his/her fundamental rights and freedoms.	•	•	•	•	•
103		•	•	•	•	Develops solutions for situations in which rights and freedoms are violated.	•	•	•		
104	•	•	•	•	•	Challenges those s/he thinks are wrong.	•	•	•	•	•
105	•	•	•	•	•	Recognizes the social organizations, official institutions and groups that people establish for a specific purpose.	•	•	•	•	•
106		•	•	•	•	Gives examples of the interaction between him/herself and the groups, institutions and social networks around him/her.	•	•	•	•	•
107		•	•	•	•	Establishes link between the basic needs of society and the people and institutions that serve those needs.	•	•	•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
108		•	•	•	•	Obtains information about social aid institutions in their country and their functions.	•	•	•	•	•
109	•	•	•	•	•	Takes measures against hazards that may be encountered in various environments.	•	•	•	•	•
110	•	•	•	•	•	Uses tools in accordance with their intended purposes.	•	•	•	•	•
111	•	•	•	•	•	Is aware of the opportunities around him and takes advantage of them.	•	•	•	•	•
112		•	•	•	•	Recognizes the laws of the universe (physical, biological, social, etc.).	•	•	•	•	•
113	•	•	•	•	•	Recognizes what people need to be able to survive.	•	•	•	•	•
114		•	•	•	•	Distinguishes between his/her wishes and needs.	•	•	•	•	•
115		•	•	•	•	Questions the relationship between his/her needs and opportunities.	•	•	•	•	•
116	•	•	•	•	•	Protects him/herself from potentially dangerous situations.	•	•	•	•	•
117					•	Knows and distinguishes between different health problems in developmental processes.	•				
118					•	Explains the characteristics of various developmental periods.	•	•	•	•	•
119		•	•	•	•	Acts as a part of nature, rather than thinking s/he rules over it.	•	•			
120	•	•	•	•	•	Uses his/her free time productively.	•	•	•	•	•
121	•	•	•	•	•	Joins social circles that support his/her mental and physical health.	•	•	•	•	•
122			•	•	•	States that avoiding natural and social life is a form of disease.		•			
123		•	•	•	•	Notices any tendency to be alone and isolated.		•		•	•
124	•	•	•	•	•	Knows what privacy is and protects his/her privacy.		•			
125	•	•	•	•	•	Respects the privacy of other people.		•			
126	•	•	•	•	•	Enjoys spending time with family and friends.		•		•	•
127				•	•	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.		•	•	•	•
128	•	•	•	•	•	Associates physical activity with healthy living.	•	•	•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
129	•	•	•	•	•	Performs physical activities within the limits of his/her own body and avoids risks.	•	•	•	•	•
130		•	•	•	•	Recognizes that physical activities protect him from harmful habits.	•	•	•	•	•
131			•	•	•	Acts as an ambassador for healthy living.	•	•	•	•	•
132	•	•	•	•	•	Recognizes that it is his/her responsibility to live healthily and recover when his/her health deteriorates.	•	•	•	•	•
133	•	•	•	•	•	Explains the basic concepts of healthy living.	•				
134		•	•	•	•	Makes health-related arrangements in their living space.	•	•			
135		•	•	•	•	Makes sure that the goods s/he uses are healthy/simple and ergonomic.	•	•			
136	•	•	•	•	•	Is willing to receive preventive health services (vaccination, etc.).	•				
137	•	•	•	•	•	Says all forms of extremism should be avoided.	•	•			
138		•	•	•	•	Acknowledges that changing behaviors/attitudes to health can take time.	•				
139				•	•	Explains the neurological processes of habits with examples.	•	•	•	•	•
140		•	•	•	•	Avoids obsessions and anxiety about health.	•				
141	•	•	•	•	•	Recognizes the health-related negative aspects of his/her role models.	•	•	•	•	•
142	•	•	•	•	•	Takes part in health campaigns.	•	•	•	•	•
143		•	•	•	•	Associates regular sleep with health.	•	•			
144		•	•	•	•	Assesses the food pyramid for a healthy life.	•				
145	•	•	•	•	•	Consumes food in an informed manner.	•				
146	•	•	•	•	•	Explains the health hazards of fast food.	•				
147			•	•	•	Recognizes energy drinks and explains their effects.	•				
148	•	•	•	•	•	Does not perceive nutrition as a reward or entertainment culture.	•				
149			•	•	•	Does not turn to detrimental behaviors to reward him/herself.	•	•	•	•	•
150	•	•	•	•	•	Associates clothing with health.	•				

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
151		•	•	•	•	Recognizes the effects of popular culture that disrupt the body (tattoos, tight clothing, short clothing, flat and heeled shoes, etc.).	•				
152	•	•	•	•	•	Takes measures to prevent the spread of diseases.	•	•	•		
153	•	•	•	•	•	Recognizes the basic symptoms of common diseases.	•				
154	•	•	•	•	•	Manages chronic diseases.	•				
155		•	•	•	•	Gives examples of urgent health conditions.	•				
156		•	•	•	•	Effectively manages crises in health-related emergency situations.	•				
157	•	•	•	•	•	Applies the principles of rational drug use to his/her life.	•			•	•
158				•	•	Acquires information about social security services.	•				
159			•	•	•	States when to resort to health institutions.	•	•	•	•	•
160	•	•	•	•	•	Expresses how to communicate with healthcare personnel when necessary.	•				
161		•	•	•	•	Recognizes patient rights and duties.	•				
162		•	•	•	•	Explains the development process of addiction.	•	•	•	•	•
163		•	•	•	•	Distinguishes between habit and addiction.		•			
164				•	•	Recognizes the unfulfillment of which needs the addiction education courses stem from.	•	•	•	•	•
165		•	•	•	•	Distinguish between facts and myths about addictive substances.	•	•	•	•	•
166			•	•	•	Compares his/her own views with actual data on addictions and addictive substances.	•	•	•	•	•
167				•	•	Explains withdrawal syndrome with examples.		•	•	•	•
168			•	•	•	Perceives apathy as a problem.		•	•	•	•
169		•	•	•	•	Recognizes that becoming addicted is much easier than quitting.		•	•	•	•
170					•	Recognizes that his/her own addictions will affect his/her children genetically and psychologically.	•	•	•	•	•
171				•	•	Explains the gateway effect of addictive substances.			•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
172		•	•	•	•	Recognizes that addicts usually start to use believing they can control themselves.		•	•	•	•
173			•	•	•	Explains the concept of social smoking.			•	•	•
174		•	•	•	•	States that addiction treatment is a long and challenging process.		•	•	•	•
175		•	•	•	•	Seeks to make friends with people who are not addicted.	•	•	•	•	•
176		•	•	•	•	Strives to avoid risky situations.	•	•	•	•	•
177	•	•	•	•	•	Recognizes the health effects of immoderate use of technology and takes measures.	•	•			
178	•	•	•	•	•	Cares about face-to-face relationships.		•			
179	•	•	•	•	•	Realizes that possessing technological products does not indicate social status.		•			
180	•	•	•	•	•	Does not replace the technology products s/he uses unless it is necessary.		•			
181	•	•	•	•	•	Expresses the positive and negative effects of technology on human life.		•			
182		•	•	•	•	Gives examples of the economic losses linked to addiction.		•	•	•	•
183					•	Recognizes undesired behaviors in children regarding the use of technology.		•			
184					•	Notices the negative effects of technological devices on child development.		•			
185			•	•	•	Guides people in the proper use of technology.		•			
186			•	•	•	Recognizes the unfavorable content of technological tools.		•			
187	•	•	•	•	•	Manages time properly when using technology.		•			
188		•	•	•	•	Emphasizes the things to be considered when selecting entertaining technological devices and content.		•			
189			•	•	•	Explains the importance of using technology properly according to the age group.		•			
190		•	•	•	•	Lists the risk factors that cause addiction.	•	•	•	•	•
191			•	•	•	Follows informative activities for the prevention of addictions.	•	•	•	•	•
192		•	•	•	•	Uses the Internet safely.		•			

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
193		•	•	•	•	Explains the potential dangers of sharing personal data, giving examples.		•			
194		•	•	•	•	Assesses the negative effects of social media on human relations objectively.		•			
195		•	•	•	•	Understands that the misuse of the Internet can lead to such problems as deception, fraud, harassment, bullying, etc.		•			
196	•	•	•	•	•	Uses sources of information other than the Internet.		•			
197		•	•	•	•	Discusses the positive and negative aspects of having an anonymous personality on the Internet.		•			
198		•	•	•	•	Lists the security vulnerabilities (pop-up pages, trojans, worms, cookies, etc.) placed for malicious use on websites.		•			
199		•	•	•	•	Comprehends that games are always based on the same themes.		•			
200		•	•	•	•	Lists the things to be considered when selecting the television programs to watch.		•			
201		•	•	•	•	Compares the characteristics of smokers and non-smokers.			•	•	•
202		•	•	•	•	Informs the people around them about the effects of smoking on health.			•	•	•
203		•	•	•	•	*Rejects the perception that cigarettes are less harmful than other substances.			•		
204		•	•	•	•	Expresses that smoking is not a problem-solving tool.			•		
205		•	•	•	•	Expresses that smoking is not a symbol of power.			•		
206		•	•	•	•	Recognizes that joining a group does not require one to smoke.			•		
207				•	•	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.	•		•	•	•
208		•	•	•	•	Defines the concept of passive smoking.			•		
209		•	•	•	•	Protects people's right to a smoke-free environment.			•		
210					•	Knows how to approach young addicts.		•	•	•	•
211				•	•	States the changes in the body due to alcohol.				•	

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
212				•	•	Explains the social, economic, legal and physical consequences of alcohol use.				•	•
213				•	•	Explains the irrational thoughts that accompany alcohol use.				•	•
214				•	•	Recognizes the connection between alcohol use and traffic accidents.				•	
215				•	•	Recognizes the need for laws and rules related to alcohol and alcohol addiction.				•	
216				•	•	Realizes how alcohol use is presented as a means of solving problems and relaxing in the mass media.				•	
217				•	•	Questions the "sympathetic drunk" characters in mass media.				•	
218				•	•	Does not see alcohol as a means of acceptance among his/her peers.				•	
219				•	•	Acknowledges that not every psychological problem leads to substance abuse, but that substance abuse always creates psychiatric problems.					•
220				•	•	Notices the symptoms of substance use in individuals.					•
221			•	•	•	Acknowledges that tobacco, alcohol and substance abuse lead to social exclusion.			•	•	•
222			•	•	•	Knows where the first offers of tobacco, alcohol or substances may come from.			•	•	•
223				•	•	Follows new dangerous approaches to substance abuse and takes measures.					•
224				•	•	Explains the criminal laws related to substance abuse and sale.					•

2. List of Common TBM Outcomes

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
1		•	•	•	•	List what needs to be done to achieve a specific goal and to attain the objectives.	•	•	•	•	•
2		•	•	•	•	Set short-, medium- and long-term goals.	•	•	•	•	•
4	•	•	•	•	•	Understands that there are rules in social life.	•	•	•	•	•
5		•	•	•	•	Considers his/her position regarding an event or phenomenon in various aspects (material, strategic, tactical, etc.).	•	•	•	•	•
6		•	•	•	•	Collects, organizes and interprets data related to a problem.	•	•	•	•	•
7	•	•	•	•	•	Creates ideas based on an inductive approach.	•	•	•	•	•
8			•	•	•	Recognizes that knowledge can change and develop.	•	•	•	•	•
9	•	•	•	•	•	Uses various sources to obtain information.	•	•	•	•	•
10		•	•	•	•	Questions the reliability of his/her sources of information.	•	•	•	•	•
11			•	•	•	Questions the effects of feelings and thoughts concerning the source of information on his/her actions.	•	•	•	•	•
12			•	•	•	Distinguishes between the effects of different sources on the formation of thoughts, opinions and behaviors.	•	•	•	•	•
13		•	•	•	•	Questions the messages that s/he receives.	•	•	•	•	•
14		•	•	•	•	Distinguishes between subjective and objective judgments.	•	•	•	•	•
15		•	•	•	•	Notices the prejudices, cliches, stereotypical thinking, etc. in the thoughts of him/herself and in those of others.	•	•	•	•	•
16		•	•	•	•	Evaluates the appropriateness of the reasons given or shown.	•	•	•	•	•
17			•	•	•	Considers events and phenomena according to multiple causes and multiple effects relationships.	•	•	•	•	•
18			•	•	•	Considers the assumptions affecting the process.	•	•	•	•	•
19		•	•	•	•	Complies with human values in developing solutions to problems.	•	•	•	•	•
20	•	•	•	•	•	Associates the groups, institutions and social organizations with the major social problems or needs around him/her.	•	•	•	•	•
21		•	•	•	•	Defines business activities (training, skills, personality traits, etc.) that may be related to his/her special interests	•	•	•	•	•
22			•	•	•	Recognizes the importance of alternative thinking.	•	•	•	•	•
23	•	•	•	•	•	Proposes different solutions to problems.	•	•	•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
24	•	•	•	•	•	Recognizes his/her personal responsibility for the implementation of the solutions to problems.	•	•	•	•	•
25	•	•	•	•	•	Attempts to resolve problems.	•	•	•	•	•
26		•	•	•	•	Knows the steps of problem solving, and uses them for real life problems.	•	•	•	•	•
27		•	•	•	•	Demonstrates effective conflict resolution skills.	•	•	•	•	•
28		•	•	•	•	Compares the concepts of "permanent" and "temporary" solutions.	•	•	•	•	•
29		•	•	•	•	Uses the "I" language effectively when dealing with problems.	•	•	•	•	•
30		•	•	•	•	Acquires a positive past projection/uses past experiences to solve current problems.	•	•	•	•	•
31		•	•	•	•	Acknowledges that life can have ups and downs.	•	•	•	•	•
32		•	•	•	•	Explains compelling life events in the life cycle with examples.	•	•	•	•	•
33		•	•	•	•	Uses ways of coping with stress effectively.	•	•	•	•	•
34	•	•	•	•	•	Seeks the help of others when needed.	•	•	•	•	•
35			•	•	•	Cares about benefiting from the experience of others.	•	•	•	•	•
36		•	•	•	•	Is open to constructive criticism from people who care about him/her (family, friends, etc.).	•	•	•	•	•
37				•	•	Reflects on the unhealthy aspects of the family environment and seeks solutions.	•	•	•	•	•
38	•	•	•	•	•	Does not hide his actions from his/her family, tries to find solutions to his/her problems together with them, and accepts adult support.	•	•	•	•	•
39	•	•	•	•	•	Stands for human values.	•	•	•	•	•
40	•	•	•	•	•	Distinguishes between positive and negative values.	•	•	•	•	•
41	•	•	•	•	•	Is willing to act in accordance with positive values.	•	•	•	•	•
42		•	•	•	•	Recognizes the relationships between values.	•	•	•	•	•
43		•	•	•	•	Explains the effects of values on human life.	•	•	•	•	•
44		•	•	•	•	Recognizes the meaning and happiness of living in accordance with human values.	•	•	•	•	•
45	•	•	•	•	•	Has developed the ability to control his/her behavior.	•	•	•	•	•
46	•	•	•	•	•	Recognizes his/her strengths and weaknesses.	•	•	•	•	•
47	•	•	•	•	•	Accepts his/her different traits.	•	•	•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
48	•	•	•	•	•	Develops a positive body image.	•	•	•	•	•
49	•	•	•	•	•	Is aware of his/her interests.	•	•	•	•	•
50	•	•	•	•	•	Expresses him/herself and his/her wishes constructively.	•	•	•	•	•
51	•	•	•	•	•	Notices his/her skills develop over time.	•	•	•	•	•
52		•	•	•	•	Makes inferences about changes in his/her feelings and thoughts.	•	•	•	•	•
51			•	•	•	Makes decisions without being influenced by others.	•	•	•	•	•
55		•	•	•	•	Recognizes the elements of popular culture and does not feel obliged to follow them.	•	•	•	•	•
56					•	Acknowledges that children should acquire various life skills starting from a young age in accordance with their developmental stages, and plans how to do them and implement them.	•	•	•	•	•
57		•	•	•	•	Determines his/her position within various groups and institutions.	•	•	•	•	•
58	•	•	•	•	•	Indicates the different roles an individual can have (friend, student, member of the family, etc.).	•	•	•	•	•
59		•	•	•	•	Recognizes the importance of establishing and maintaining meaningful relationships.	•	•	•	•	•
60	•	•	•	•	•	Respects human values in his/her relationships.	•	•	•	•	•
61	•	•	•	•	•	Has the skills to work individually, in pairs and in groups.	•	•	•	•	•
62	•	•	•	•	•	Gives examples of the attitudes and behaviors that maintain and damage relationships.	•	•	•	•	•
63	•	•	•	•	•	Recognizes his/her responsibilities in personal relationships.	•	•	•	•	•
64	•	•	•	•	•	Recognizes the importance of dialogue and effective communication for the culture of living together.	•	•	•	•	•
65	•	•	•	•	•	Distinguishes between people's differences and similarities.	•	•	•	•	•
66	•	•	•	•	•	Is aware of the feelings of others.	•	•	•	•	•
67	•	•	•	•	•	Respects the sensitivities of others.	•	•	•	•	•
68	•	•	•	•	•	Is interested in and curious about him/herself and his/her environment.	•	•	•	•	•
69	•	•	•	•	•	Recognizes the values that support people living together.	•	•	•	•	•
70	•	•	•	•	•	Assumes responsibility for protecting and developing the values that support people who live together.	•	•	•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
71	•	•	•	•	•	Seeks to live in a friendly atmosphere and in peace.	•	•	•	•	•
72			•	•	•	Understands how his/her individual differences can contribute to society.	•	•	•	•	•
73	•	•	•	•	•	Develops daily life skills (cleaning, health protection, nutrition, knowledge of addresses and phone numbers, asking for help, etc.).	•	•	•	•	•
74	•	•	•	•	•	Exhibits behaviors of rejection when necessary.	•	•	•	•	•
75		•	•	•	•	Monitors the changes that his/her actions make to him/herself and those around him/her.	•	•	•	•	•
76		•	•	•	•	Adopts rules that are in accordance with basic human values.	•	•	•	•	•
77	•	•	•	•	•	Recognizes the preventive and protective aspects of rules.	•	•	•	•	•
78		•	•	•	•	Recognizes the reasons for the limitations.	•	•	•	•	•
79		•	•	•	•	Justifies his/her actions.	•	•	•	•	•
80		•	•	•	•	Puts his/her actions in order of importance and priority according to the criteria set by him/herself/others.	•	•	•	•	•
81	•	•	•	•	•	Realizes that s/he needs to be confident in his/her thoughts, words and actions.	•	•	•	•	•
82	•	•	•	•	•	Assumes responsibility for his/her actions.	•	•	•	•	•
83		•	•	•	•	Assesses the actions of him/herself or others in terms of their causes and effects.	•	•	•	•	•
84		•	•	•	•	Explains with examples how preferences and their consequences can affect him/herself and others.	•	•	•	•	•
85	•	•	•	•	•	Has developed the ability to cope with negative attitudes and behaviors.	•	•	•	•	•
86	•	•	•	•	•	Shows his/her emotions with controlled behavior when winning or losing.	•	•	•	•	•
87		•	•	•	•	Recognizes that every human being is valuable and worthy of dignity.	•	•	•	•	•
88		•	•	•	•	Explains the reasons for accepting or rejecting others' opinions, thoughts, beliefs and suggestions using appropriate statements.	•	•	•	•	•
89	•	•	•	•	•	Expresses his/her thoughts, beliefs, feelings and impressions appropriately.	•	•	•	•	•
90	•	•	•	•	•	Expresses his/her desires, needs, tastes, wishes and complaints suitably to the appropriate persons.	•	•	•	•	•
91		•	•	•	•	Welcomes criticism.	•	•	•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
92		•	•	•	•	Evaluates his/her own thoughts and behavior.	•	•	•	•	•
93	•	•	•	•	•	Recognizes that mistakes can be made, and that this is natural.	•	•	•	•	•
94	•	•	•	•	•	Considers the consequences of his/her mistakes and determines how to remedy them.	•	•	•	•	•
95	•	•	•	•	•	Appreciates the positive and favorable traits of those around him/her.	•	•	•	•	•
97		•	•	•	•	Interprets the social incidents around him/her.	•	•	•	•	•
98	•	•	•	•	•	Distinguishes between changes and continuities.	•	•	•	•	•
99	•	•	•	•	•	Recognizes the responsibilities to be assumed in various environments and positions.	•	•	•	•	•
100	•	•	•	•	•	Recognizes the potential consequences of fulfilling his/her responsibilities.	•	•	•	•	•
101		•	•	•	•	Recognizes that sharing material and moral values is a virtue.	•	•	•	•	•
102		•	•	•	•	Expresses his/her fundamental rights and freedoms.	•	•	•	•	•
104	•	•	•	•	•	Challenges those s/he thinks are wrong.	•	•	•	•	•
105	•	•	•	•	•	Recognizes the social organizations, official institutions and groups that people establish for a specific purpose.	•	•	•	•	•
106		•	•	•	•	Gives examples of the interaction between him/herself and the groups, institutions and social networks around him/her.	•	•	•	•	•
107		•	•	•	•	Establishes link between the basic needs of society and the people and institutions that serve those needs.	•	•	•	•	•
108		•	•	•	•	Obtains information about social aid institutions in their country and their functions.	•	•	•	•	•
109	•	•	•	•	•	Takes measures against hazards that may be encountered in various environments.	•	•	•	•	•
110	•	•	•	•	•	Uses tools in accordance with their intended purposes.	•	•	•	•	•
111	•	•	•	•	•	Is aware of the opportunities around him and takes advantage of them.	•	•	•	•	•
112		•	•	•	•	Recognizes the laws of the universe (physical, biological, social, etc.).	•	•	•	•	•
113	•	•	•	•	•	Recognizes what people need to be able to survive.	•	•	•	•	•
114		•	•	•	•	Distinguishes between his/her wishes and needs.	•	•	•	•	•
115		•	•	•	•	Questions the relationship between his/her needs and opportunities.	•	•	•	•	•
116	•	•	•	•	•	Protects him/herself from potentially dangerous situations.	•	•	•	•	•

No.	Levels Associated with the Outcome					Outcome Statements	Areas Associated with the Outcome				
	Kindergarten	Primary School	Secondary School	High School	University/Adult		Healthy Living	Technology	Tobacco	Alcohol	Substances
118					•	Explains the characteristics of various developmental periods.	•	•	•	•	•
120	•	•	•	•	•	Uses his/her free time productively.	•	•	•	•	•
121	•	•	•	•	•	Joins social circles that support his/her mental and physical health.	•	•	•	•	•
128	•	•	•	•	•	Associates physical activity with healthy living.	•	•	•	•	•
129	•	•	•	•	•	Performs physical activities within the limits of his/her own body and avoids risks.	•	•	•	•	•
130		•	•	•	•	Recognizes that physical activities protect him/her from harmful habits.	•	•	•	•	•
131			•	•	•	Acts as an ambassador for healthy living.	•	•	•	•	•
132	•	•	•	•	•	Recognizes that it is his/her responsibility to live healthily and recover when his/her health deteriorates.	•	•	•	•	•
139				•	•	Explains the neurological processes of habits with examples.	•	•	•	•	•
141	•	•	•	•	•	Recognizes the health-related negative aspects of his/her role models.	•	•	•	•	•
142	•	•	•	•	•	Takes part in health campaigns.	•	•	•	•	•
149			•	•	•	Does not engage in detrimental behavior as reward to him/herself.	•	•	•	•	•
159			•	•	•	States when to resort to health institutions.	•	•	•	•	•
162		•	•	•	•	Explains the development process of addiction.	•	•	•	•	•
164				•	•	Recognizes the unfulfillment of which needs the addiction education courses stem from.	•	•	•	•	•
165		•	•	•	•	Distinguish between facts and myths about addictive substances.	•	•	•	•	•
166			•	•	•	Compares his/her own views with actual data on addictions and addictive substances.	•	•	•	•	•
170					•	Recognizes that his/her own addictions will affect his/her children genetically and psychologically.	•	•	•	•	•
175		•	•	•	•	Seeks to make friends with people who are not addicted.	•	•	•	•	•
176		•	•	•	•	Strives to avoid risky situations.	•	•	•	•	•
190		•	•	•	•	Lists the risk factors that cause addiction.	•	•	•	•	•
191			•	•	•	Follows informative activities for the prevention of addictions.	•	•	•	•	•

3. List of TBM Outcomes Specific to Healthy Living and Protection Against Diseases

Outcomes Specific to Healthy Living and Protection Against Diseases	TBM Outcomes No.	Levels Associated with the Outcome					Outcome Statements
		Kindergarten	Primary School	Secondary School	High School	University/Adult	
1	3	•	•	•	•	•	Applies the principles and rules specific to a task.
2	96		•	•	•	•	Knows that some value criteria may differ in other cultures.
3	103		•	•	•	•	Develops solutions for situations in which rights and freedoms are violated.
4	117					•	Knows and distinguishes between different health problems in developmental processes.
5	119		•	•	•	•	Acts as a part of nature, rather than thinking s/he rules over it.
6	133	•	•	•	•	•	Explains the basic concepts of healthy living.
7	134		•	•	•	•	Makes health-related arrangements in their living space.
8	135		•	•	•	•	Makes sure that the goods s/he uses are healthy/simple and ergonomic.
9	136	•	•	•	•	•	Is willing to receive preventive health services (vaccination, etc.).
10	137	•	•	•	•	•	Says all forms of extremism should be avoided.
11	138		•	•	•	•	Acknowledges that changing behaviors/attitudes to health can take time.
12	140		•	•	•	•	Avoids obsessions and anxiety about health.
13	143		•	•	•	•	Associates regular sleep with health.
14	144		•	•	•	•	Assesses the food pyramid for a healthy life.
15	145	•	•	•	•	•	Consumes food in an informed manner.
16	146	•	•	•	•	•	Explains the health hazards of fast food.
17	147			•	•	•	Recognizes energy drinks and explains their effects.
18	148	•	•	•	•	•	Does not perceive nutrition as a reward or entertainment culture.
19	150	•	•	•	•	•	Associates clothing with health.
20	151		•	•	•	•	Recognizes the effects of popular culture that disrupt the body (tattoos, tight clothing, short clothing, flat and heeled shoes, etc.).
21	152	•	•	•	•	•	Takes measures to prevent the spread of diseases.

Outcomes Specific to Healthy Living and Protection Against Diseases	TBM Outcomes No.	Levels Associated with the Outcome					Outcome Statements
		Kindergarten	Primary School	Secondary School	High School	University/Adult	
22	153	•	•	•	•	•	Recognizes the basic symptoms of common diseases.
23	154	•	•	•	•	•	Manages chronic diseases.
24	155		•	•	•	•	Gives examples of urgent health conditions.
25	156		•	•	•	•	Effectively manages crises in health-related emergency situations.
26	157	•	•	•	•	•	Applies the principles of rational drug use to his/her life.
27	158				•	•	Acquires information about social security services.
28	160	•	•	•	•	•	Expresses how to communicate with healthcare personnel when necessary.
29	161		•	•	•	•	Recognizes patient rights and duties.
30	177	•	•	•	•	•	Recognizes the health effects of immoderate use of technology and takes measures.
31	207				•	•	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.

4. List of TBM Outcomes Specific to Technology Addiction

Outcomes Specific to Technology Addiction	TBM Outcomes No.	Levels Associated with the Outcome					Outcome Statements
		Kindergarten	Primary School	Secondary School	High School	University/Adult	
1	54			●	●	●	When confronted with peer pressure, asks why his peers are so insistent.
2	96		●	●	●	●	Knows that some value criteria may differ in other cultures.
3	103		●	●	●	●	Develops solutions for situations in which rights and freedoms are violated.
4	119		●	●	●	●	Acts as a part of nature, rather than thinking s/he rules over it.
5	122			●	●	●	States that avoiding natural and social life is a form of disease.
6	123		●	●	●	●	Notices any tendency to be alone and isolated.
7	124	●	●	●	●	●	Knows what privacy is and protects his/her privacy.
8	125	●	●	●	●	●	Respects the privacy of other people.
9	126	●	●	●	●	●	Enjoys spending time with family and friends.
10	127				●	●	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.
11	134		●	●	●	●	Makes health-related arrangements in their living space.
12	135		●	●	●	●	Makes sure that the goods s/he uses are healthy/simple and ergonomic.
13	137	●	●	●	●	●	Says all forms of extremism should be avoided.
14	143		●	●	●	●	Associates regular sleep with health.
15	152	●	●	●	●	●	Takes measures to prevent the spread of diseases.
16	163		●	●	●	●	Distinguishes between habit and addiction.
17	167				●	●	Explains withdrawal syndrome with examples.
18	168			●	●	●	Perceives apathy as a problem.
19	169		●	●	●	●	Recognizes that becoming addicted is much easier than quitting.
20	172		●	●	●	●	Recognizes that addicts usually start to use believing they can control themselves.
21	174		●	●	●	●	States that addiction treatment is a long and challenging process.
22	177	●	●	●	●	●	Recognizes the health effects of immoderate use of technology and takes measures.

Outcomes Specific to Technology Addiction	TBM Outcomes No.	Levels Associated with the Outcome					Outcome Statements
		Kindergarten	Primary School	Secondary School	High School	University/Adult	
23	178	•	•	•	•	•	Cares about face-to-face relationships.
24	179	•	•	•	•	•	Realizes that possessing technological products does not indicate social status.
25	180	•	•	•	•	•	Does not replace the technology products s/he uses unless it is necessary.
26	181	•	•	•	•	•	Expresses the positive and negative effects of technology on human life.
27	182		•	•	•	•	Gives examples of the economic losses linked to addiction.
28	183					•	Recognizes undesired behaviors in children regarding the use of technology.
29	184					•	Notices the negative effects of technological devices on child development.
30	185			•	•	•	Guides people in the proper use of technology.
31	186			•	•	•	Recognizes the unfavorable content of technological tools.
32	187	•	•	•	•	•	Manages time properly when using technology.
33	188		•	•	•	•	Emphasizes the things to be considered when selecting entertaining technological devices and content.
34	189			•	•	•	Explains the importance of using technology properly according to the age group.
35	192	•	•	•	•	•	Cares about face-to-face relationships.
36	193		•	•	•	•	Explains the potential dangers of sharing personal data, giving examples.
37	194		•	•	•	•	Assesses the negative effects of social media on human relations objectively.
38	195		•	•	•	•	Understands that the misuse of the Internet can lead to such problems as deception, fraud, harassment, bullying, etc.
39	196	•	•	•	•	•	Uses sources of information other than the Internet.
40	197		•	•	•	•	Discusses the positive and negative aspects of having an anonymous personality on the Internet.
41	198		•	•	•	•	Lists the security vulnerabilities (pop-up pages, trojans, worms, cookies, etc.) placed for malicious use on websites.
42	199		•	•	•	•	Comprehends that games are always based on the same themes.
43	200		•	•	•	•	Lists the things to be considered when selecting the television programs to watch.
44	210					•	Knows how to approach young addicts.

5. List of TBM Outcomes Specific to Tobacco Addiction

Outcomes Specific to Tobacco Addiction	TBM Outcomes No.	Levels Associated with the Outcome					Outcome Statements
		Kindergarten	Primary School	Secondary School	High School	University/Adult	
1	54			•	•	•	When confronted with peer pressure, asks why his peers are so insistent.
2	103		•	•	•	•	Develops solutions for situations in which rights and freedoms are violated.
3	127				•	•	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.
4	152	•	•	•	•	•	Takes measures to prevent the spread of diseases.
5	167				•	•	Explains withdrawal syndrome with examples.
6	168			•	•	•	Perceives apathy as a problem.
7	169		•	•	•	•	Recognizes that becoming addicted is much easier than quitting.
8	171				•	•	Explains the gateway effect of addictive substances.
9	172		•	•	•	•	Recognizes that addicts usually start to use believing they can control themselves.
10	173			•	•	•	Explains the concept of social smoking.
11	174		•	•	•	•	States that addiction treatment is a long and challenging process.
12	182		•	•	•	•	Gives examples of the economic losses linked to addiction.
13	201		•	•	•	•	Compares the characteristics of smokers and non-smokers.
14	202		•	•	•	•	Informs the people around them about the effects of smoking on health.
15	203		•	•	•	•	*Rejects the perception that cigarettes are less harmful than other substances.
16	204		•	•	•	•	Expresses that smoking is not a problem-solving tool.
17	205		•	•	•	•	Expresses that smoking is not a symbol of power.
18	206		•	•	•	•	Recognizes that joining a group does not require one to smoke.
19	207				•	•	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.
20	208		•	•	•	•	Defines the concept of passive smoking.
21	209		•	•	•	•	Protects people's right to a smoke-free environment.
22	210					•	Knows how to approach young addicts.
23	221			•	•	•	Acknowledges that tobacco, alcohol and substance abuse lead to social exclusion.
24	222			•	•	•	Knows where the first offers of tobacco, alcohol or substances may come from.

6. List of TBM Outcomes Specific to Alcohol Addiction

Outcomes Specific to Alcohol Addiction	TBM Outcomes No.	Levels Associated with the Outcome					Outcome Statements
		Kindergarten	Primary School	Secondary School	High School	University/Adult	
1	54			•	•	•	When confronted with peer pressure, asks why his peers are so insistent.
2	123		•	•	•	•	Notices any tendency to be alone and isolated.
3	126	•	•	•	•	•	Enjoys spending time with family and friends.
4	127				•	•	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.
5	157	•	•	•	•	•	Applies the principles of rational drug use to his/her life.
6	167				•	•	Explains withdrawal syndrome with examples.
7	168			•	•	•	Perceives apathy as a problem.
8	169		•	•	•	•	Recognizes that becoming addicted is much easier than quitting.
9	171				•	•	Explains the gateway effect of addictive substances.
10	172		•	•	•	•	Recognizes that addicts usually start to use believing they can control themselves.
11	173			•	•	•	Explains the concept of social smoking.
12	174		•	•	•	•	States that addiction treatment is a long and challenging process.
13	182		•	•	•	•	Gives examples of the economic losses linked to addiction.
14	201		•	•	•	•	Compares the characteristics of smokers and non-smokers.
15	202		•	•	•	•	Informs the people around them about the effects of smoking on health.
16	207				•	•	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.
17	210					•	Knows how to approach young addicts.
18	211				•	•	States the changes in the body due to alcohol.
19	212				•	•	Explains the social, economic, legal and physical consequences of alcohol use.
20	213				•	•	Explains the irrational thoughts that accompany alcohol use.
21	214				•	•	Recognizes the connection between alcohol use and traffic accidents.
22	215				•	•	Recognizes the need for laws and rules related to alcohol and alcohol addiction.

Outcomes Specific to Alcohol Addiction	TBM Outcomes No.	Levels Associated with the Outcome					Outcome Statements
		Kindergarten	Primary School	Secondary School	High School	University/Adult	
23	216				•	•	Realizes how alcohol use is presented as a means of solving problems and relaxing in the mass media.
24	217				•	•	Questions the "sympathetic drunk" characters in mass media.
25	218				•	•	Does not see alcohol as a means of acceptance among his/her peers.
26	221			•	•	•	Acknowledges that tobacco, alcohol and substance abuse lead to social exclusion.
27	222			•	•	•	Knows where the first offers of tobacco, alcohol or substances may come from.

7. List of TBM Outcomes Specific to Substance Addiction

Outcomes Specific to Substance Addiction	TBM Outcomes No.	Levels Associated with the Outcome					Outcome Statements
		Kindergarten	Primary School	Secondary School	High School	University/Adult	
1	54			•	•	•	When confronted with peer pressure, asks why his peers are so insistent.
2	123		•	•	•	•	Notices any tendency to be alone and isolated.
3	126	•	•	•	•	•	Enjoys spending time with family and friends.
4	127				•	•	Realizes that "going astray" and "being idle" during one's youth can bring one into contact with dangerous pursuits.
5	157	•	•	•	•	•	Applies the principles of rational drug use to his/her life.
6	167				•	•	Explains withdrawal syndrome with examples.
7	168			•	•	•	Perceives apathy as a problem.
8	169		•	•	•	•	Recognizes that becoming addicted is much easier than quitting.
9	171				•	•	Explains the gateway effect of addictive substances.
10	172		•	•	•	•	Recognizes that addicts usually start to use believing they can control themselves.
11	173			•	•	•	Explains the concept of social smoking.
12	174		•	•	•	•	States that addiction treatment is a long and challenging process.
13	182		•	•	•	•	Gives examples of the economic losses linked to addiction.
14	201		•	•	•	•	Compares the characteristics of smokers and non-smokers.
15	202		•	•	•	•	Informs the people around them about the effects of smoking on health.
16	207				•	•	Explains the effects of tobacco/alcohol/substance abuse during pregnancy.
17	210					•	Knows how to approach young addicts.
18	212				•	•	Explains the social, economic, legal and physical consequences of alcohol use.
19	213				•	•	Explains the irrational thoughts that accompany alcohol use.
20	219				•	•	Acknowledges that not every psychological problem leads to substance abuse, but that substance abuse always creates psychiatric problems.
21	220				•	•	Notices the symptoms of substance use in individuals.
22	221			•	•	•	Acknowledges that tobacco, alcohol and substance abuse lead to social exclusion.
23	222			•	•	•	Knows where the first offers of tobacco, alcohol or substances may come from.
24	223				•	•	Follows new dangerous approaches to substance abuse and takes measures.
25	224				•	•	Explains the criminal laws related to substance abuse and sale.

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