



PPROMPT

Peer Pro-Social Modeling in Probation

PRO-SOCIAL MODELING MANUAL

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Foreword

This Literature Review was developed by Ankara Denetimli Serbestlik Müdürlüğü, a partner in the project Peer Pro-Social Modeling in Probation – PPRMPT – No. 2017-1-TR01-KA204-046684, financed by ERASMUS + programme.

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Developed by Ankara Denetimli Serbestlik Müdürlüğü

Date: August,2019

Background

The project Peer Pro-Social Modeling in Probation (PPROMPT) aims to structure a peer pro-social modelling, through the development and implementation in probation systems enhancing both the competencies of management and probation experts to address offenders' needs.

This project **seeks to explore and implement an approach that builds social capital and resilience** within people that are under probational measures. **Specific goals include:**

1. **To develop andragogical materials** (manuals and programme contents) that support training for both staff and management in the field of peer training and pro-social model interventions;
2. **To develop and pilot a "train the trainer" course for probation workers in each country**, giving them the ability to train, continuously, selected well-behaved offenders on peer training and pro-social modelling;
3. **To train the selected poll of inmates in each country on pro-social modeling and peer training**, under the supervision of the probation trainers
4. **To analyse the pilot sessions and revise the manuals** accordingly before disseminating the programme.

PPROMPT project aims to develop the following Intellectual Outputs:

IO1 - Literature review on best practices of adult peer training in probation systems;

IO2 - Meta-analysis on best practice of pro-social modeling in probation systems;

IO3 - Preparation of the Peer-Social Modeling in Probation Curriculum;

IO4 – Preparation of "Peer Trainer's Manual";

IO5 - Preparation of "Pro-Social Modeling" Manual;

IO6 - Preparation of the Train the trainer course material for probation experts;

IO7 - Train the trainer course for the offenders.

Introduction

This programme is prepared for the offenders who are subject to Probation System. The sessions in this program are designed to teach and develop the skills required by the offenders to stay away from criminal behaviour. They are expected to attend all sessions in parallel with their obligations.

The objectives of the program are:

- To develop communication skills related to the various situations in which offenders may face in real life;
- Improve problem solving, discussion and decision-making skills of offenders;
- To teach the skills necessary for offenders to regulate their social relations;
- To teach offenders time management;
- Reduce the likelihood of reconviction of the offenders;
- Accelerate the social cohesion process of obliged parties through newly learned skills.

The program contains both theoretical and practical information. The program sessions are consecutive. Each session is a continuation of the previous session. For this reason, peer trainers should have knowledge about the whole program, at the beginning of the session they should make a short repeat of the previous session.

Introducing the session

Note: The peer trainers should be prepared to the session, the division of duty should be done beforehand. The trainers should check the videos and materials to be used in the session. Paper and pen will be used during the exercises so they should be prepared by the peer trainers.

Note: The peer trainers should be energetic and lively all through the session. They need to have an open posture, where arms and palms are open, with appropriate eye- contact.

1. The peer trainer starts the session by explaining the reasons to come together as a group. He/she explains the benefits of the sessions in re-structuring life and staying away from criminality. He/she briefly explains the reasons for him to manage the session.

“Welcome friends! My name isWe all participate in various trainings under Probation due to various reasons; the reason we are here today is to

understand the basic causes behind our criminal behaviours that have occurred so far in our lives and to see how we will set a life away from crime. Throughout the sessions, we will make assessments in a variety of areas that point to these two main issues.”

2. The peer trainer says **“The main reason why I am here as a peer trainer is that I am also an offender of Ankara Probation Directorate. I come from a similar life with you.”** and briefly mentions his personal story. Peer trainer talks about the age he/she first committed crime, his/her family background, his/her social environment, the factors behind his/her committing crime, the advantages and disadvantages he gathered by committing crime. The peer trainer should especially make emphasis on the time lost, and the lost life-time opportunities because of the results of the criminal behaviour. Then the peer trainer, should share with the group how he quitted the crime, how he had found a solution, how he changed his negative behaviour, and how he adapted to social life.

3. The peer trainer continues the session with an introduction exercise. The peer trainer asks the participants to introduce themselves briefly, then shares the instructions with the group: **“This is our first session and I want to get to know with each of you. Please share your name, the sector you are working in (if you are employed), your age, your education level, your marital status, for how many times you have committed crime and the current case that you are under probation.**

4. The peer trainer asks the group members to come front and to stand in a line in the alphabetical order, according to the first letters of their names.

Note: The peer trainer can write the letters on the board in the alphabetical order so that the group members make use of. The correct order should be;

A B C Ç D E F G H I İ J K L M N O Ö P R S Ş T U Ü V Y Z

Note: If there are illiterate participants in the group, an alternative warm-up exercise can be used. The peer trainer asks the participants to stay in a circle. The participants are asked to introduce themselves, but they need to express the name of the previous participant. The peer trainer starts the exercise by introducing himself. The exercise is finalises after everyone's names are mentioned completely.

5. When the exercise is over, the peer trainer thanks the participants and tell them that they can be seated. Afterwards, the peer trainer starts explaining the days and hours of the session to be held. Then he/she briefly explains the content, the methodology and the objective of the programme.

“PPROMPT Life Skills Programme consists of 10 Sessions. Each session takes 45 minutes. It is prepared to improve the life skills of offenders who are under probation. The program allows us to acquire new life skills or develop existing skills. The programme aims to teach us thinking about problems and using coping skills in real life situations. By using these skills, we will be able to reduce the criminal behaviour and eliminate the situations in which may experience risk in the future.”

6. The peer trainer continues with setting the group rules after making the explanation: “Let’s set up some group rules which all of us will obey during the sessions. What shall our group rules be?” The ideas from the group is collected and written on the wall. The rules given below should be covered.

Note: The rules should cover the following:

- The participants should not interrupt each other.**
- The participants should come to sessions on time- max 10 minutes late arrival is accepted.**
- It is forbidden to attend the sessions under substance- effect.**
- The mobile phones should be in silent- mode.**
- The participants should be active.**
- The participants should not speak- laugh among themselves.**
- The participants should get permission before taking the floor.**
- The participants should show respect to others.**
- The participants should listen and respect to each other even if the ideas seem absurd.**
- The language and expressions should not contain slang or any words reflecting political identity.**
- The participants should not form subgroups.**
- The participants should not personalise events.**
- It is forbidden to ask “when will the session be over?” within the group.**
- It should be emphasized that the topics discussed within the group remain within the group.**
- Each the group members including the peer trainer, should obey the group rules.**

After finalization of writing the group rules, the peer trainer should ask the group whether they wanted to add more rules.

First session: Our excuses and us.

1. The peer trainer then delivers an empty piece of paper (A4) and pencil to the participants. Then he/she asks the group to put a sign on the paper when they learn a new information or face an information, they think that will work. These signs will be gold worth and the number of golds that the participants have will be asked by the peer trainer at the end of the session.

Note: The pencil and papers (A4) should be prepared by the peer trainer beforehand.

2. Peer trainer continues by opening the 1st slide **“No one is born as a criminal. Criminal behaviour is learned in life. We produce various excuses and justifications to explain our criminal behaviours. We will talk about these excuses in today’s session”**.

3. The peer trainer asks the question written on the 2nd slide to the group: **“What mistakes do we make in everyday life?”** The peer trainer collects the answers from the group and concludes **“We all make mistakes in our lives because we are human beings. The important thing is to learn from our mistakes and do not repeat them again”**.

4. The peer trainer continues with the definition of crime (slide number 3): **“There are social, family, economic reasons that push people to commit crime. In addition to these, there are excuses that the human self can claim to justify itself. Let us take a close look at these excuses in our first session. Let's start with the egg example.”**

5. The peer trainer moves on with the 4th slide, opens it and allows the group to analyse the photo and the message written on it and then moves on to the 5th slide to make clarify the message: **“Boiling water hardens the egg while it softens the potato. Regardless of the circumstances, it is «YOU» that determine the outcome.”**

6. After making the introduction, the peer trainer starts talking about the excuses (slide number 6): **“EXCUSE 1: Is this a game of my destiny?? Fate is like a complex highways network. Life is a long journey. You will be constantly crossing the road and you will decide what direction you will go. People live their choices. We expect an adult person over 18 to distinguish between right and wrong and act accordingly.”**

7. The peer trainer highlights the message of this part by using the slides 7 & 8 **“Do not forget!! People live their choices. They are free in their preferences and responsible for the results. Since everyone who lives under the same conditions does not commit the same crime, personal choices are more important than environmental conditions.”**

8. The peer trainer opens the 9th slide and after reading the second excuse, he/she asks the group which way the lines are leaning: **“The second excuse that we use is I am always right. We as human beings always want to be the right one. We are confident about our perceptions, our thoughts or our way of doing things. But is it possible all the time? Can you please tell me which way the lines you see on the picture are leaning?”**

9. After getting the answers from the group, the peer trainer makes the explanation: **“The lines in the image are straight and they are parallel to each other. Due to the location of the black and white rectangles, the signals from our eyes to our brain mislead us and we see the lines curving.”** The peer trainer continues with the 10th slide: **“How can we trust ourselves in every way, even if our eyes can mislead us? Sometimes we have to be convinced. There is nothing as natural as our emotions and thoughts are different and we live conflict. No one is completely right, completely wrong, completely innocent or completely sinful. Everyone makes mistakes.”**

10. **“Another excuse could be the desire to stay blind”** says the peer trainer and opens the 11th slide: **“Sometimes reality and truth is obvious, but we do not want to see. We can't accept being wrong / guilty. Our wishes and interests, our self, prevent us from accepting what is good / right. That's why we keep making mistakes.”**

11. The peer trainer continues with the next slide (12): **“Excuse 4: Not knowing that you do not know... We even try to describe the address we don't know! The idea not based on knowledge can only be a prejudice. You need to admit that you don't know for learning new things. Not knowing is not a problem but not learning is shameful!”**

12. The peer trainer moves on (slide number 13): **“Excuse 5: To adopt the mistakes of the criminal groups. Growing up in a family or social environment prone to crime, learning crime from the environment does not make the crime innocent !! Be aware of your models, even if you are very close to the wrong models! The prevalence of crime in the society does not relieve the crime; the crime is never small!”**

13. **“Another excuse that we use is the coolness of being a criminal. Charisma of the crime/ crime career. Criminal behaviour is not a source of income, you do not want to pass your shoplifting career from father to child! False gains of crime return as even greater losses!”** the peer trainer makes the input by using the 14th slide.

14. The 15th slide is opened: **“EXCUSE 7: No one can say bad words to me!... No one likes to hear bad words. But most of the crime is committed because of these bad words. The best answer in the case of hearing bad words to ignore and then leave the environment. Otherwise, you have to fall into an unfair position while you are right.”**

15. The peer trainer continues by reading the case example given on the 16th slide: **“Case example: “you say good, but the state knocked down my apartment, gave 8.000 liras for it, now where can I move my family with this 8,000 liras? It is never enough. Well, I've been a jewellery thief since I was little, that was all I see, my family taught me to steal. I built an apartment with the gold I stole. The building was knocked down by the state since it was in a underdeveloped area. We are a crowded family. Now we are homeless. If only the state had given me a salary of 2000 TL, I would never steal again.”**

16. The trainer continues (slide 17): **“As you can see in this example, we must keep our expectations from the state or society in realistic boundaries. Public resources are distributed equally for those with and without criminal record. Keep in mind that you cannot live continuously with state aid and that it is important to acquire a profession, to work in a job and to earn your life. Keep in mind that many people in the existing community can be unemployed without being criminal. Therefore, keep your expectations from the state and society at rational levels.”**

17. Next excuse is presented on the screen (slide 18): **“Excuse 9: Ohhooo what the folks are doing! When we say «People are doing more evil things then I did» we try to minimize our behaviours results! Thinking like «If everyone is doing evil things then there is no need to feel ashamed» is a way to fool yourself.”**

18. Slide 19 is used to express the 10th excuse: **“Excuse 10: I'm done with the head! We hear this sentence in most drug users. It starts in the head but doesn't end in head; clear your whole life from criminal elements!!!”**

19. **“Excuse 11: If only we have not get caught! There is no chance to compensate for the crime, if we are not caught or punished. Any unpunished negative behaviour is likely to be repeated. To be caught or punished creates an opportunity for the person to change, to compensate for the harm he gave to the society, and for the satisfaction of social conscience. Informal punishment may be stopping the communication, disapproval, exclusion or formal punishment can be fines or prison sentence.”** the peer trainer explains to the group by using the 20th slide.

20. The peer trainer starts explaining our need for social rules by using 21st slide: **“The rules exist for our freedom, our happiness, our peace, and the regularity of life. Imagine a society where everyone has their own rule. The strong will grind the weak**

down, the social order will not remain. If there are equal laws, if everyone behaves with respect to each other there won't be any conflict. The community lives and develops in confidence."

21. Next slide is opened (22): **"Probation... Probation, with its intervention activities, not only supervises the offenders, but also protects the society. As we are a part of society, it aims to protect us as citizens, as well!"**

22. The topic of victims' rights is explained (slide number 23): **"The victim never sees the «crime» in the way that the «criminal» perceives it. The offender does not care about the harm he makes to others; The victim thinks that the perpetrator must be given a very hard punishment. The criminal, his family and relatives also suffer from victimization and this victimization is spread throughout the society. When the criminal enters the prison, their family his is victimized most."**

22. The peer trainer invites the group members to watch the video clip: **"Let's watch a video called get away from me!"**. After the video is finished the peer trainer asks the group whether they liked the video and gets the comments.

Note: The trainers should check the video before the session.

24. By referring to the video watched the peer trainer starts explaining combatting with social labelling (slide numbers 25 & 26): **"Once social trust is lost, it is difficult to win again. You may feel socially hindered, since a convict is perceived as a person to continue his wrong behaviours. Reassuring trust requires patience and effort; you can manage! To combat with the label of «convict»; you must reconfigure your life in all areas. With your appearance and style, you give a message to the society at all times: the tattoos on your body, the shake on your waist, the rosary in your hands and the shoulders that grow back and expand, even in the simplest dispute, the language you use. Take a look at these."**

25. The next slide (27) is presented and the peer trainer waits for the group to understand the message **"If you feel desperate, you have the solution IN YOURSELF! "When nothing seems to help, I go and look at a stonecutter hammering away at his rock, perhaps a hundred times without as much as a crack showing in it. Yet at the hundred and first blow it will split in two, and I know it was not that last blow that did it, but all that had gone before."**

26. Next video is opened, and the group is invited to watch the video carefully: **"Now we are going to watch another video clip. Let's watch and discuss it as a group later"**. After the video the peer trainer asks the group whether they liked it.

Note: The trainers should check the videos before the session.

27. The peer trainer opens the 29th slide and gives enough time for the group to understand the message. For the illiterate participants the peer trainer says the following message: **“The options you left determine your life. So, when making a decision, rather than thinking of what you chose, examine what you have given up”**.

28. The peer trainer continues with an exercise: **“We will continue with an exercise. I want you to pick one paper from the box in my left hand and another from paper from the box in my right hand. I want you to come to the front of the class, read the sentence you picked, in the body language/gesture written in the other paper. I want you to role-play in a strong and enthusiastic way, so that the group understands the message clearly!”**. Then the peer trainer delivers the boxes and let the participants pick from each. Then asks the participants to come to the front, one by one, and animate in the requested way.

<p>The only capital you have when you start again is YOU!</p>	<p>Have new principles about life, You have a white paper completely empty and you have a pen to write whatever you want on this page.</p>
<p>If you focus on problems, you'll have more problems. If you focus on solution possibilities, you'll have a lot of options.</p>	<p>A person who tries may lose, but a person who does not try had already lost.</p>
<p>The easiest way to change is to do the exact opposite of what you did before.! If you have mistaken, your return ticket on this road is again you, yourself!</p>	<p>It's good to try and fail. Because the result teaches you that there are many wrong roads and leaves information about what you're doing wrong. Look at life again with this perspective.</p>
<p>If you want the society to accept you again, you should develop continuous and consistent behaviour compatible with the social life!</p>	<p>Being involved in business life and producing is the best tool to re-establish harmony with society.</p>
<p>Do not rush in decision making! Instead of giving an aggressive reaction, think at different times on a problem, think and use legal ways!</p>	<p>Do not express your emotions uncontrolled. Express your positive emotions so that your interpersonal communication and social bonds get stronger.</p>

Express your own views without trying to overwhelm the rights of others.	Consider the short and long-term effects of your behaviour on yourself and others.
Do not give harm to others! Re-establish your damaged relationships!	“There are not desperate situations, there are desperate people. I've never lost hope.” Mustafa Kemal Atatürk
“If you want to have something you've never had before, you have to do something you've never done before.” N. Peseschian	“When one wants something seriously, nothing is too high to be reached.” Hans C. Andersen
If you can't fly, run; If you can't run, walk. If you can't walk, crawl; but keep moving. Keep moving forward” Martin Luther King	“Good days don't come to you, you need to walk to them..” Mevlana
“When a person puts a limit on what to do, it also puts a limit on what he can do.” Charles M. Schwab	“Two things define you. Your patience when you have nothing and your attitude when you have everything.”
If you're not pleased with your location, change your position. You're not a tree.” Jim Rohn	“One day your life will go through your eyes like a film strip. Make sure this is worth watching.” David Harkins



Body Language



Note: The peer trainer should prepare the sentences and body language/ gesture fiches. There should be 2 boxes and the sentences should be put in these boxes separately. The participants should stand in front of the classroom while animating.

29. The peer trainer opens the last slide (30) and says to the participants: **“Time machine was not invented...With today's wisdom, we can't go back and fix the mistakes. We have only one thing: TODAY! When we build today successfully, we will not have a history that we will regret! So, let us not waste our time!”**

30. The peer trainers asks the group how many golds the participants have.

31. After this he/she explains that the session is over for today and ask the group whether they have any questions and comments. The peer trainer reminds the group the date and the hour of the next session. The peer trainers thank the group for their participation and wait for the group members to leave the class.

Second session: Choose yourself!

Note: The peer trainers should be prepared to the session, the division of duty should be done beforehand. The trainers should check the videos and materials to be used in the session.

1. The peer trainers walk into the classroom and says hello to everyone.
2. They ask the participants how they are, and then ask the participants, **"What is left in your mind from the previous session?"**
3. After collecting the answers, one of the peer trainer opens the second slide and then continues **“Today we will talk on the reasons of why we act together with others, we adapt ourselves to others, and why it is difficult to say no to others.”**
4. By opening the third slide the peer trainer starts delivering the topic **“We create a relationship with the people we have mutual relations.”**
5. The peer trainer starts talking about “conformity- compliance” and explains that **“The people we are in relation with, affect our thoughts and behaviour. Acting in accordance with their expectations is called conformity-compliance.”** by using the slide number 4.
6. The peer trainer continues by opening the video “The experiment of conformity in the elevator”. The peer trainer should emphasize to pay attention to the people in the video marked with red circle.

Note: The peer trainer should check whether the availability of the video file and the amplifiers before the session starts.

7. At the end of the video, the peer trainer should ask the group whether they experienced something similar by opening 6th slide: **“Do you remember any experience of conforming to/ complying with others? Have you been in a situation where you acted together with a crowd or in a group? An example could be: When you don't know which door to go on the subway, did you follow the crowd? Did you follow the cars when you don't know the parking exit, or make the prayer by looking at your friends at the funeral prayer?”**

8. After collecting the answers the peer trainer should move on with slide number 7 by asking the question **“Why do we conform to/ comply with others?”**.

9. After getting the ideas of the participants on the question, the input should be made by getting over 8th slide.

“The reasons behind complying- conforming to others:

- **Not to feel alone, not to be marginalized;**
- **Reach your interests;**
- **Safety – Gain power from the crowd!;**
- **The need of «sense of belonging» and «being approved»;**
- **Need for help and solidarity;**
- **Place and respect in the society;**
- **Self- actualization”.**

10. The peer trainer continues by showing the video “The Asch’s Experiment”. In this video we can see a group who are trying to mislead a victim person. In the end of the video the teacher makes a summary of the subject over slide number 10.

“People are social by nature and they need other people in their daily life. They know what other people want and what they expect. People prefer to conform to other in order not to feel alone, not to be excluded and not to feel into an odd state.”

11. The peer trainer opens the eleventh slide and continues **“The incidents that we comply with are not always positive and may leave us in a difficult position.”**

12. By opening the 12th slide the peer trainer makes the input. **“When we realize that we have to know that we have other options.”**

Note: The peer trainer makes the input after opening the slides one by one and make the explanation of each slide.

- Don't be afraid to shake the boat, you'll just get wet (13th slide)
- Accept your differences (14th slide)
- Value your preferences (15th slide)
- Question the people that you are together with (16th slide)
- Don't be afraid of changing your group (17th slide)
- Learn to say no (18th slide)

13. The peer trainer continues with the 19th slide. The peer trainer continues **“Instead of fitting in with the choices of others we can choose to say no. Why it is difficult to say no?”** After receiving the answers from the participants, the peer trainer summarizes why we cannot say no to the people by going over the 20th slide.

14. **“Instead of fitting in to things we don't want to be a part of, we can say NO! but it is not that easy. Why is it difficult? Because:**

- **We are not clear about our priorities;**
- **We are afraid of being judged in a negative way from other people;**
- **We are afraid of getting into discussions, being excluded and be alone;**
- **We think we will lose our reputation and dignity when we reject the offer;**
- **We are afraid of upsetting people;**
- **We are used to not saying no to older family members.**

15. The session continues with an exercise (slide 21). The peer trainer will deliver paper and pencil to the participants. Then he/she gives the instruction: **‘I want you to think about the subject; How to say no. When is it difficult to say no? Write some examples from the situations you experience in your life.’**

16. After the participants completed their work, the peer trainer will go back to the 20th slide **“Why is it difficult to say no?”** and let the participant find the reason to their situation. The participants are asked to address their experience with the reasons written on the slide.

17. The peer trainer emphasizes that it will be easy if we look at the subject in a different way and shows some methods of saying no. **“We find it difficult to say no for different reasons. Sometimes, we do not want to hurt the other person, sometimes because we are not clear in our decision and sometimes not to be alone...”**. He/she continues by opening the 22nd slide **“Have you ever thought about what you lose by saying yes?”**

18. After getting the answers, the peer trainer continues with the next slide (23). **“By Saying “Yes” to something that you supposed to say “No”, you:**

- May cause you to postpone your wishes. You need to suspend your own needs.

- May lead you do things that you don't want
- May unable you to determine your needs or limits.
- May cause you to experience legal problems.

19. The peer trainer continues with the next slide (24). **“You may have to say «Yes» to everything unless you set your limits by saying «No»”.**

20. The peer trainer highlights the following points over the 25th slide.

“Don't forget!

- **You don't always have to use the word «No!» to reject something;**
- **When we are saying «No!» to someone, we are saying «No!» to his/her offer not to his/her personality!;**
- **A sincere «No!» is much better than a showcase!;**
- **Saying «No!» helps us determine our limits!”.**

21. The techniques to say “No!” is explained by the peer trainer over the slide (26).

A Direct “No!”	Swap, Change Subject
- No thanks	- We talk later
- No, I don't want	- It is not the time right now
- I don't want to hurt you, but I can't	- Did you see the game tonight?
Finding reasons	Repeating No!
- I can't come with you tonight, I have to go work early tomorrow	- I have told you this before, No!
- No, I want to drink I don't feel good.	- I said I didn't want to do this.
- I can't. I don't want to upset my family.	- Do I really have to say it for many times?

22. The peer trainer proceeds with the 27th slide. **“There are different ways to say no. The most effective way of doing this is to say no directly. A simple and direct no is the most difficult way to determine our limits.”**

23. After opening the 28th slide, the peer trainer continues **“In some cases, we can’t say no directly. We are particularly reluctant to say no to those we are close to.”** The input proceeds with the next slide (29). **“When this happens, we use an indirect no. This is the easiest way to say no to our close relations. When we can’t just say no, we can change the subject and explain why we are saying no. However, this situation may make us say no to the same subject many times.”**

24. The peer trainer then explains that in situations that may leave the person in a difficult position or may cause to experience legal problems a direct “No!” should be the only answer (slide no 30 &31). **“Keep in mind that the best answer to not get into legal problems are a direct No.”**

25. The peer trainer opens the next slide (32) and explains that “A No! is a No!”. **“So if a person says “No!” to us, we should understand that we are touching his/her limits and, he/she really does not want to accept our offer. So we should not push anyone, if we do not want to be pushed in unwanted situations.”**

26. The peer trainer wants the participants to return to the exercise that was conducted at the beginning, he/she asks the participants to think about the position again. The peer trainer asks the group how they will say no after talking about the topic. A discussion between the participants about how to say no will be held.

27. A summary of the session will be done by the peer trainer using the 34th slide. **“When we say «No» we clarify our own priorities and boundaries! It is not easy to say «No». It is a skill that we can learn by practise! If you find it difficult to say «No!» you should try more and get lessons from your «Yes!» experiences! Saying no will help us to show our limits and we know that it not so easy.”**

28. The peer trainer opens the 35th slide. And asks the group whether they learned to say “No”. If they say “No!” to the question, that means learned to say “No!” however, the topic should be repeated; if they say “Yes!” to the question it will be a controversial 😊 So the group will be finalised by having fun altogether 😊

29. The peer trainers wait for the group members to leave the class, after thanking them to participate.

Third session: Developing Social Behaviours

Note: The peer trainers should be prepared to the session, the division of duty should be done beforehand. The trainers should check the videos and materials to be used in the session.

1. The peer trainers walk into the classroom and says hello to everyone.
2. They ask the participants how they are, and then ask the participants, **"What is left in your mind from the previous session?"**
3. After collecting the answers, one of the peer trainer opens the first slide and then continues **"Today we will talk about social behaviours"**
4. The peer trainer continues with the question on the second slide: **"Does anyone give up his temperament?"**. The answers are collected from the some of the group members and the peer trainer makes an input proceeds with the next slide: **"Man can change his / her habits and behaviours if he really wants to. Our session today is about this."**
5. The peer trainer opens the 3rd slide and continues: **"Let me introduce you a person here. Servet Tazegül, a taekwondo athlete, won the golden medal on behalf of Turkey in 2012 London Olympics. He used to have a very difficult life in his childhood. His other died, just 50 days before the 2012 Olympics. He didn't let his pain decrease his motivation. He wanted to win the gold medal for his mother. Yes, it is a success story, but I want to draw your attention to another detail. During an interview with him on 2008, a question changed his life: «What is your weakest point that you want to change? » He gave the answer "impatience" and 4 years later he reached, a gold medal by defeating its opponents one by one in a cool and self-confident way. He made a remarkable speech: "I believed no one could get my gold and I did. I want to dedicate my gold medal to my mother. I won the gold for my mother. His struggle with his impatience caused him win a gold medal."**
6. The peer trainer delivers paper and pen to the participants. He continues by opening the 4th slide: **"Let's go on with an exercise. I want you to write down the 3 characteristics that you dislike most about yourself? Do you have characteristics that cause harm to you, your family, your loved ones, or that lead to legal problems?"** The peer trainer gives 3 minutes to complete answering and responses are gathered from the volunteers. Before going on to the next step the peer trainer adds: **"Let's look at what we should do to change"**

7. The peer trainer opens the 5th slide: **“We should know ourselves. The change begins with self-recognition. You see Mevlana’s quote here “Whatever you look, look to yourself». Throughout history, many thinkers, science and religion men have touched on the importance of self-recognition. Chinese philosopher Lao Tzu said “The person who defeats others is strong. The person who defeated himself is a hero”. Yunus Emre said “Knowledge should mean a full grasp of knowledge. Knowledge means to know yourself, heart and soul. If you have failed to understand yourself, then all of your reading has missed its call”. Socrates said “Know yourself!”.”**

8. The peer trainer continues with the 6th slide: **“How do we see ourselves? What are our strengths and weaknesses? We need to recognize our own limits. To know ourselves and knowing our capabilities let us know our boundaries and let us determine the appropriate targets for ourselves. Our strong parts take us to the victory. Our weaknesses or our past failures should be supported. Additional trainings should be gathered. Knowing them will always lead us to appropriate goals and success.”**

9. The peer trainer continues with the 7th slide: **“There is no condition to start a change. We should start now to change. Opportunity, time, money, human or support that we expect may not come at all. Remember that the longest paths begin with a step; with smaller targets, we'll be better off. We can change and improve ourselves. Start changing now, don't postpone the change!!! We must be patient and goal oriented. We should not listen to negative words from our environment. Let people talk to you, just look at yourself. You may want to get rid of addiction or another bad habit, you may want to spend more time with your family, you may want to save up money or you need a profession, for example. It is difficult to start regular work and to have a profession when we become older. Is it impossible? Of course not, if only we want.”**

10. The peer trainer moves on with a story by opening the 8th slide: **“I want to tell you a story. The team of 20 people you see in the photo became ice hockey champion in 2016. Each of these young people who wrote a success story that carried them from the street to the ice ring, were living in the streets and trying to survive with the substance abuse 6 years ago. Some of them made a living by collecting paper and selling handkerchiefs. They started to annoy people coming to Zeytinburnu ice rink and to give them a hand the municipality established an ice hockey team from them... Young people lying in the parks, disturbing the citizens on the track start to play ice-hockey 6 years ago with the order of Zeytinburnu Mayor Mr. Murat Aydın. 21-year-old Özcan Alptekin, who was born in Mardin, is a successful athlete of the team reported that he has 34 siblings and his family migrated to İstanbul because of poverty. He was a substance user when the ice-rink was established. He used to act**

in criminal behaviours. Afterwards he started skating. He said “I started to feel free, at the beginning we could not even stand on the ice and we lose the match by 30 points. Now we won, and we have been champions for the last two years. My goal is to play in the national team”.

11. The peer trainer continues with the topic “problem behaviour” by using the slides 9-10-11-12-13-14: **“Problem behaviour affect social relations adversely, gives arm to the person himself, his family and his environment. The examples are improper movements, wrongfully expressed anger, putting pressure on others, making sudden decisions. Drug abuse, excessive alcohol consumption and similar bad habits, risky behaviours and risky social environment cause problems to worsen. Please note that once a damage can be evaluated as a behaviour error; it is no longer an error when we repeat it. Then where shall we start to change? Even if human recognizes his error and regrets his behaviour fundamentally, the problem behaviour persists if he does not focus on changing his behaviour from the beginning. Causes of problem behaviour might be: interest and attention need, receiving advantages like money, power, food or favour at the end, getting rid of unwanted situations. These behaviours are mostly learned in childhood. We're not a child anymore and we can change!!! Thoughts change feelings; emotions change behaviours and habits. Pay attention to your negative feelings such as anger, revenge, hostility, there are always negative thoughts behind them. Change your emotions make your life change!”**

12. The peer trainer invites the group to watch a video on emotions by opening the 15th slide: **“Let’s watch a video on emotions”**

Note: The trainers should check the videos and materials to be used in the session.

13. The peer trainer continues with the “Feelings and emotions” topic by using the slides 16-17-18: **“Emotions are normal and universal. All emotions are the main impulses that enable us to act. The first impulse comes from the heart. The emotional mind is much faster than the rational mind. Feelings make us feel good or bad, but they don't make us a good or bad person. Emotions come to us. We can't even know what it is, how it happened. Emotions are inside, invisible or unheard, only felt. Feeling is not thought. There is no wrong feeling. Anger is a normal feeling like happiness, surprise, fear, disgust and sadness. The important thing is how we express anger.**

14. The peer trainer asks the question on the 19th slide: **“Why do we get angry?”** After getting the responses from the participants, the peer trainer opens the 4 reasons (disrespectfulness, changes in the life events, anger of others and threat) is reflected on the screen by pressing the button one by one.

15. The peer trainer continues with the suggestions to control anger by using the following slides (20 and 21): **“If your anger comes to an uncontrollable point, you can experience instant explosions and then regret it. The following suggestions in such situations can help you for these few difficult seconds. Stop the movie. Imagine that you have «Stop» button and that you pressed it. Count to 10. Look around and tell yourself where you are. Focus on things, not on people. Leave the environment for a while, move around, listen to music if possible, walk. If you cannot leave the environment, try to relax with deep breathing. Think about a place to relax, imagine you're there.”**

16. The peer trainer gives the traffic light example (slide 22): **“You can use traffic lights to control your impulsive actions. Why is there no green light just after red light? Because we need to get prepared before taking action!”**

17. Peer trainer asks the group **“What do you do when you understand that the person you are interaction is angry?”** then opens the 23rd slide: **“If there is someone angry; try to stay calm; convince him them that you are listening; focus your attention on his problem and the solution of the problem. Don't be nervous. Do not tell him “There is no need to get nervous”. Do not get into a discussion. Do not make any jokes out of the situation. Do not use humour to reduce the importance of the situation.”**

18. Peer trainer reads the poem on the 24th slide.

19. Peer trainer opens the cartoon on the 25th slide and waits until the group to reads it.

20. Peer trainer continues with the topic of “communication” by asking the group **“Why do we communicate?”** After getting the answers from the participants he/she opens the 26th slide: **“Why do we communicate? To survive, receive/ give information, to share our feelings and thoughts, to impress/lead or to be happy.”**

21. Peer trainer starts explaining the types of communication by using the 27th slide: **“Our body is the language of our inner world and it continues talking when we stop. Our body movements are more effective than our sayings. Our body movements have an effect of 93% in communication. Sometimes our body says a lot even if we don't say anything.”**

22. The peer trainer opens the “For a healthy communication slide” (slide number 28): **“For a healthy communication: Look at people's faces. Avoid looking dull and expressionless. Keep your head slightly upright, often gently move. Use your hands and arms, don't be distractive. Lean forward while speaking and show your interest. Be close to the person but do not be disturbing. Always turn to the person that you are in contact. Take care of your personal cleaning and care. Listen well, do not talk**

while someone else is talking. Be sincere and natural. Be gentle. Leave a physical distance with people you are communicating.”

23. The peer trainer starts giving the instructions for the exercise: **“Now we are going to do an exercise. I need two volunteers”** After picking 2 volunteers from the group, the peer trainer talks to these volunteers one by one and tells one of them that he has to explain what happened on the happiest day of his life, the listener has to ask him questions to get the details from the storyteller. The volunteers are told to give as many details as possible because the group members are going to be asked about this story. The peer trainer informs them that he may give some additional instruction while the exercise is going on. Afterwards, the peer trainer locates these two volunteers to the opposite corners of the classroom (there should be minimum 5 meters between them). They start the exercise. Approximately 2 minutes later the peer trainer wants them to come next to each other (they need to get very close, so that the front parts of their shoes shall touch each other). They have to continue to tell story and asking the details about it. 2 minutes later the peer trainer asks them to get located 50-80 cm far from each other. When they are finished the peer-trainer asks details of the story first to the listener and storyteller and then to the group. The volunteers are expected to have the smoothest and successful communication when they are 50-80 cm far from each other. So, the players are expected to remember the details while they were located at this distance. The players are asked how they felt when they were too distant or too close to each other. The group members are asked to share their observations on the quality of the communication while the members were too far or too close to each other. The peer trainer gives the message to the group to finalize the exercise **“We need to use the distance in the correct way to foster our communication’s success. Depending on our psychological distance with the audience, we need to arrange the distance”**.

24. The peer trainer briefly explains the term empathy to the group (slide number 30): **“Empathy is looking at events from a person's point of view, understand his feelings and thoughts correctly and to reflect it to him.”**

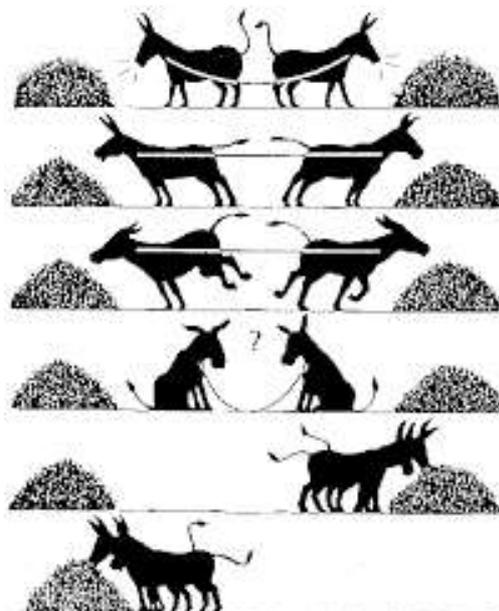
25. The peer trainer continues with the “miraculous words” by reflecting the slide (31): **“Now I will tell you some miraculous words that we all know but hesitate to use!”** The peer trainer opens the sentences one by one and asks the group **“Which of these words / sentences do you use?”** After getting the responses from the group the peer trainer explains what would happen if we do not use these sentences by using slide number 32 **“Without them; conflict may arise, discussions and legal problems may happen... Both sides would be UNHAPPY!”**

26. The peer trainer continues with the last topic “conflict resolution” by using the slides 33, 34 and 35 **“Conflict is the difference between ideas or opinions. It is an attempt to reach an objective, different from that of the other party. The person may be forced to make decisions within himself and may experience conflict. Difficulty in decision making, disagreement, conflict are natural; the problem part is how we solve them! Conflicts between people can be destructive if they are not solved by effective methods.”**

27. The peer trainer tells the group that they will practice an exercise in conflict resolution and divide the group into small groups of 4 people. Peer trainer distributes pre-cut cards to small groups. He tells the groups to line up the cards given to them to make a meaningful story out of them. The peer trainer gives small groups 5 minutes to complete their work. The finished groups wait for the other groups. After all the groups have finished, the group spokespersons tell the big group how they sorted the cards. The peer trainer shares the following correct sequence with the group and moves to the subject transfer in the next step.

Note: The trainers should cut and prepare the cards to be used in the session beforehand.

28. As a result the peer trainer concludes: **“There are special feeds prepared for both horses. But they can't reach food because of their ties. If they move together, they are able to feed themselves. There is always a solution for both sides in each conflict. Often, the solution to the problems we face in everyday life is as simple as that. You need to SEARCH to find the solution. Focus on SOLVING not on the problem. When conflicts are solved in a constructive way, they help us improve our communication skills and foster our self-confidence”**.



29. The peer trainers asks the group whether they have any questions or any comments. After this he/she explains that the session is over for today and thanks the group for their participation, Once again thanking them, the peer trainers wait for the group members to leave the class.

Fourth session: Planning the Future

Note: The peer trainers should be prepared to the session, the division of duty should be done beforehand. The trainers should check the videos and materials to be used in the session. Paper and pen will be used during the exercises so they should be prepared by the peer trainers.

Note: The peer trainers should be energetic and lively all through the session. They need to have an open posture, where arms and palms are open, with appropriate eye- contact.

1. The peer trainers walk into the classroom and says hello to everyone.
2. They ask the participants how they are, and then ask the participants, **"What is left in your mind from the previous session?"**
3. After collecting the answers, one of the peer trainer continues by opening the introduction slide: Planning the Future. He/she tells the group that this session will focus on planning the future and asks them whether they are ready to change by moving on the next slide (2).
4. By opening the 3rd slide, the peer trainer explains **"We are going to do an exercise now. I want all of us to shut your eyes down and imagine ourselves in the best case, next year. Imagine that all your current problems have been solved in this dream. Where and how would you have a life?"** he/she asks. After waiting for a minute celebrate them for taking part in this exercise: **"Having beautiful dreams for the future is an important step for change. At this moment, you have taken an important step, even with thinking about it."**
5. The peer trainer starts telling a story to the group after moving on the 4th slide: **"Now I am going to tell you about a king that lives in far-far away. One day the King wanted to test his entourage for an important mission. Many powerful and clever man gathered around him. The king brought them before the most gigantic gate they would ever see: - You smart people, here I have a problem for you and I want to see which one of you can solve this. Here you see the biggest and heaviest door in my kingdom. Which one of you can open this door? Some of the members of the palace shook their heads like they cannot open it. Others, who are more intelligent than those around them, have examined the door more closely, but they have accepted that they cannot. When these intelligent people say so, the others have**

agreed that the problem is too difficult to solve. Only a vizier went next to the door and looked at it and checked it by using his hands, trying various ways to open it, finally opening the heavy door when pushed with force. It turned out that the door was not already fully closed and there was no need for anything other than the courage to pretend to try and open with trial. The King told the vizier: - "You will receive the duty in the palace, because you only engage in your own power and you are willing to give it a try, without depending on what you see and hear.". Then the peer trainer asks the group what was the message of this story.

6. After collecting the answers the trainer will finalize this part by opening the 5th slide and telling the group **"Let's not forget; change begins with the courage to try."**

7. The peer trainer starts explaining "identifying the problems topic by moving on the next slide (6): **"To identify problems is one of the most important steps in planning. First of all, we need to realize the problem, we need to accept that this is a problem and that we want to change the situation. For example; we will not be able to quit smoking if we are not aware that smoking is a problem. Therefore, if you are aware of your problems, you have taken the first step. There are also some points to consider when planning the change. First of all, we need to distinguish how many of the situations we have identified as problems can be changed and how much we cannot change."**

8. The peer trainer opens the 7th slide: **"God, grant me the serenity to accept the things I cannot change; courage to change the things I can and wisdom to know the difference. What does this mean?"** after getting the answers from the group, the peer trainer asks them whether it is possible to change the thing they have dreamt of before. The peer trainer finalizes the discussion by saying **"To set a goal for change, to decide and plan for this purpose shows that we are on the right track."**

9. 8th slide is opened: **"The ability to determine goals is one of the most important skills that shapes our future and prepares us for life. What we care about most in life, our priorities determine our goals. For example, if we value and care for education, we set goals for education to reach this valued feature and we go after these goals. Likewise, if it is important for us to have a regular job, we set goals to have an occupation or to find a job in determining our goals."**

10. The peer trainer opens the 9th slide: **"Therefore, first consider what is important to you in life."**

11. Next slide (10) is opened: **"In addition, in order to successfully determine our goals, our goal must be set by taking some criteria into consideration. We can answer the following questions to understand whether we have determined our goal correctly."**

12. The peer trainer opens the 11th slide and reads the criteria and explains them:

“Specific: Is your goal clear and well-defined? Do you really know what you want to accomplish?”

- **Measurable: How will you understand that you have achieved the goal?**
- **Achievable: Are these goals realistic and achievable, do they suit your potential?**
- **Realistic: Is your goal related to what you want? Are your goals really important to you? Why is it important?**
- **Timely: What is your deadline to achieve your goal?”**

13. The peer trainer moves on an exercise by opening the 12th slide: Goal Ladder Exercise. **“One of the most important steps in the process of change is to evaluate the steps we need to take to achieve the goal. It is therefore important that we clearly define our goals. Now we are going to do an exercise about it. Please take a look at the printouts you received. The top part of the ladder is the goal that each participant wants to reach. For example; stop using the substance, finding a regular accommodation for themselves and their families or to find work. In determining this objective, we should consider the above questions and set an objective that meets these criteria. The bottom part of the ladder is the point where the participants are present; we must consider the steps we need to take to achieve our goals.”**

Note: The printout of the goal ladder exercise should be prepared by the peer trainer beforehand.

Note: For a better understanding of the exercise and to eliminate any uncertainty, the peer trainer may provide an example of his or her life on the board. For this purpose, he/she shares the goals or future objectives for achieving a goal that he/she has set. For example; finding a job, buying a second-hand car, reducing a drink.

14. The peer trainer asks the group to complete their goal ladder after explaining his/her personal experience. He/she tells the participants to determine a purpose or something they want to achieve and write it down at the top of the ladder. After that, participants should determine where they are and write this point in a clear language at the bottom of the ladder. Participants are asked to identify the 5 or more steps they need to take in order to achieve this goal and write to the goal ladder. At the end of the exercise, one or two volunteers from the group are asked to explain their aims in detail. The peer trainer finalizes the exercise by opening the 13th slide and making the

input “Your goal is at the top of the ladder. The reach that level, you need to climb the lower steps. So, you need to accomplish other goals that are necessary on the road!”

GOAL LADDER

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15. The peer trainer opens the 14th slide and invites the group to watch the video. After the video the peer trainer explains the group that this ex-offender had changed his life by once believing himself, then setting a goal, and work on the steps to reach that goal. **“Education was one of the steps he accomplished before reaching his goal!”**

16. 15th slide is opened and the saying of Mustafa Kemal Atatürk is shared with the group **“Education is that makes a nation live freely, independent, glorious, high as a society, or it leaves it in captivity and misery.- Mustafa Kemal Atatürk.”**

17. The peer trainer starts explaining the importance of education by opening the 16th slide and explaining it: **“Education provides information about certain subjects, affects value judgments, beliefs and determines the perspective of life in every respect. Perhaps more important than all of this, education determines the person's profession and his status in society, the wealth and dignity that he can provide to his family. It is a process that begins with the birth of mankind, which goes on from**

the cradle to the grave. The fact that the era we live in is an information age, and that knowledge has created enormous differences in human beings, it has increased the importance of education.”

18. The peer trainer continues to deliver the importance of education by going over the 17th slide: **“Why education is important? Education leads to...**

-Happy and high-quality life;

-Economic prosperity;

-Equality and justice;

-Independence and freedom;

-Self-confidence;

-Civilization;

-Making dreams come true;

-Improving the society;

-National development. As can be seen, education has many benefits for us. But beyond all these benefits, we must see education as a human need.”

19. The peer trainer starts explaining the benefit of education by going over the slides one by one. He/she opens 18th slide: **“The way to a happy and high- quality life passes through education. For a good job and good social reputation...Education is a must. Education is essential for a promising and safe future and a stable life. Education is a prerequisite for having a good job. Vocational training is also a kind of education. Detailed information about vocational training will be given in the following parts”.**

20. The peer trainer moves on with 19th slide to explain “economic prosperity”:

“The chance of an educated person to work in a good job is increasing. The more you are educated, the more diversified options you can have to earn money. If you attend vocational training courses, attend the apprenticeship schools, you can get a better career.”

21. Another benefit of education “equality and justice” is explained by the trainer (slide number 20): **“Equality of opportunity is the main factor that provides justice. Equality of opportunity brings economic justice. As a result, other areas of justice also develop. Education provides us with a great deal of equal opportunity. Wherever you are born in the world, you have the right to receive education. Poor societies are educated and transformed into rich societies. Women are able to work on equal terms with men as long as they are educated today.”**

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22. Next slide (21) is used to explain “independence and freedom”: **“Education makes you economically independent, allows you to think freely and make decisions more accurately. Independence and freedom can only be gathered with knowledge. Knowledge is the greatest and most effective force man can carry.”**

23. The peer trainer continues with the new slide (22) **“Being educated makes you a more important person in society. The reputation of education provides you with self-confidence. If you notice, our fears usually come from our ignorance. Knowing encourages people. When we learn many things, we see that it is not really that difficult. The only way to achieve this is to educate ourselves.”**

24. The topic of civilization is started to be expressed by the peer trainer using the 23rd slide **“Being part of the civilized world is possible by education. Civilization itself is already based on knowledge. The rules, norms and behaviours that must be followed in social life can be learned through education. A person's lifelong course is provided by training. Educated people solve their problems peacefully. Thus, the problem is solved before it grows too much to restrain life. A civilized person knows where to continue life. He is aware of the dangers and opportunities that await him.”**

25. The peer trainer continues with realizing dreams slide (24): **“We all have dreams. We can't live without imagination. Without imagination, one cannot understand anything from humanity. Being educated and attending courses makes our dreams possible. In its simplest form, being educated allows us to understand which dream is reasonable and which is fantasy. We can set our goal and follow the steps to reach this goal can be achieved only by education and training. Uneducated people cannot set rational and achievable goals for their lives.”**

26. The peer trainer starts talking about improving the society topic (slide number 25): **“Education does not only provide individual benefits. It also provides many social benefits. Problems can be solved more easily in the educated societies. Quality of life increases, and social peace is more readily available. You will see that the crime rate is lower in the educated communities. Moreover, by improving the level of education a society which is economically backward, can gain a potential to move forward. A progressive society has direct benefits to the individual.”**

27. The peer trainer moves on with 26th slide to explain “national development”: **“If you love your country, your state and the people with whom you live together, shouting slogans is not enough for national development. We need to pay attention to education. We need to strive for the education of our nation, our society or the group we belong to. The first and greatest step of this effort is to educate yourself. Today, there is a direct relationship between the rate of economic development and**

the level of education of society. There is no way to catch up with developed societies by ignoring it.”

“Education keeps people away from harmful habits and cruelty. A person who commits a crime not only harms the victim, but also all the society effected negatively with his behaviour. Compensation of the harm given to the society, can only be achieved when the offending person establishes a crime-free life. The easiest way to set this crime-free life is to get educated.”

28. The peer trainer continues (28th slide): **“The people with vocational training can have the opportunity to be employed. Education increases the life quality of the person. The easiest way to have a high-quality life is to be employed. Public resources are distributed equally for those with and without criminal record. But keep in mind that it is important that you cannot live continuously with state aid and that it is important to acquire a profession, to work in a job and to earn it. You must have an income that can make life permanent and develop new solutions for it and join the society with a sense of competence. You may have the options of completing your basic education, vocational training, participating in personal development trainings, participating in entrepreneurship courses and opening your own business.”**

29. Details of the basic training courses are shared with the group (slide number 29): **“If your education is half completed, you must complete your education and make investments for your future. There are open primary education courses, open high school courses, open faculty courses in the society.”**

30. Vocational training courses are explained by using 30th slide **“It is very important that people between the ages of 15-29 receive a job - apprenticeship-mastership-certificates provided that they continue to the Vocational Training Centres one day a week”.**

31. The peer trainer opens the next slide (31) and starts explaining the basic development courses: **“In order to be better at what you are doing, participating in development courses will benefit your career. There are many development courses in public education centres and private training centres, such as:**

- Typing course,
- Diction, effective speech,
- Computer or software courses,
- Language courses etc.”

32. The opportunities of getting employed is explained by the peer trainer (slide 32): **“You can attend the entrepreneurship courses conducted within the cooperation of Probation Directorate and The training and employment centre. Entrepreneurship course is one of the basic courses that are sought to establish business today. Applications are made via e-Government and the course takes 5 working days. You need to fill a pre-application form in the Probation Directorate, and the procedures will be explained to you in detail. As you remember, in the video we watched, the offender attended the entrepreneurship courses and then established his own textile company”**

33. The peer trainer continues with the next slide (33): **“We can apply for job applications that suit our conditions. There are some institutions/organisations that provide grants to ex-offenders who have completed the entrepreneurship courses. In the course, writing projects on how to establish a business is showed. The key information to run a business are taught to the participants”.**

34. How to apply for a job is explained by the peer trainer by using the slides (34): **“Prepare a detailed resume, tell about your past work experience, prepare reference information, contact people in the sector you want to work with, express yourself right and well !!!”**

35. The peer trainer continues with “What is needed in a job application” slide (35): **“Being at the requested level of education; to be in the requested age range; to have completed the military service; to be experienced in the preferred area; to prepare a detailed CV”.**

36. The peer trainer starts talking on the next slide (36) **“Sometimes things may not work out... The business we find may not meet our expectations. Or we may not meet expectations. However, negativity is also an experience. The important thing is to learn from them, not to lose hope and be aware of our legal rights like unemployment pay!”**

36. **“In such a situation you may have the right to gather unemployment pay”** said the peer trainer and delivers the related input (slide number 37) **“An unemployment may happen due to dismissal or commercial failure. The unemployment pay can be received people who have paid for unemployment insurance for a duration of 600 days for 3 years. Can be applied within 30-days of the ending of the business contract. It can be applied electronically.”**

37. The peer trainers open the last slide (38) thank the group for their participation, explains that the session is over for today. Once again thanking them, the peer trainers wait for the group members to leave the class.

Fifth session: Family

Note: The peer trainers should be prepared to the session, the division of duty should be done beforehand. The trainers should check the videos and materials to be used in the session. Paper and pen will be used during the exercises so they should be prepared by the peer trainers.

Note: The peer trainers should be energetic and lively all through the session. They need to have an open posture, where arms and palms are open, with appropriate eye- contact.

1. The peer trainers walk into the classroom and says hello to everyone.
2. They ask the participants how they are, and then ask the participants, **"What is left in your mind from the previous session?"**
3. After collecting the answers, one of the peer trainer opens the introduction slide. He/she explains that today's topic is family and gives a brief explanation about himself.

Note: Example could be "Today we are going to start talking about family. I am married with children. The age of my kids is..... My wife's level of education is..... My kids are attending school"

4. The peer trainer continues by opening the 2nd slide and asks the definition of family to the group.
5. The peer trainer opens the 3rd slide and gives the explanation of the family: **"Family; is the smallest unit of the society; comprising of mother, father and children. In the process of child protection and upbringing, the mother and father have a number of tasks. The family is the place where family members are exchanging ideas, referring to each other's knowledge and experience, trying to understand and support each other, as well as being friends of each other."**
6. The peer trainer opens the 4th slide and explains the group that the session will continue with an exercise: **"Now we are going to continue with an exercise. I want you to look at the sentence on the slide and complete it. My family is important to me because..."**. The peer trainer picks the volunteers from the group and gets their responses.

Note: Peer trainer uses the following examples to explain why his/her family is important for him/her and encourage the participants to share their own feelings.

“My family is important to me. Because...”

Sample sentences:

- **I gave up being in contact with the negative friends because of my family's love and support. (Family's Protective Position)**
- **I like to watch movie on weekdays and having a picnic at the weekend with my family.**
- **My family members help me to relax after a long- tiring and stressful day.**
- **They make financial support when I get stuck in money.**
- **My family insists on learning and solving my problems when they catch behavioural clues.**
- **When I'm home late, they wonder and ask me where I am.**
- **My family was always there when I needed them. My friends left me, but my family member never leave me.**
- **Most of the time, the dinner is ready when I reach home.**
- **My family members give me nice messages. Therefore, I realize that my family is the safest place that I can live in.**

7. After finalising the exercise, the peer trainer continues: **“Deriving from the positive sentences that you used, we understand that family is important to us. Now let’s continue with the topic of communication.”** The peer trainer opens the 5th slide and gives the definition written on the slide. **“Interpersonal communication is to get understood or trying to understand what a person is trying to say in order to influence others. We can experience problems from time to time in our family communication, which can be seen in every healthy family. Now we have an inventory on communicational errors. Let me deliver it to you, we will discuss the topic in detail after you complete filling it in”.**

Note: The aim of this exercise is to make them realize their mistakes in familial communication.

8. The peer trainer proceeds with the next slide (6): **“The best communication is: sincere, direct, clear and honest, not aimed to attack the personality of the other person. The correct communication should cover the bothering parts as well.”**

9. By opening the 7th slide the peer trainer continues: **“A number of problems may occur in the communication process. Some of these errors may be: underestimating-insulting others, blaming, not communicating- full silence, not asking how the family members feel themselves, using order statements to family members, threatening, using biased statements, criticizing, pretending to listen, using insulting words and resentment.”**

10. The peer trainer opens the 8th slide and explains the group that they will continue with an exercise: **“Now we are going to continue with an exercise on communication errors and results.”** The group members will be provided enough time to fill the inventory in.

Note: The peer trainer will deliver the inventory to the participants. The number of the copies should be enough for each participants.

11. The peer trainer continues with the feedback session by opening the slides (9-19) one by one: **“This inventory will help us to realize our errors in familial communication. Let us go over the faulty and right wordings.”**

Note: The peer trainer opens the slides (9-19) one by one.

Communicational errors and its results

COMMUNICATIONAL ERRORS	REASON
<p>1. Do not talk to the family members in an accusatory style.</p>	<ul style="list-style-type: none"> You will cause them to become angry and to defend themselves. Right Wording: I'm uncomfortable when the house is untidy or when I can't find my clothes. What can we do about it?
<p>2. Do not use underestimating or insulting sentences.</p>	<ul style="list-style-type: none"> You will cause the person to behave either ashamed or aggressive. If a person behaves in a hesitant manner, he will live his anger and sorrow in himself and cannot express. He will withdraw and avoid communication. Right Wording: How was your day?

COMMUNICATIONAL ERRORS	REASON
<p>3. Don't be silent if a problem occurs in the family. Express yourself.</p>	<ul style="list-style-type: none"> • Silence causes problems to grow and become more complex. • Right Wording: I felt bad about this. Can we have a word on that?
<p>4. Ask how the day of family members was.</p>	<ul style="list-style-type: none"> • Family members will feel themselves important and valuable. • So that problems that family members are experiencing, or any possible future problems will be noticed and solved before they got uncontrolled. "All the problems always find us." they complain. • Right Wording: You don't look so good. Was something bothering you today??
<p>5. Do not give «orders» to the family members.</p>	<ul style="list-style-type: none"> • The family members would think that their feelings are not respected. The family member feels that he has to do what the other one ordered him to do. <p>Right wording: Can you help me? Can I have a glass of water?</p>
<p>6. Do not warn or threaten the other person in your communication.</p>	<ul style="list-style-type: none"> • The other person feels worthless and angry. • Right Wording: Can we talk about this tomorrow? Now we're both stressed now.
<p>7. Don't be biased in your communication with your family</p>	<ul style="list-style-type: none"> • Prejudice is demoralizing and lowers energy. • "Anyway, my parents think I've always failed. I don't need to work." The prejudices cause the person not to make any effort. • Right Wording: I believe you can do better. I'm always here to support you.
<p>8. Avoid destructive criticism.</p>	<ul style="list-style-type: none"> • Criticism, especially the continuous criticism creates anger. The person feels worthless. He thinks he's been attacked, and he adopts a

COMMUNICATIONAL ERRORS	REASON
	<p>defence posture. Criticism should be supportive and constructive. While doing this, positive things should be highlighted. The criticism should be sandwiched between positive behaviours of the family member.</p> <ul style="list-style-type: none"> • Right Wording: Is there any progress on the subject we talked about two days ago? Do you need any help with that?
<p>9. Do not «appear listening» during communication.</p>	<ul style="list-style-type: none"> • You create the feeling that the other person is ignored. Also, the person feels anger. He avoids communicating again. • Right wording: I'm so bored when it comes to this. How can we solve this?
<p>10. To communicate is to express your feelings and thoughts.</p>	<ul style="list-style-type: none"> • Using insulting and bad words during communication makes the person to become defensive and angry. • Right wording: Saying “I'm very nervous. I can't help but I may hurt you. Let's talk about this later.” and move away for a break.
<p>11. Do not stop communication within familial relations.</p>	<ul style="list-style-type: none"> • Stopping communication, cause problems to grow or even become chaotic. We cannot express ourselves. Do not extend the silence. • Right Wording: The way you talk hurt me and I get angry. If you behave in a more sensitive way, I will be glad.

Exercise: Communication Mistakes within the Family

Communication within the family		Always	Sometimes	Never
1	When my house is messy, when I can't find food at home or when I can't find my clothes clean, I blame my family members (Blaming).			
2	When I get angry, I condemn the family members and tell them bad words. (Looking down).			
3	When I'm in trouble, I do not prefer to talk about it, I prefer using silence (Stop talking).			
4	When I am late and any of my family members criticise me, I tell them that "It is not a big thing, my fiends never go home on time" (Not communicating with the family members in an efficient way)			
5	I give orders to my family members like "Help me now!" "Give me a glass of water" (Giving orders).			
6	I threaten the opposite party while discussing something. (Threatening)			
7	I think my wife, or my family members, are incompetent and unsuccessful, due to their past mistakes and I share my thoughts with them. (Being prejudiced).			
8	When my family members or my spouse doesn't take responsibility, I criticise them (Criticizing).			
9	When I'm tired of my family's and my wife's conversation, pretend listening, again I do what want. (Pretend Listening).			
10	When I'm arguing with a member of my family or with my wife, I can't help using hurting or insulting words (Using insulting words).			
11	When I get mad at a member of my family or my wife, my resentment takes longer (Resentment).			

12. The peer trainer continues with another exercise. He/she opens the 20th slide and invites the group members to watch the video. **"Now we are going to watch a video."**

The peer trainer pauses the video on the 5:28 video time, then asks the group members to list the errors in the video. After getting the ideas of the participants, the peer trainer asks the volunteers to role-play an alternative positive final. After the completion of the role play, the video is played on 07:40.

13. The session continues with another exercise. The peer trainer opens the 21st slide and starts giving examples from his life using the sentence given on the slide: **“If only my father had supported me. If only my mother studied longer. If only my wife did not leave me. If only my children learned showing respect to me”**. Then asks the group members how they will fill the sentence taking their life into consideration. The volunteers are given the floor to share their ideas.

14. The peer trainer opens the next slides (22, 23 and 24) to share the recommendations for strengthening familial relations. **“Ask your family members about their days. Make sure that you have spent at least 1 hour a week full of time to each member of your family. Share with your family and listen to their advice (don't ignore them) when you're annoyed. Every week try to gather the whole family and create a family meeting on a certain day and hour. In this way, you can get the opinions of all the members of the family about the week, listen to their wishes and expectations, and you can present your wishes and expectations to them. Every week, you can have some activities that you can do together. Take the opinions, needs, values and interests of every individual in your family seriously and respect them. Never say anything bad to your family, do not do bad behaviour. Always keep your promises to members of your family. Be an «idol» in your family with your behaviours, so that the members would be following your footsteps. Let your family members criticize you. Respect the individuality of your family members. Especially to your adolescent kids. This is a natural need. Think like «If I were in his shoes...». This approach will make it easier for you to communicate”**.

15. The peer trainer moves on to the next topic “the problem-solving skill using the own resources of family” after opening the slide number 25. He/she asks the group what stress is and gets the ideas of the volunteers. After that input is made by the peer trainer: **“We can describe stress as a problem that cannot be solved. Stress is everything that creates tension. Stress is a situation where a person feels anxious, restless and irritable. Stress is also useful, motivates us to success. If we know that excess stress is damaging, in what situations we feel excessive stress, coping with stress becomes easier. The most important source of stress in the family environment is the conflict within the family. The presence of intense stress in the family is a factor that blocks problem solving and communication within the family. Some factors that may cause stress in a family include: birth of a new baby, death or illness within the family, moving, unemployment, lack of economic resources,**

long working hours, separation or divorce, kid's starting school, kid's change of school, the fail of the children in the school, the conflict between the spouses.”

“Conflict is a natural element of human communication. Even in the most successful and happy families there is a conflict. The reason for the conflict is that two people have different expectations, needs, values or approaches. Conflicts occur when a person is prevented from reaching his goal. Conflict is a sign of a situation that must be overcome, not an error”.

“In the family environment it is we do experience stress and conflict inevitably.” The peer trainer gives some examples from his life for encouraging the group members to think and share the stress and conflict situations within the family.

16. The peer trainer tells the group that the session will continue with an exercise and delivers the worksheet (Annex: The sources of families in coping with stress) to the participants. He/she reflects the last slide (26) and starts telling a story to the group: **“Mr. Ahmet was in prison for the first time in his life due to a document corruption. He owns his own furniture store, living with his wife, 18-year-old son and 20-year-old daughter. He is complaining that some friends and employees in the workplace called him “weird”. While her daughter was working on accounting at an office, his son never works and stays home lazily. He works day and night to cover the financial losses of the days she spent in prison. He complains that his son does not help him. Tired of his nervousness stemmed from work, his family shows cold attitude to him. Mr. Ahmet - a person who loves his family but cannot establish communication with his family, has difficulty in solving family problems. The family meets several families sitting in the building and their family friends visit them from time to time.”** The peer trainer continues with the instructions of the exercise: **“The paper I delivered shows the resources that the family can use while dealing with stress, I want you to examine the resources written on them and pick which resources can be used by Mr. Ahmet and his family members. Please put a sign on the selected resources”.** The peer trainer gets the answers of the participants and finalises the discussion by highlighting the presence of resources which we can use in coping with familial stress.

Note: The purpose of this activity is to make people realize that they have their own resources in the family while tackling with stressful situations.

"Problem Solving Skills by Using Family Resources"

STRESSFUL SITUATIONS	
(SAMPLE STORY)	
MR.AHMET	
(MARRIED AND HAS 2 CHILDREN)	
<ul style="list-style-type: none">• He is suffering from family problems with his beloved spouse, 18 year old son and 20 year old daughter.	<ul style="list-style-type: none">• He works day and night to cover the financial losses of his days in prison.
What sources Ahmet Bey and his family should use in the family to help them cope with stress?	

17. The peer trainers asks the group whether they have any questions or any comments. After this he/she explains that the session is over for today and thanks the group for their participation. Once again thanking them, the peer trainers wait for the group members to leave the class.

THE SOURCES OF FAMILIES IN COPING WITH STRESS

**Not to collect our
boredom and anger**

**To find hobbies and
interests**

**Not to work
continuously
Spending some time to
rest or have fun**

**Not only think but
also act**

**To accept what we
cannot change with
maturity.**

Saying "No!"

**Not accepting the
faults of the family
members**

**To take joint decisions
with family members**

**Not to argue with
family members when
we are nervous,
stressed or tired.**

**To make demands, to
produce solutions
instead of
complaining.**

**Not to think that our
problems are
unsolvable.**

**Value suggestions and
perspective of family
members.**

**Do not speak without
thinking (think two
times to before using
rude words)**

**Trying to find out
alternative solutions to
solve our problems**

**To pay attention to the
language of
communication. Instead
of saying " You make me
angry" saying "I feel
angry"**

Not underestimating the problems. When problems grow, it makes the solution difficult.

To allow family members to raise their ideas.

To compare the ideas of the family members.

To consider the needs and expectations of the family when making decisions

To handle the family budget appropriately.

To get financial or moral support of the relatives.

To perform EVALUATION MEETING with the family members periodically.

To wait for everyone to agree on a common idea. (DO NOT present ideas to the vote. DO NOT wait for everyone to be convinced.)

Get in contact with the family's faithful friends

Get in contact with the neighbours

To benefit from Social Resources (Ex. Family Counselling Centers, Health Centers)

Sixth session: Marriage and Divorce

Note: The peer trainers should be prepared to the session, the division of duty should be done beforehand. The trainers should check the videos and materials to be used in the session. Paper and pen will be used during the exercises so they should be prepared by the peer trainers.

Note: The peer trainers should be energetic and lively all through the session. They need to have an open posture, where arms and palms are open, with appropriate eye- contact.

1. The peer trainers walk into the classroom and says hello to everyone.
2. They ask the participants how they are, and then ask the participants, **"What is left in your mind from the previous session?"**
3. After collecting the answers, one of the peer trainer continues by opening the introduction slide: Marriage and Divorce. He/she tells the group that this session will focus on marriage and divorce (slides number 1 and 2): **"Today we will talk about marriage and divorce. People marry to share the difficulties of life and to live together happily. Marriage is an institution and the foundation stones of this institution are women and men."**
4. The peer trainer continues with the definition of marriage (slide 3): **"Marriage is a communication process in itself. Marriage consists of unconditional love, approval and appreciation, understanding and tolerance, trust, love and respect. And it is expected to start with a healthy relationship."**
5. The peer trainer continues with happy marriage (slide 4-5): **"Happy marriage is possible through positive communication between the couple. In marriages, spouses should consider each other's thoughts, ideas, feelings. Couples with healthy communication trust each other and express their ideas without fear. Secrets of happy marriage: If the opposing party raises his / her voice in the discussion, stay calm. Be a good listener. Don't go into a battle of power to win the debate, don't be ambitious. Don't keep the history on the agenda. Admit that the past is left in the past. Make your spouse feel that you care and love him/her. You do not need great things for this, complimenting, saying good words will make him/her feel special. Know how to apologize. Accept your mistakes with maturity and apologize for them. Accept the apology as a promise not to do it again and try not to repeat your mistakes. Manage your anger. Never get violent when you get angry. Take a break,**

leave the environment, take a shower, listen to music. Put yourself in his place and show empathy. Do not forget that the damage you think you give to your spouse is actually directed to your marriage. Share your responsibilities. Fairly share all responsibilities and tasks that need to be done. Do not load the entire burden of marriage and daily life on your partner's shoulders. If you cannot solve the problems in your marriage, do not hesitate to consult a specialist.”

6. The peer trainer opens the next slide (7) and continues with an exercise: **“Your child will get married soon. What advice will you give him for a happy marriage?”** after getting the answers from the group the peer trainer presses the button to reflect the next question on the slide: **“How much of your advice can you use in practise?”**. After collecting the responses from the group, the peer trainer continues with the next topic **“conflicts in marriage”**.

Note: The aim of this exercise is to make the participants realize the good and bad parts of their own marriages.

7. Each participant is given an empty sheet of paper and write down what can be the behaviours that can bring happy marriages into conflict: **“What are the conflict situations that endanger happiness in marriage?”** the peer trainer collects the answers of the group and summarizes the topic by using the slides 8, 9 and 10. **“The negative attitudes that may lead to conflict situations may be: jealousy, selfishness, disloyalty, adverse criticism and continuous blaming-criticism. Impressive attitudes, scepticism, hate, susceptibility, rudeness, violent behaviour, using bad words, lying and insult may lead to conflict in marriage.”**

8. The peer trainer continues by using the 11th slide: **“Conflict in marriage is the disagreement of couples. There will be conflict within the marriage relationship; this is normal, a part of the marriage. It is not conflict that harms the couple's relationship. Moving away from the real problem, showing negative attitudes, the attempts to hurt, get revenge and attack the opposite party leads in harm in the relationship.”**

9. The peer trainer starts talking about domestic violence (slide number 12): **“When there is no healthy communication in the family, various negative situations may occur. The worst of these negative situations is domestic violence. Domestic violence is the superiority of one of the spouses by verbal, emotional, psychological or sexual abuse against the other.”**

10. Peer trainer opens the 14th slide and shows **“Types of Violence”** topic. The peer trainer explains that physical, sexual, psychological and economical violence are the types of violence. **“Violence is not only physical violence.”**

11. Peer trainer invites the group to watch a video: **“Let’s watch a video now. We will see what will happen if the children witness domestic violence in the family”**. After the video, the peer trainer makes the summary by using the 15th slide: **“Violence leads to violence. Children should not be included in this cycle.”**

12. Peer trainer proceeds with the next topic **“divorce”** (slide numbers 16 & 17): **“DIVORCE: They got married and lived happily ever after... This may not always be the case... No one starts the marriage with the idea of divorce. But divorce can sometimes be inevitable. The existence of conflicts or problems is not the main reason for the idea of couples’ divorce. However, some behaviours exhibited during the discussions can bring the pairs to the point of divorce”**

13. 19th slide is opened, and the peer trainer asks the group **“What about the divorce? Will it end?”** then continues **“Research on divorced couples showed that divorce does not mean the end of problems. It is observed that couples experienced more problems especially about raising children after divorce (slide number 20)”**

14. Peer trainer asks the question **“You are getting divorced but what if you have a child?”** After receiving some comments from the group, the peer trainer continues by opening the slide 21: **“Although they have no responsibility for conflicts between husband and wife, children are the most affected party in the experience of divorce. If the divorce decision is unavoidable, the important effort of the couples should be spent to minimize the harm that their children will suffer. In this process, children may experience new challenges with psychological, social and economic content.”**

15. The peer trainer **“Let’s continue with an exercise. What will a child expect to hear from his parent’s in the case of a divorce?”** The group is asked to fill in the blanks on the slide 22):

“-The decision of divorce will never effect our..... to you. (love)

- We will always continue to be your(parents)

-The decision of divorce is definitely not your(fault)”

The peer trainer concludes: **“The children of the divorced families dream of reuniting their parents. The biggest psychological problem for the divorced child is the fear of being abandoned. He/she thinks that the parents who leave the house will forget him/her and will not love him/her anymore. The most difficult stage of this process is the moment the news is given to the child.”**

16. **“How shall the divorce decision be explained to the children? Any questions that the child may ask should be answered. Unanswered questions are interpreted correctly or incorrectly by the child. Do not think that the child cannot understand, express them in a way they understand. The child should be told that it was never his fault. Children can make false connections as this divorce stem from their mistakes. There is no crime or therefore there is no criminal and separation has nothing to do with him/her. The parents should explain to their children that they will continue to be their parents even if the parents’ divorce and live in separate houses. Spouses should not ignore the negative feelings they experience, if necessary, should seek professional help”** says the peer trainer to the participants by using the 23rd slide.

17. The peer trainer should continue with things not to do after divorce **“After the divorce; no matter how angry you are, never tell bad words to your child about your spouse. Even she/he is the world's worst mother-father, she/he is the parent of the child. When you criticize your spouse, your child will have to dislike the one he/she loves which will cause a conflict and feelings of guilt in the child.”** (slide number 24)

18. The next topic **“re-marriage and being a stepfamily”** is delivered by using the slides 25 & 26: **“The divorced parents can later remarry with others. For the second time, marriage is a way of eliminating the needs of parents in the family environment. Children are likely to experience some problems in this process. Children often dream of reuniting their parents. But the second marriage means this dream is over. They may think that by accepting the new partner, he/she may upset his/her parent. It can be difficult for the child to accept them. He/she will no longer be with one of the parents. Therefore, they may experience insecurity. He/she would feel closer to the parent he/she lives with, but he/she could be concerned that he/she would be loved less in case of the marriage of this parent. The emotional ups and downs of the child, trying to cope with these feelings should be realized, ways of communication should be searched, and problems must be solved. The married people should first accept the fact that they are married with a child. Then they should try to get to know the child in every way, give him/her time and be patient. Being a step-parent is an exciting thing that brings emotional wealth.”**

19. The peer trainer continues by opening the 27th slide: **“The single-parent family is the family in which the mother or father, who has been left alone for various reasons, takes care of the child by itself. Alone parents face some problems while raising children:**

- **Children may experience behavioural problems due to difficulties in limiting the child.**
- **Being a single-parent family can confuse children.**

- They may not know exactly what is expected from them or what they should expect from you.
- Drawing clear boundaries can help them to tackle uncertainties.”

20. The peer trainer continues by reading the letter from a single parent given on the 28th slide: **“A letter from a single father: "Being a lonely parent is one of the most useful and hardest things on earth. It's hard because I'm the only one with my daughter. I am the only person next to her whole night when she is ill, although I have a job to go the next day. And still I am the only person with her, when she is so sick to go to school. I never go out with my friends or cannot do the things that I want easily. In the end, fairy tales cannot be read by themselves.**

But being a single parent is the only thing I want to be. I don't know what I'd do without my daughter. There's an unbreakable bond between us. She is my best friend. Sometimes I question whether I'm really doing it right. Sometimes I lose myself, but at the end of the day, I see this little girl loves me and trusts me. Therefore, no matter how difficult the life we live, it is worth everything.!”

21. The peer trainer moves on with the last topic of this session “lifetime changing roles” (slides 29 & 30): **“Being a parent should not make you forget that you are also a spouse. When children grow up and leave home, you will continue your life together with your spouse. The adult-adult relationship between the children and their parents begins. In this period, the parents must accept that their children have grown up. They should develop a natural and mutual friendship relationship between the two adults.”**

22. The peer trainer opens the slide number 31 and reads the poem written on it: **“Half an apple we are, Half is this whole world, Half an apple we are, Half is our people, Half of an apple you are, Half is me, Two of us...Nazım Hikmet Ran”**

23. The peer trainers asks the group whether they have any questions or any comments. After this he/she explains that the session is over for today and thanks the group for their participation. Once again thanking them, the peer trainers wait for the group members to leave the class.

Seventh session: Efficient and Competent Parenting

Note: The peer trainers should be prepared to the session, the division of duty should be done beforehand. The trainers should check the videos and materials to be used in the session. Paper and pen will be used during the exercises so they should be prepared by the peer trainers.

Note: The peer trainers should be energetic and lively all through the session. They need to have an open posture, where arms and palms are open, with appropriate eye- contact.

1. The peer trainers walk into the classroom and says hello to everyone.
2. They ask the participants how they are, and then ask the participants, **"What is left in your mind from the previous session?"**
3. After collecting the answers, one of the peer trainer continues by opening the introduction slide: Efficient and Competent Parenting. He/she tells the group that this session will focus on parenting and asks the group what does it mean to be an efficient and competent parenting (slide number 1): **"Today we will talk about efficient and competent parenting, what does that mean? How can we be an efficient and competent parent?"**
4. Peer trainers gets the ideas from the group, moves on to the 2nd slide and proceeds with the explanation: **"In today's moving, fast changing and busy life, it is more difficult to be a parent than before. The most effective way to deal with the problems that threaten our children is to raise them with the right approaches to make them able to stand on their own feet."**
5. Peer trainer opens the 3rd slide and continues: **"Parents should never forget that; raising children is the joint responsibility of the spouses. Listening to children and trying to understand them is vitally important."**
6. Next slide (4) is opened and the peer trainer explains: **"Parents should never forget that they are models to their children, and they shall behave accordingly".**
7. The participants are invited to watch a video – "children see, children do" (slide number 5): **"Let's watch a video clip"**. At the end of the video, peer trainers asks what was the message of the video to the participants.

Note: The trainers should check the video to be used in the session.

8. Peer trainer makes the input by using 6th slide **“We should be a good example to our children with our positive behaviours knowing that tree leans when it is young. And if there is something that we are not happy about the behaviour of our children we need to focus on ourselves. Children can do mistakes; this is a learning opportunity to them. If there is a behaviour that we are not happy about, we need to clarify and define it openly to the child and show how the behaviour is done correctly. Any achievement the child makes should be supported and approved.”**

9. The peer trainer continues with the 7th slide: **“Parental attitudes are also important in effective parenting. Improper parental attitudes can lead to behavioural problems”** and continues with the next slide (8)- inconsistent parenting behaviours: **“Parents behave sometimes rigid and sometimes tolerant to the same behaviour. One day they say «ok» and the other day they say «no» to the same behaviour. Mommy says white, daddy says black to the same thing. They are sometimes insensitive and sometimes sensitive to the same event.”**

10. By opening the 10th slide the trainer starts talking about how these inconsistent behaviours affect children: **“As a result of this inconsistent parenting children may have difficulty in making decisions. They may have an anxious and insecure personality. They may become excessively submissive or excessively rebellious. They may experience confidence problems in their relationships. It is very important that the sentences directed to the child should contain love, support, compassion, trust and understanding”** closes his words by using 11th slide

11. The topic of “Communication with the Children” is introduced by using the 11th and 12th slides: **“Communication with the child covers the speeches or the behaviours that reflects the importance shown and caring feelings. Talking to the child should not be just giving orders. Let's understand our children, be understood by them.”**

12. The peer trainer opens the 13th slide, gives a small break for the participants read and understand the cartoon on the slide.

13. Peer trainer continues with the input (slide 14): **“There is understanding and listening in a healthy communication. We don't listen enough to our children. When the children tell us something, we just have to focus on what they say, we shouldn't do anything else. Let us take time to take care of them. Let us spend some time to make activities together like playing games, going to the movies, reading books...”**

14. Next slide (15) is opened: **“We shouldn't underestimate them when we talk to children. The children themselves are small, but their thoughts and imagination are enormous. Let your child express their feelings and thoughts freely and without fear. Children are aware of everything, if we do not care about them, perhaps we would be leaving unremarkable damage to their personalities.”**

15. 16th slide is opened, and the peer trainer allows the group to examine the message written on it: **“How we speak with them is much more important than content of this speech”**

16. Peer trainer opens the 17th slide to continue: **“We should look into the eyes of our children while talking and present a soft and understanding attitude. We must accept the child as it is. We must be tolerant to his mistakes, respecting his thoughts. We must express our reaction to a child's wrong behaviour with a positive language and an appropriate tone of voice. When we talk to the child, we should not be judgmental, but constructive and positive.”**

17. The next slides (18 & 19) are used to deliver the messages to the group: **“Paying attention to all of this will also lay the groundwork for the close relationship you need in adolescence. I am sure you want to be the first to hear every event from your child. Then you have to learn how to listen!”**

18. The trainer tells the group to move on with practical examples and opens slide number 20: **“Your child seems to be sad, he goes to his room, closes himself and crying. What would you do?”**. After collecting the responses from the group, the trainer presses the button to see the comment written on the slide. **“We can say "It makes me sad to see you so unhappy. If you want to tell me the reason, I can listen.» we would be showing that we are with our child.”**

19. Let's continue with another example (slide 21): **“Your child is very angry at you, raising his voice to you and shows his anger. What would you do?”** After collecting the responses from the group, the trainer presses the button to see another comment written on the slide. **“We can say «I am upset to hear your voice raising»”**. The peer trainer finalizes this section by inviting the group to watch a video clip: **“Let's watch a video now.”**

Note: The trainers should check the video to be used in the session.

20. The video is played.

21. The peer trainer continues with the topic **“PROBLEM BEHAVIOUR IN CHILDREN”** by using the slides 23 and 24: **“Problem behaviours are the continuous behaviours that negatively affect the social relations of the child, blocks the positive learning climate and harms communications with himself, his family and friends. Children with problem behaviour tend to harm others. Many children may show their anger by hitting themselves, throwing themselves on the ground, or harming the people around them.”**

22. Next slide (25) is opened to explain the criteria for the problematic behaviour: **“To decide that the behaviour is problematic, we need to observe the behaviour carefully and clearly define it in detail”.**

23. Some examples of problematic behaviour is shared by the peer trainer by using the 26th slide: **“Some examples of problem behaviour may be: isolation and trying to be alone, crying frequently, using bad words, anger bursts, throwing and breaking things, disobedience to the rules, hitting others like brother/sister”.** The peer trainer presses the button and the question on the slide is asked by the peer trainer **“How frequently the problem behaviour is observed and what may be reasons behind?”** and the inputs from the participants are collected.

24. The reasons behind the problematic behaviour is explained by the peer trainer by using the 27th slide: **“The reasons may be: trying to attract attention, lack of interest, need for love, child being energetic and active, sibling jealousy, lack of communication within the family, showing negative models on mass media (TV, computer, mobile phones) and social environment full of negative behaviour clues”.**

25. The ways for managing the problem behaviours is explained by going over the 28th slide: **“No child has an inherent problem behaviour when born. Appropriate techniques should be applied to correct the behaviour after correctly identifying the underlying causes of problem behaviour. We as the parents, should be good observers to understand the reasons behind our child’s problematic behaviour. Improving the quality of communication with our child solves most of the problem, however if we need some professional help, we should not be ignorant and take action to solve the problems.”**

26. The peer continues with the sibling jealousy topic and invites the group to watch the video: **“Let’s watch a video on sibling jealousy which we may experience difficulty in coping with.”**

Note: The trainers should check the video to be used in the session.

27. At the end of the video, the cartoon on the 30th slide should be shown to the group and enough time should be provided to the group to examine.

28. The input for the sibling jealousy is shared with the group by using the next two slides (31 & 32): **“Sibling jealousy is a normal and natural feeling. The main reason for sibling jealousy is the change of direction in the attention, love, compassion and attention between the siblings.”**

29. Managing sibling jealousy is discussed with the group by using the 33, 34 and 35: **“For managing sibling jealousy, avoid making comparisons between the siblings (do not use sentences like “you are a grown up now, you are the elder one so you need to behave correctly”), reinforce and reward positive behaviours, express your love frequently, ask the child for help and contribution in the care of his/her sibling (ask him/her to bring the baby’s food, ask him/her to prepare the baby’s food, ask his/her help while cleaning the baby) , try to continue to show the same level of interest and attention to the behaviours before the baby’s born and play and spend time together with your child. Never forget! Each child wants to be unique and precious!”**

30. The peer trainer starts talking about techniques that work in developing positive behaviours by using the next 2 slides (36 & 37): **“In developing positive behaviours, ignoring the negative behaviours and use of rewards and appraisals are the two techniques that work efficiently.”**

31. The first technique “ignoring the negative behaviour” is explained by the peer trainer by opening the 38th slide: **“Ignoring the negative behaviour is an understanding of «not interfering» with every negative behaviour. Sometimes children do insist on a negative behaviour to attract attention. The behaviour is ignored and let done. An example could be a kid shouting at his mother to attract attention, just because she spent too much time with her brother... The mother, who realized this situation, continued to show interest in the baby by ignoring the behaviour.”**

32. The second technique “using rewards and appraisals is explained by using the next slide (39): **“To change negative behaviours in children, correct behaviour should be rewarded every time it is shown. The child will repeat the positive behaviour because he liked to be rewarded. An example could be: a kid who feels jealousy and behaves violent to his brother, will change his behaviour in a positive way if he is praised when he behaves well to his brother. To solve this situation, we can show our interest to the child by kissing and complimenting, thinking that he feels lack of love. We can do an activity that the kid likes, together with him.”**

33. The peer trainer moves on to the next slide (40): **“Appraisal is the expression of satisfaction, using compliments to show our satisfaction. Who doesn't like to hear a compliment? Everyone needs to hear nice words. Then how can we use appraisal? Not every behaviour but, only the correct behaviour should be praised. Praising the positive behaviour of the child ensures the continuity of positive behaviour. The person who commends; should be sincere, natural, intimate. Not only verbal appraisal (words like: Well done!, Great!, Congratulations!) but also non-verbal appraisal (kissing, gentle touch, holding) can also be used as a reward for the child’s positive behaviour.”**

34. The peer trainer continues with the topic “adolescence” by using the slides 41, 42 and 43: **“Adolescence is another period that we face difficulties as parents. Adolescence is the first step in adulthood. This period is considered to be between the ages of 12-20. Some physical, mental and behavioural changes occur in adolescence like; questioning life, idea conflicts, rebellion, sensuality and sensitivity, ultimate care for external appearance and desire for popularity is seen in the youngster.”**

35. By showing the next slides (44, 45, 46, 47 and 48) more input is shared with the group **“Adolescence is the period in which parents and parents experience the most controversy. In the adolescence the teenager prefers to spend time with his friends rather than his family. Parents in this period; should keep communication with adolescents high. We shall meet our child's friends and families. We should have information about what your child watches and what he listens; watch the programs he likes together with him. We shall make common decisions about rules, expected behaviour and responsibilities. We should not offer endless freedom to our children. We have to give them responsibilities suitable to their age and gender. We must listen to them without judgment. We need to avoid giving long examples of our own youth. We must give our messages not when we are in conflict with them, but when they are ready to contact us. We must respect his/her feelings and thoughts even if they unacceptable on our side. We must appreciate his achievements and avoid confusing movements. We must avoid comparing him/her, with the friends and siblings. We must express our love to him/her frequently.”**

36. The peer trainer highlights the key point of this part by using the 49th slide: **“If parents show understanding and if they behave appropriately, young people can gain their individuality without having much conflict.”**

37. 50th slide is shown, and the peer trainer starts an exercise by asking the following questions: **“How was your communication with your family when you were a teenager? How did this period end?”** This section is finalized after getting the answers of all participants. The peer trainer tells the group that adolescence is a difficult period

which we all experienced: **“Adolescence is a normal period, which ends when we grew up. The most important point in this period is to see the least damage and mature by learning from all of our experiences.”**

38. The peer trainers ask the group whether they have any questions or any comments. After this he/she explains that the session is over for today and thanks the group for their participation. Once again thanking them, the peer trainers wait for the group members to leave the class.

Eight session: Substance Use

Note: The peer trainers should be prepared to the session, the division of duty should be done beforehand. The trainers should check the videos and materials to be used in the session. Paper and pen will be used during the exercises so they should be prepared by the peer trainers.

Note: The peer trainers should be energetic and lively all through the session. They need to have an open posture, where arms and palms are open, with appropriate eye- contact.

1. The peer trainers walk into the classroom and says hello to everyone.
2. They ask the participants how they are, and then ask the participants, **"What is left in your mind from the previous session?"**
3. After collecting the answers, one of the peer trainer continues by opening the introduction slide: Substance Use. He/she tells the group that this session will focus on substance use invites the group to watch the video (2): **“Today we will talk about drugs or stimulants, the effects of these substances on our lives, addiction, how we will deal with the urge to use substance. Let’s watch a video before starting to talk.”**

Note: The trainers should check the videos before the session.

4. By opening the 3rd slide, the peer trainer asks the group of what they think substance abuse is.
5. After collecting the answers from the group, the peer trainer starts delivering the substance abuse topic by using the 4th slide: **“Addiction is a BRAIN disease. It affects one's body and mental health. Person uses alcohol or substance at a level that affects family life and cannot stop the urge to continue. Addiction is a lifelong disease.”**

6. The peer trainer opens the next slide (5) and asks the group “Who are under risk?”. He/she listens to the group and gets the answers from the volunteers. After collecting the answers, the peer trainer presses the button to see the correct answers on the same slide and then continues: **“Everyone! Addiction is a BRAIN disease. Even if we don't, our brain wants the substance!”**

7. 6th slide is opened and the topic “How long will it take to be an addict?” is started to be delivered by the peer trainer: **“The addiction depends on; the type of the substance, the chemical purity; the duration of use and the personality characteristics of the person. Therefore, it is not clear when dependence will develop!”**.

8. By opening the 7th slide, the peer trainer asks the group: **“Is it possible to get recover?”**

9. After collecting the answers from the group, the peer trainer opens the 8th slide and asks the question written on the slide **“Will the blood pressure heal completely?”**. After getting the answers from the group, presses the button and says: **“No. When the person eats salt, his blood pressure rises again. Addiction is not fully healed; it will only improve! If you don't use the substance, your life returns to normal. If the addicted person starts using after a stopping period, he/she reaches the amounts used previously in a very short time.”**

10. The peer trainer passes on to the next slide (9): **“Then why do we continue to use?”**

11. After getting the ideas from the group, the peer trainer opens the 10th slide and begins to explain **“The researches explain the reason for using substance as seeking pleasure. The idea of getting a pleasure can be seen as a pleasant situation for everyone. However, the gratification experienced from the substance is actually a state of fake pleasure. In other words, as soon as the effect of the substance passes, it ends. Even after that, regret is replaced by pleasure. After that, brain gets used to the substance. The brain cannot resist and cannot say No! The brain wants to have the substance even if we do not want to, and continuously send messages to us to keep using. In this case, the dependency has been introduced. The other reasons to continue using the substance is fun, curiosity, fashion, desire to imitate others, friends, ignorance and false beliefs and coping with stress.”**

12. The peer trainer starts talking about addictive substances (slide number 11): **“The addictive substances are tobacco (nicotine), alcohol, opiates (morphine, heroin and others), psychostimulants (amphetamine), Central Nervous System Depressants (alcohol and others), hallucinogenic substances (LSD and others), volatile substances (thinner, glue and others), phencyclidine. These are the general names of the mostly**

used substances. Let's talk about the most known substances of tobacco, alcohol, marijuana and heroin"

13. The next topic of "Tobacco" is delivered using the 12th slide: **"Tobacco is used in the form of cigarettes, pipes, cigars. Nicotine reaches the central nervous system in 15 seconds. Increases attention in a very short time after use; however, increases tongue, larynx, oesophagus, stomach, thin and large intestine, pancreas, kidney, urinary tract, lung, liver and skin, prostate, ovarian and cervical cancers. The addicted people call tobacco the "empty cigarette". Actually, empty cigarette, leads to a serious dependence on alcohol and other substances, so preventive measures should be taken."**

14. The peer trainer changes the slide to 13 and starts talking about alcohol: **"Alcohol; affects the whole body, especially the vital centres such as brain, nervous system, stomach, digestive system, liver and bone. The severity of the effect depends on the amount and frequency of alcohol taken. After alcohol is taken, it quickly mixes from the small intestine into the blood. According to the amount of alcohol involved in the blood, the brain work slows down. Alcohol leads to fatty liver first and then to cirrhosis. It causes heart expansion, vascular occlusion and heart attack. It may cause stomach illnesses. It may cause dementia. It disrupts sexual dysfunction. It may lead to stroke."**

15. Peer trainer starts to explain "marijuana" topic by opening the 14th slide: **"Now we are going to talk about marijuana which is one of the most widely used substances. Its withdrawal symptoms are mainly psychological. Restlessness, insomnia and loss of appetite are the most common withdrawal symptoms seen in marijuana. Redness in the eyes can be seen. Marijuana use can trigger symptoms such as scepticism, susceptibility and expectation of evil. It makes the sense that time slows down, sensibility in the perception of colour and sound. It can lead to depression, mental breakdown, and mental changes leading to extremes."**

16. The peer trainer starts talking about "Known mistakes about marijuana by going over the slides 16 and 17: **"1. It is natural herb, it does not make any harm? Yes, cannabis is a plant that grows in nature, but it is a harmful herb because it is a plant that contains chemicals. Do you also consume every plant that grows naturally in nature? 2. It is good for diabetes, even cannabis is used even in cancer drugs!? Drugs are formed by combining many active substances and plants in the laboratory environment. Of more than 400 substances found in cannabis, only 1 active ingredient is used in the treatment of sugar and cancer drugs. So, there is only one common active ingredient!"**

17. The peer trainer continues with the same topic by using the 18th and 19th slides: **"3. I smoke marijuana!? Currently, no substance sold on the market under the name**

of cannabis purely (100%) cannabis plants. The best rate for cannabis is 9%, and 91%, consist of substances that are dangerous for human health, including rat poison and shoe dye. 4. My grandfather smoked marijuana until he was 80, but he is still alive! We may turn our lives into disasters by fitting in the wrong examples and we may not be as fortunate as our wrong examples! Cannabis is a plant that contains more than 400 chemical substances that seriously threaten our health.”

18. Peer trainer opens the next slide (20) and starts explaining the topic of harm reduction: “5. If it were harmful it would not be free in other countries! In the countries where the substance use is possible under controlled situations also report that substance use is harmful. This policy is called “harm reduction”. Not all the substances are freely used in those countries. Every kind of treatment is provided to stop dependence, but if the treatment is not possible, implementations to protect the health of the addicts from possible risk situations is provided. Marijuana and heroin users are the focus of this policy.

In terms of heroin use, these countries control their citizens’ health by controlling their substance use. The substances are provided to the users in the healthcare centres in controlled amounts. The substance users are also provided with intervention during withdrawal crisis. The instruments like syringe and others are provided by the state to control the transmission of blood-borne diseases. Additionally, the purity of the substance provided by the state is controlled which lowers the risk of death from overdose.

In the case of marijuana use, the policy foresees to prevent the spread of drug use among the public, to prevent drug addiction and addicts from harming their environment. The reasons of coffeeshops where marijuana is sold; is to provide the users with controlled and safe amounts; to keep them away from illegal environments, and to prevent them to jump to other substances. In these coffeeshops maximum 5 grams of marijuana are sold, it is not sold to people smaller than 18, no advertisement can be made, and alcoholic beverages are not sold in these coffeeshops.

What is the reason behind Harm Reduction Policy?

- To control the amount used to minimize the harm given to the individual and the society;
- To minimize the level of harm that the users may see by providing hygienic instruments for heroin users (to block the transmission of the blood-borne diseases);
- To reduce deaths from overdose,
- To educate users about safer injecting and smoking and reduce the frequency of use;

- To prevent needlestick injuries among first responders and the public.
- To prevent users from getting to know other substances that may cause them more harm.”.

19. The peer trainer continues (slide number 21): **“Why is marijuana presented as an innocent substance?” People are exposed to marijuana as «a gate substance» apart from their experience with thinner, glue and lighter gas. Marijuana is used like the use of candy to cheat kids. When the person get addicted to marijuana, he enters the world of substance and overtime, it is used as a means of transition to other substances when the effect is not enough.”**

20. The topic of heroine is explained by the peer trainer by the use of slides 22 and 23: **“Heroin has a high addiction potential that can cause addiction even in single use. Permanent behaviour patterns called «Heroin Behaviour Syndrome» can be seen in the users. Depression, anxiety, impulsivity, passive aggressiveness, fear of failure, reduction in self- confidence and continue using heroin to get rid of these symptoms is typical. Intravenous use is very risky in terms of blood-borne diseases. In the case of intoxication: mood fluctuations, aggravation in movements and reflexes, dizziness, mumbling, distortion in the attention and the memory are seen. Overdose leads to coma and death.”.**

21. The peer trainer invites the group to watch another video: **“Let’s watch another video about the effects of the substances on the brain.”**

Note: The trainers should check the videos and materials to be used in the session.

22. After watching the video, the trainer asks the group **“What was the main message of the video?”**. After the discussion is over the peer trainer starts talking about **“urges”** by using the 25th slide: **“An urge is a person's strong desire to use alcohol and drugs. The request comes from inside. This desire comes from the brain and is a strong emotion that drives the substance use. It is unexpected thing, but it passes after a while.”**

23. The peer trainer moves on to the next slide to discuss **“how to deal with this urge”** topic: **“How can we cope with this urge? Taking actions like running, reading, eating, drinking beverages to distract our attention may be an option. We can share our current situation with others, we can tell others about this strong urge. Another option may be taking shower. We can think about the negative effects of alcohol and drugs. We can think about for how long we have been clean. We can repeat**

ourselves «I should not break this period with this feeling that will last very short». We can also think about our effects to stay clean.”

24. “**What can we do to recover?**” says the peer trainer by opening the next slides (27, 28 and 29th) and then continues “**We need to accept the things that we cannot change. We can take small steps to move away from the substance. We can make our daily schedule and try to fit in our schedule. We can't change the past; we can't see the future. So, we need to live the moment. We need to take smart steps. We should not try ourselves with the substance! We must not fall into the substance related traps that our brain pushes us. We need to take care of ourselves. We need to find new friends. We must not rush; we need to take our times. We have to stay away from all addictive substances. And most important of all, we need to change for ourselves!**”

25. The peer trainers ask the group whether they have any questions or any comments. After this he/she explains that the session is over for today and thanks the group for their participation, Once again thanking them, the peer trainers wait for the group members to leave the class.

Nineth session: Problem Solving

Note: The peer trainers should be prepared to the session, the division of duty should be done beforehand. The trainers should check the videos and materials to be used in the session. Paper and pen will be used during the exercises so they should be prepared by the peer trainers.

Note: The peer trainers should be energetic and lively all through the session. They need to have an open posture, where arms and palms are open, with appropriate eye- contact.

1. The peer trainers walk into the classroom and says hello to everyone.
2. They ask the participants how they are, and then ask the participants, “**What is left in your mind from the previous session?**”
3. By opening the first slide the peer trainer says: “**We will exchange information on what is a problem, how can we solve it.**”
4. Peer trainer opens the second slide and asks: “**What do you think is a problem?**”

5. After getting the answers from the group peer trainer continues by opening the 3rd slide and explains the problem with the following description: **“Situations that affects our lives negatively in a consistent and continuous way.”** and takes the participants’ opinions by asking the **“So what can these problem situations be?”** question.
6. Peer trainer opens slide 4 and starts to explain it: **“So we can have different problems in different periods of our lives. Our profession, our economic situation, our education, our family and our social environment, our habits, play a role in our problems.”**
7. Peer trainer opens slide 5 and takes the participants’ opinion with **“Since problems are an integral part of our lives, what needs to be done?”** question and answers the question with **“We need to learning to deal with the problems we face!”** explanation.
8. Peer trainer opens the 6th slide and says **“So let's talk on what we should do in problem solving”** and explains the problem solving steps: **“We need to first describe the problem. Then we have to gather information. Afterwards we need to produce solutions. Ans then we need to choose one of the solutions. After choosing one of them we need to implement the solution. Finally, we need to evaluate whether the solution is appropriate to the result.”**
9. Peer trainer opens slide 7 and says: **“What are your problems?”**, then asks the participants for their answers.
10. Peer trainer opens slide 8 and says: **“The problem should be expressed in a clear and concrete way. For example; instead of saying ‘Ali is very angry.’ The problem should be defined as ‘Ali shouts at his mother when his mother does not act in the way he wants.’**
11. Peer trainer opens slide 9 and continues to the subject with the following questions: **“Is this a problem just for you, and do others see it as a problem? Do you contribute to the formation of the problem? Have you ever faced a similar problem; how did you manage it?”**
12. Peer trainer opens 10th slide and continues: **“We need a variety of information to solve a problem. What we need to do is; to find useful information and to decide how to proceed.”**
13. Peer trainer ask the question and request an answer from participants: **“For example, you have the problem of not finding a job or not being able to continue working in the same job for a long time. What information do you need to solve this case?”** by opening slide 11.

14. Peer trainer opens the 12th slide and talks about the WH questions method which is the information gathering phase.

15. Peer trainer opens the 13th slide and explain the solution with expressions, **“When searching for solutions, we can usually choose the easy one or tend to be hasty. Solutions should be realistic, appropriate to the individual and lifestyle, needs-oriented and applicable. The positive and negative aspects of the solution proposals should be considered.”**

16. Peer trainer opens the 14th slide and says **“For example, imagine that you disagree with your manager and you are unhappy. What are your alternative solutions?”** and trainer receives answers from the participants.

17. Peer trainer opens solutions to the process of evaluating alternative solutions by opening the 15th slide: **“Talk to the manager at a convenient time, ask a friend who is on good terms with the manager to talk to the manager, limit our relationship with the manager, quit the job, discuss with him at the first opportunity”**

18. Peer trainer opens the 16th slide and define the decision-making process by giving the explanation: **“Two factors are effective in decision-making; whether the solution is useful and whether it is possible. Caution: Options that we have tried before with no concrete results should be discarded”**.

19. Peer trainer opens 17th slide and explain the implementation phase by saying: **“Follow the solution you've found.”**

20. Peer trainer opens 18th slide and define the evaluation stage by explaining: **“Evaluate whether the applied solution is effective. Return to previous steps if necessary.”**

21. Peer trainer opens slide 19, asks the participants and gets answers from them: **“What shall you do if your solution doesn't work?”**

22. Peer trainer opens slide 20 and list the causes of failure in problem solving by explaining the list: **“Having biased or incorrect information, not having sufficient desire and determination, not working systematically, misidentifying the problem, not knowing or using the necessary skills and methods, using the wrong method, not being able to implement the solution”**

23. At the end of the training session, the peer trainer asks the participants **“Do you have any questions?”** and answers questions from participants and ends the session by saying **“Thank you for joining”**. After this he/she explains that the session is over

for today and thanks the group for their participation, Once again thanking them, the peer trainers wait for the group members to leave the class.

Tenth Session: Leisure Time Activities

Note: The peer trainers should be prepared to the session, the division of duty should be done beforehand. The trainers should check the videos and materials to be used in the session. Paper and pen will be used during the exercises so they should be prepared by the peer trainers.

Note: The peer trainers should be energetic and lively all through the session. They need to have an open posture, where arms and palms are open, with appropriate eye- contact.

Note: The main messages of this session will be time flows mostly without our control. Leisure time is not an aimless piece of time. If we do not fruitful activities to do in our leisure times, we got bored of our lives. We need to use this opportunity to add meaning and value to our lives. Life-goal activities are among the most important activities that can be done in leisure time.

1. The peer trainers walk into the classroom and says hello to everyone.
2. They ask the participants how they are, and then ask the participants, "**What is left in your mind from the previous session?**"
3. After collecting the answers, one of the peer trainer continues by opening the introduction slide: "**Yes today our topic is: Leisure time activities! Once open a time, I was a person who is living without knowing what leisure time is! That's why I was getting bored in my spare time. Life began to be meaningless. In my spare time, my life began to drift into the abyss with my misconduct.**"

Note: The peer trainer talks about a negative experience.

4. Peer trainer still continues "**However, my life has changed with this training that I took about the leisure time. When I got this training, the boredom went off. I learned to plan time. My life is now in order. Most importantly, I found a life goal**

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that I enjoy doing in my leisure time...My life became meaningful, filled with joy and happiness. So today, I am here to share with you what I had learned.”

5. After opening the 2nd slide he starts delivering the benefits that the group will experience at the end of this session: **“This session offers you three main gains: 1- You will understand what «leisure time» means; You will learn what you can do in your leisure times...; Additionally your life will be full of meaning, joy and enthusiasm... Are you ready? Let’s get started...To understand what leisure time is, let’s first talk about time...”**

6. The peer trainer opens the 3rd slide and starts delivering the definition of “time”. **“Time is unstoppable, cannot be taken forward. Time: cannot be reproduced, saved and used after. Time is irreversible, cannot be changed... Then...Life is like a continuous flow of time. Therefore, we need to plan time neatly and use time efficiently. We feel stress when we cannot use time effectively. Most important than all, we get bored!”**

7. The session continues with an exercise: The peer trainer gives the instruction: **“Let’s continue with an exercise. How do you spend a day? A day is 24 hours. How do you spend 24 hours of your day? Please write down a day of your life.”** After providing enough time, peer trainer collects the answers from the group.

Note: The peer trainer should deliver paper and pen to the participants before this exercise.

8. After finalising the exercise, the peer trainer opens the next slide (4). He/she continues with the question **“How can we divide the day into sections?”**.

9. The peer trainer moves on by the next slide (5) **“We can divide our day into 4 sections: 1. Time to sleep; 2. Time to work; 3. Time for our compulsory needs; 4. Leisure time. Let's look at what these times in detail”**.

10. By using the 6th slide peer trainer continues **“1. Time to sleep: We have to divide 8 hours of a day to sleep for a healthy life.”**

11. Next slide (7) is opened: **“Then we have 16 hours left.”**

12. Peer trainer continues with the next slide (8th): **“2. Time to work. We have to spend an average of eight hours a day working to live.”**

13. The peer trainer opens the 9th slide. **“We may be unemployed... If we are unemployed, how much of this time, we spend to find a job?”**

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14.10th slide is opened **“Or...How much time do we spend developing ourselves to find a job?”**

15. The peer trainer continues (11th slide): **“If we are unemployed, we have to spend this time trying to find a job. We must devote this time to developing ourselves in order to find a job. For example: attending a course, reading a book etc.”.**

16. Slide number 12 is used to continue **“Now: We've got an average of eight hours left.”**

17. Next slide (13) is opened **“3. Time for our compulsory needs. To hold on to live: The remaining eight hours should be spent for the compulsory needs of «ourselves» and «our family» members.”**

18. Peer trainer follows the next slide (14) **“These are: Personal needs like to eat, to drink, to get shaved, to take a shower, and self-care acts. Spending time with our family, to satisfy their needs, listening to their problems and help them to solve them.”**

19. **“Therefore: After doing these within this 8 hours, the remaining period belongs to «us» for our leisure time activities. We also do not work on holidays. Thus, on average, we earn eight hours of free time on these days.”** The peer trainer continues with the next slide (15).

20. The peer trainer starts to talk about leisure time by opening the 16th slide: **“Now we are going to start talking about the leisure time. What is leisure time? What do we do in leisure time? How much of this time we spend for leisure activities?”.**

21. By opening the 17th slide The peer trainer invites the group to conduct another exercise: **“What do you understand when we say «leisure time»? I want you to write down what leisure time means to you”.** When the group is finished writing the peer trainer invites the group members to share their ideas.

22. After the discussion on the leisure time definition, the peer trainer starts delivering the topic by opening the slide 18: **“Leisure Time: is the time left to us! It is the time period that one will use with his own free will.”**

23. The peer trainer proceeds by opening the slides 19 and 20 **“It is the time period which a person fulfils with his own preferences. These are generally the activities to get away from the difficulties of daily life and their troubles for a certain period of time. It is a voluntary, satisfying activity that enables people to be physically and mentally refreshed.”**

24. Peer trainer continues with a question (slide 21) **“Well, according to these definitions; could activities like drinking alcohol, gambling etc. until the person becomes addicted be a leisure activity?”**

25. After a small discussion, the peer trainer continues with the next slide (22) **“No, definitely not! Because they do give physical, mental and social harms to the person- if they become an addiction!”**

26. The peer trainer highlights the importance of leisure time activities by using the slide 23: **“Therefore: We need to know what to do in our leisure times. If we do not know what to do, we may take actions that will turn our lives down. If we do not know what to do in our leisure times; it becomes torturous!”**

27. The peer trainer gives reference to Arthur Schopenhauer (slide 24) and continues **“Leisure time is a nightmare for a person who does not have any interest or any activity to do.”**

28. The peer trainer opens the slides 25-26-27 and explains what happens when the person does not find a refreshing activity to do in his/her leisure times **“In such a case: The person gets bored, doesn't know what to do. When the person is left alone with himself, he starts dealing with nonsense things. For example: He calls other people over the phone. They say to them, "Let's go out and let's hang out", "Let's play Okay", "Let's go somewhere", "Let's have a drink." For these people: Leisure becomes a burden. Leisure time is a period that must be passed and left behind.”**

29. Next slide (28) is opened and Aristotle's ideas are shared with the group **“Aristoteles says; Leisure is the boredom of the ignorant. This boredom causes us to feel a void. Life begins to become meaningless and worthless. Worst of all, this situation causes us to lose control of our lives.”**

30. The input is done going over the next slides of 29-30 and 31: **“Then: We have to do something. We need to do something other than life struggle. We need to do something to add meaning and value to our life. Leisure time is a good opportunity for this. We need to enjoy our leisure times. Because: Life becomes a joyful place when we run after things. Life begins to be meaningful through what we do in our leisure times.”**

31. How will the leisure time activities fit in our needs will be explained by the peer trainer by using the slides 32-33-34-35: **“Leisure time is one of the basic needs of the person. When the person does these activities, they relax, have fun and enjoy life. It gives hope and joy. It educates, develops and changes us. It opens the way for creative activities. It helps us realize ourselves. It allows us to think on our own existence.”**

32. The peer trainer invites the group to conduct another exercise (slide 36): **“Now I want you to think about the activities that you can do in your leisure times. What can you do, what alternatives can you do to fulfil your leisure times?”**

Note: Peer trainer should be careful with the answers. The leisure time activities that the participants share with the group should be refreshing! They should not give physical, mental and social harms to the person!

33. After receiving the opinions of the participants, the peer trainer should start explaining the alternatives of leisure time activities by using the 37th slide: **“Leisure time activities can be: 1. Artistic Activities; 2. Social Activities; 3. Sport Activities; 4. Educational-Cultural Activities; 5. Hobbies; 6. Leisure Activities to Discover the Purpose of Life.”**

34. 38th slide should be used to explain artistic activities as leisure time activity: **“Performing/watching theatre; going to the cinema; painting; playing music; dancing etc.”**

35. Slide number 39, should be used to explain social activities as leisure time activity: **“Voluntary participation in community life; NGO activities etc.”**

36. 40th slide should be used to explain sport activities as leisure time activity: **“Walking, running, playing chess, swimming, playing tennis, football, volleyball etc..”**

37. Next slide (41) is opened to explain educational- cultural activities as leisure time activity: **“Attending courses, attending seminars, conferences, reading/ writing books.”**

38. Hobbies as leisure time activities are explained by using the next slide (42): **“Photography, collecting, going out on nature trips, gardening, handicraft, making puzzles, watching television, listening to radio, playing backgammon etc.”**

39. Leisure Activities to Discover the Purpose of Life topic will be explained by the peer trainer by using the slides 43-44-45-46: **“Activities for realizing the purpose of life are the most important leisure time activity area of the person. Then: What is purpose of life? The purpose of life is not just an activity. The purpose of life is not a simple goal. The purpose of life is not a dream. Purpose of life: is different than work, school, earning money or other kind responsibilities. It is something just for the person, for his own personal satisfaction.”**

40. The peer trainer gives a pause to stress the importance of the topic, then continues with the next slide (47): **“Purpose of Life: is to do a valuable thing, just «for yourself»,**

«for the humanity» and «for the world»”. The peer trainer asks the group what they are seeing on the photograph. The peer trainer continues by telling the group that the **“Life goal is not necessarily a big goal, but small things that make positive change on others’ lives.”**.

41. The peer trainer moves on the next slide (48), gives the time to the group to look at the Picture on the slide and gives the input **“Purpose of Life: Being useful in the world.”**

42. The peer trainer reads the story on the 49th slide: **“The forest was on fire...A tiny sparrow goes to the lake, takes a drop of water with its beak, leaves it in the burning forest. He repeats this over and over again. Other animals in the forest, who saw this, mocked the sparrow: «What are you doing? Are you crazy? It is already burned down. Will it worth doing? Guess the sparrow’s answer!”** gives a short break to make the participants think and share their ideas.

Note: Some of the participants may correctly guess the answer of the sparrow. The peer trainers should reward these answers and use appraisals.

43. Then the peer trainer proceeds with the answer (slide 50): **“Sparrow gives a very interesting answer to these questions: “This is all I can do...”**

44. The purpose of life is explained by the peer trainer by using the slides 51-52-53-54 and 55 **“Purpose of Life: is to do the best for the world...It is to say «in this world, just because I live, these will change in good direction». It is an event that will last a lifetime. It is to leave a trace in this world. It is an activity that leads you to say «It is worth living! »”**

Note: The peer trainer shall provide enough time to the group to analyse each picture on the slides. The topic of purpose of life must not be delivered in rush, if the group needs to discuss, the peer trainer shall allow participants to express their ideas.

45. The peer trainer reads the story on the 56th slide: **“Another day in the forest:**

The tiny ant packed his belongings and said "I'm going to Mecca, I'll be a pilgrim"

- Other animals: “Give up this love. You're a tiny animal, you will be lost in the road, you will die before you get there» Guess the tiny ant’s answer!” gives a short break to make the participants think and share their ideas.

Note: Some of the participants may correctly guess the answer of the ant. The peer trainers should reward these answers and use appraisals.

46. Then the peer trainer proceeds with the answer (slide 57): **“Well, at least I would die for!”**

47. The peer trainer proceeds by going over the next slides 58 and 59 **“Purpose of Life: If there are seven billion people in the world, there can be that much different life goals. But...Everyone should have at least one Life Goal.”**

48. The life goal is explained by the peer trainer by using the slides 60 to 66: **“Life Goal: Brings light to your eyes. It gives life energy. It gives a meaning to your life. It adds value to your life. A French Proverb Says: «You can't touch the stars, but in the dark nights they guide you». One day when life hits you, it gives you the strength to stand up again. Life Goal: Holds in your hands in difficult times. Life Goal makes you say «well, I have lived ...» when you come to the end of your life. Life Goal destroys your death fear.”**

49. The peer trainers thank the group for their participation, explains that the session is over for today. Once again thanking them, the peer trainers wait for the group members to leave the class.



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Peer Pro-Social Modeling in Probation