

GREEN CRESCENT ADDICTION PREVENTION TRAINING PROGRAM STUDENT WORKBOOK



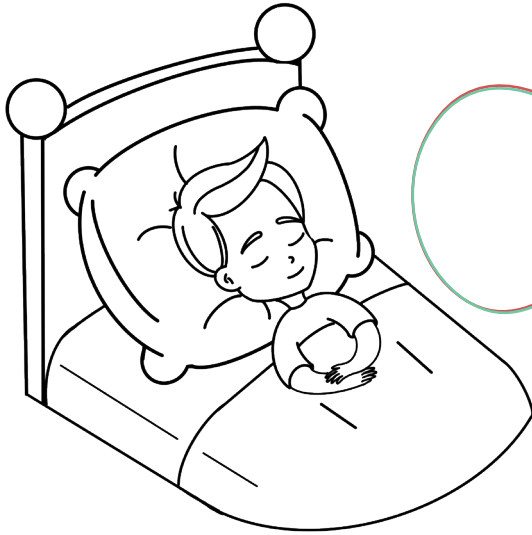
NAME SURNAME: CLASS: NUMBER:

SCHOOL:

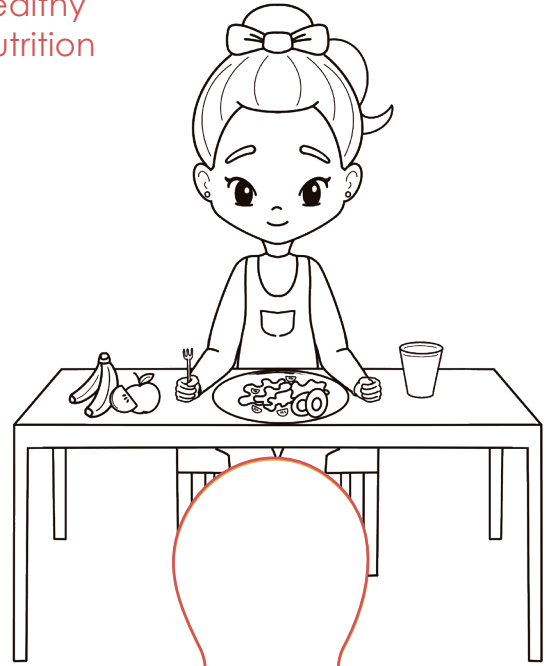


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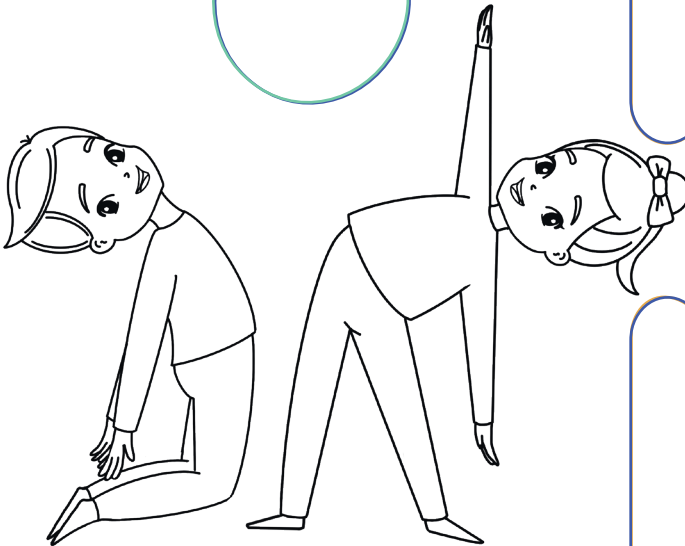
Regular Sleep



Healthy Nutrition



Physical Activity



Cleanliness (Hygiene)





How accurately and effectively do you use technological devices? Check the box under the number of fingers that applies to you For each item.



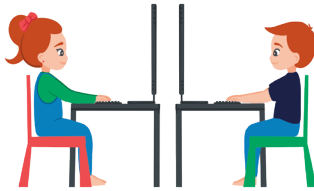
I use it purposefully and usefully

HİÇBİR ZAMAN	BAZEN	HER ZAMAN
☐	☐	☐



I use it limitedly

☐	☐	☐



I use it properly

☐	☐	☐



I use it safely

☐	☐	☐



Examine the pictures. Draw or write how the children feel in the box next to the pictures and what they should do in the box on the far right.

Alp wants to learn English and found a suitable application for this.



HOW DOES HE FEEL?

WHAT SHOULD HE DO?

Gizem didn't understand how time passed while she was playing with her phone. She wanted to color with the new crayons she had just bought before going to school. Her mother said it was time to go to school. She didn't have time to color with her new crayons.



HOW DOES SHE FEEL?

WHAT SHOULD SHE DO?

Gizem was very curious about dinosaurs and found a great documentary about them.



HOW DOES SHE FEEL?

WHAT SHOULD SHE DO?



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Examine the pictures. Draw or write how the children feel in the box next to the pictures and what they should do in the box on the far right.

A very dear friend of Alp's moved far away. He had a video call with him and chatted with him.



HOW DOES HE FEEL?

WHAT SHOULD HE DO?

Alp used his tablet while it was plugged in the charger so that the battery would not be depleted. The tablet suddenly turned off and did not turn on again.



HOW DOES HE FEEL?

WHAT SHOULD HE DO?

Gizem had been playing a favorite game on her phone for a long time. Her father said she needed to turn off the phone now.



HOW DOES SHE FEEL?

WHAT SHOULD SHE DO?



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What can be done to stop, think and change when using technology? Read the explanations below carefully. Write your suggestions in the provided spaces.

STOP-THING-CHANGE



STOP when you feel bad.

STOP when you are hungry.

STOP at bedtime.

STOP when your family tells you take a break.

STOP when you feel pain.

STOP when you have been immobile for a long time.

STOP after one hour.

STOP when your eyes feel tired.



THINK

Take a deep breath and **THINK**.

THINK what you are doing with technological devices.

THINK how beneficial what you are doing is.



CHANGE

REPLACE immobility with mobility.

REPLACE insomnia with sleep.

REPLACE the game you are playing with technological devices with a game you can play with your friends-family in the garden/park.





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Cover or cross out the words you heard from your teacher. When you have covered all the boxes, say the slogan **“Healthy Living in Smoke-Free Air”** out loud.

Passive exposure 		Household economy 
	Physical development 	
Nature 		Smoke 



Write the words you learned in the activity or draw pictures of the words you learned on this card. Color the empty boxes in the color of your choice. Give this card to your family. They can cover or cross out the words they hear while you explain what you have learned.

MY VERY OWN BINGO CARD		



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What can you say or do in the following situations: Explain by drawing or writing.

You are in a car and you notice that someone is using a tobacco product. The smoke is affecting you. What can you say or do?

You are playing in the school yard and you notice smoke coming from somewhere. What can you say or do?

You see someone throwing a cigarette butt on the street. What can you say or do?

You went to a house to visit and smelled smoke. What can you say or do?



Answer the following questions about **the Day that Went Wrong** story.

What do you think was the most interesting event in the story?

What was the message conveyed in this story?

Why did everything go wrong in this story?

How did the things that went wrong get fixed?





Specify what you will do daily or weekly and how often in your wellness prescription.

THINGS TO DO

FREQUENCY

- | | |
|--|-------------------------------------|
| ☐ Physical activity | times per week |
| ☐ Food | times per day |
| ☐ Water | glasses per day |
| ☐ Sleep | Bedtime.....
Time to get up..... |
| ☐ Bath | times per week |





Create a story by using the following headings.

SUBJECT: Finding solutions for a child struggling to reduce the use of technology.

AUTHOR:

.....

TITLE:

.....

CHARACTERS:

.....

VENUE:

STORY:

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Complete the following sentences.

- Passive influence is bad for me because

.....

.....

.....

- When there is smoke around me

.....

.....

.....

- I can prevent passive influence by

.....

.....

.....

- Passive influence is harmful because

.....

.....

.....





Calculate how much money is spent on tobacco use using the following information.



Assuming that a person uses one packet of tobacco products per day and that a packet costs 25 TL, find the total monthly cost.



..... X =

Days

Price

=

Total monthly cost



Use this result to calculate the total annual cost.



..... X =

Months

X monthly total cost

=

Annual total cost



How can this money spent in a year contribute to the household economy? What can be done with this money? Tell us briefly.

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Fill in the chart, remembering what you watched in the Pen Pal video. What does Yesilcan say? What does he think? What does he do? What does he feel?

WHAT DOES HE SAY?

WHAT DOES HE THINK?

**YEŞİLCAN IN THE
PEN PAL VIDEO**

WHAT DOES HE DO?

WHAT DOES HE FEEL?



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yesilay.org.tr
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