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Life for youth

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Preventing Substance Use in Youth with the Portage Method and Life coaching

Handbook for Support Professionals Providing Prevention Programs

2024





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Recommendation

The Bonus Pastor Foundation and the Drug Therapy Home (KIMM) of the Reformed Church in Hungary participated as partners in the implementation of the **Erasmus+ project "Life for Youth" 2022-3-RO01-KA210-YOU-000098044**. This project belongs to *the category of small-scale partnerships in the field of youth*, which gave the two organizations the opportunity to cooperate across borders for 18 months.

Both organizations specialize in different areas of youth work and drug prevention.

The **Bonus Pastor Foundation** was registered as a legal entity in 1996, but before that it operated under the auspices of the Reformed Rescue Mission for 3 years. Its aim is to provide help and support to addicts and their relatives struggling with alcohol, drugs, gambling, digital and other addictions. For 30 years now, they have been ministering in five main areas with Christian spirituality and the tools of the helping profession: prevention, therapy, aftercare, professional training and deepening of faith. The foundation believes that even in the most desperate situations, there is a chance for change. This belief is reinforced by the fact that more than 60% of addicts who successfully completed long-term therapy programs were able to stay sober and rebuild their lives and relationships. The therapeutic work takes place in the spirit of Christlike reception and love. The headquarters of the foundation is located in Târgu Mureş and operates in the renovated and purpose-adapted granary of the Radák-Pekri Castle Estate in Ozd, a 24-bed residential drug therapy center for adult men. In addition, support groups operate in nine other settlements of Romania, which help strengthen a sober lifestyle as part of aftercare programs and accompany those who require it on their journey through life coaching.

KIMM was founded in 1984 in Ráckeresztúr, Hungary. The history of the therapeutic community began in a small farmhouse in 1986 in Ráckeresztúr, where today they assist in the rehabilitation of vulnerable young people in two modern building complexes with a total of 65 places. People from all over the country come here who suffer from addiction or substance use problems. Residents report that the inclusive attitude and support of staff and the therapeutic community is a motivator in getting rid of their addictions. The goal of the institution is not only to create physical substance freeness, but also to develop well-being and a healthy lifestyle. The helpful attitude of



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the staff is framed by the solution-seeking approach of positive psychology. The main values are love, respect and acceptance, which the staff of the institution conveys to the participants in therapy.

The main objective of the Erasmus+ Life for Youth project is to promote the social integration of young people aged 14-30 who are at risk of drug addiction. The main result of the project is published below as a joint curriculum entitled *Preventing substance use in young people using the Portage method and life coaching techniques*. In the handbook prepared from the materials of professional trainings and practices, the Bonus Pastor Foundation brings its expertise in the field of life management, while KIMM brings its achievements in applying the Portage model.

With our manual

- We want to help support professionals by offering drug prevention programs and resources;
- We want to provide practical help to change young people's behavior and mentality and increase their motivation to avoid drug use and, if they are already substance users, to learn to seek help and cope with the problem, thereby facilitating their integration into society;
- We would like to develop the capacity of partner institutions to offer higher quality drug prevention programs and to enrich their working methods with this material.

The handbook combines elements of life coaching and Portage methodology in an innovative way. The need to combine the two methodologies arose from the needs of the target groups. According to the results of the preliminary survey, the young generation between the ages of 14 and 35 needs prevention programs that not only inform about addictions and raise awareness of their dangers, but also change mentalities and encourage lifestyle changes. While prevention based on the Portage model focuses more on information and awareness, while at the same time emphasizing the importance of strengthening defenses, Christian/spiritual life coaching focuses on changing thinking and lifestyle. It offers the acquisition of skills and coping strategies to help young people deal with crises in their lives, while at the same time helping them find meaning and true identity in life, giving them hope and vision. The combination and adaptation of elements of both methods is the perfect way to offer substance use prevention programs that meet the needs of young people.



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This work is groundbreaking: none of the partner organizations has a combination of life management techniques (including spiritual/Christian life skills) with drug prevention methods based on the Portage model, and we are not aware of any book on prevention programs in this approach in Europe or anywhere else.

We sincerely hope that our handbook will provide effective assistance to drug prevention organizations and drug prevention professionals working with young people, and will encourage those who want to start such programs.

To find out more about the activities of the two partner organizations, visit our websites: www.bonuspastor.ro (Bonus Pastor Foundation) and www.drogterapia.hu (Reformed Church in Hungary, Drug Therapy Home of the Mission to Save Troubled Youth)

More information on the activities of the Erasmus+ Life for Youth project can be found on the following website and the following handbook can be downloaded from here under the *Joint Curriculum* tab Hungarian in Romanian and English:

<https://sites.google.com/bonuspastor.ro/life-4-youth>

Csilla Henter,

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Erasmus+ Project Manager Life for youth



I. LIFE COACHING

1. Introduction

What is life coaching?

The term **life coaching** generally refers to accompanying/guiding, organizing and shaping an individual's life. This accompaniment covers all areas – objectives, values, time management, health and social decisions, work and leisure decisions, personal relationships, etc. – and all the decisions, actions and habits that define and shape a person's life.

It is needed in practical situations when someone's life is facing major changes: they want to find their purpose in life, they want to improve their relationships, they need spiritual growth, they want to overcome an obstacle, they are about to change careers, they have stress and difficulties in their life that they find difficult to cope with alone, etc.

Important elements of life coaching include setting goals, setting priorities, time management, developing emotional intelligence, cultivating spirituality and self-knowledge. Developing life skills can help us deal more effectively with life's challenges, achieve set goals, and lead our lives in a satisfying and meaningful direction.

Life coaching is *personalized* and therefore depends on many factors, such as personal values, environment, life situation and personal characteristics of the individual.



What is Christian life coaching?

Christian life coaching assigns biblical values to those mentioned above, and carries out this guiding, accompanying and helping work within the framework of the Christian approach. It creates hope and vision, and an environment in which the person who requires life coaching can recognize God's purpose for his or her own life. It handles mental and spiritual blockages, transforming faith and commitment into resources under the guidance of God's Holy Spirit.

For thousands of years, humanity has been searching for answers to fundamental questions of human existence. Humanity is searching for answers to questions of existence in philosophical, existential, theological and psychotherapeutic fields. Failure to answer these can trigger four types of anxiety: *anxiety about the meaninglessness of life, death, freedom, and loneliness*. If any of these four types of anxiety prevail in a person, it can make them sick.

In many cases, substance use disorders are caused by an unconscious escape from these basic questions. Finding answers has a preventive nature, especially in the lives of adolescents and young adults, due to their age characteristics.

Professional Christian life coaching seeks answers based on existential analysis in the four areas mentioned above. The coach spiritually guides the young person through this search to motivate them to change and to promote the development of their personality.

1. 1. The purpose of the life coaching program

Life coaching is a significant and valuable tool in preventing and treating addiction in teens and young adults because it focuses on personal development, helping them navigate age transitions and providing guidance on how to effectively address the challenges involved. It focuses on developing skills that promote healthy and substance-free sober living, as evidenced by the competency list below.



- 1. Building resilience:** A life coach can help young people *build emotional resilience and healthy coping skills (antifragility, unbreakability)*. These skills are key to preventing addiction because individuals who can effectively manage stress and negative emotions are less likely to turn to drugs or alcohol as an escape tool. The development of these skills enables the young person to become a better version of themselves, that is, to find their true identity and build a conscious future.
- 2. Set positive goals:** A coach can help young people set and achieve positive, achievable goals. When teens/young adults focus on personal development, spiritual growth, academic success, career, or other goals relevant to their interests, they are less likely to engage in substance use behaviors that may hinder their development.
- 3. Improving decision-making skills:** This is particularly necessary when young people are under peer pressure or tempted to use drugs. A coach can provide strategies for assessing risks and making informed decisions. However, in order to make decisions autonomously and independently of peer pressure, the identity of young people must be strengthened, and the strengthening of self-boundaries is related to finding the meaning of their existence.
- 4. Boost self-esteem:** A coach can help young people develop self-confidence and healthy self-esteem, which reduces the likelihood of seeking self-assertion or escaping with psychotropic drugs. Improving self-esteem cures low self-esteem, which is often one of the causes of substance abuse. If the client manages to process the past and their traumas together with the helper, their self-confidence will also be strengthened. On a spiritual level, the role of grace and the past-ending perspective of forgiveness can be pointed out here, which has an anti-anxiety role.
- 5. Develop communication skills:** Life coaching professionals can go a long way in developing communication and conflict resolution skills, which makes it easier for teens to express their feelings, seek support, and develop and maintain healthy relationships. Good communication skills are vital in dealing with the underlying problems that lead to addiction. Remember, communication is essential for a healthy connection.



6. **Identify predisposing factors and underlying problems:** A coach can help young people identify triggers or underlying problems that may lead to psychotropic drug use. By proactively addressing these issues, they can reduce the risk of resorting to drugs for relief.
7. **Accountability and support:** Life coaching professionals provide supportive, non-judgmental relationships and create an atmosphere where teens/young adults can talk safely and openly about their challenges and development. They also provide support to help them fight for their goals and help them lead a clean and drug-free lifestyle.

It is important to note that life coaching is a very important aspect, but only part of an overall strategy for drug prevention and addiction treatment in teens. Life coaching also cooperates with other areas of expertise, depending on whether the coachee is a trying, occasional, regular or problematic substance user or an addict. Life coaching can be present in education, involve the family, use therapy and, if necessary, require medical intervention in the case of an already developed addiction. This is why it is very important for life coaches *to know the boundaries of professional competence*. It is important to apply basic knowledge of addiction, and in the case of severe chronic dependence, it is essential to involve professionals with health and addiction training who can provide appropriate treatment and support. In addition, it is recommended to involve family, educators, NGOs and peer groups in the prevention process, as they play a significant role in young people's lives and can provide them with further valuable support and guidance.

Both adults (or even peer helpers) working in various helping professions are involved in leading the lives of young people at risk of substance use and guiding them in their spiritual search. It is essential that this work is not done individually by the helper, but by various helpers in a team. In the case of spiritual assistance, teamwork should also determine the well-defined tasks of the psychiatrist, the addictologist, the teacher, the therapist, the spiritual director, the counselor, the social worker, the peer helper, the experiential worker and the pastor. If professionals working in the helping profession clearly see their boundaries of competence and know exactly where to direct the person concerned even in case of overlap, then this kind of teamwork will be more effective



than individual therapy or spiritual guidance. It should be noted here that it is worth using the tools of both individual and group sessions to help young substance users.

1. 2. The importance of the life coaching program

The skills developed by the life coaching program can be applied in any prevention area, since developing resilience, setting positive goals, strengthening self-esteem, properly applying decision-making and communication skills, knowing the factors predisposing to substance use, getting to know and experience a supportive environment and supportive relationships are coping tools that can be used at all ages and stages of life.

Life coaching can be used in primary prevention, where addiction has not yet developed, in secondary prevention, where addiction is treated, and in tertiary prevention, where we focus on relapse prevention and social integration of people with recovered substance use disorders. It also provides an opportunity for people with Christian values to be guided by Christian values.

1.3. Methodology of the life coaching program

Proper self-knowledge and spirituality, the correction and operation of interpersonal and family relationships, and belonging to communities with positive character, develop life skills that lead to a physically and mentally healthy life.

In our manual, we use the following methodological tools:

- From the toolkit of the helping profession: helping discussion, workshop, situational games and situational exercises, evaluations, questionnaire tasks related to conflict management and self-knowledge;
- Toolkit for motivational interview¹;

¹ See Annex Motivational Interview, p. 117



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- Elements of the toolkit² of contextual family therapy³.

1.4. The life coach

The competences of the life coach are largely the same as those of the assisting professional: they must be proficient in personality and developmental psychology, basic knowledge of group psychology, but they must also have basic psychopathological and theological knowledge. Basic skills in helping conversations – empathy, identity (congruence), unconditional, value-free acceptance, mirroring, verbalization of the emotional background, high sensitivity, communication that creates and nurtures relationships, value recognition, reframing, changing the frame of reference, so-called reframing – are also indispensable tools for the life coach. It works in a holistic approach and respects human dignity.

Using these competences and tools, it accompanies the young person in their difficulties and questions experienced in the given specific period of life.

2. Design and implementation of school and community life coaching programs

² See Toolbox for Contextual Family Therapy, p. 121

³ Contextual family therapy is very similar to object relationship therapy, as it is one of its epistemological foundations. Martin Buber, combining object relationship theory with his existential philosophy, formulated the category of relational ethics. Even in seemingly hopeless pathological situations, Böszörményi-Nagy explores the hidden resources of trust and reliability in order to build on it the healing of ethically damaged relationships. Instead of consciously or unconsciously exploiting each other, he leads his patients to take each other's interests into consideration and trustworthiness. He considers ethically positive relationships to be a condition for both personal and relational development. This school of family therapy and object therapy are mutually complementary. In object relationship therapy, greater importance is attached to the mechanism of referral-countertransmission and the impact of the unconscious representational world on current relationships is investigated in more detail, aiming to strengthen the holding capacity of the family, while contextual therapists focus on restoring positive relationship ethics. Source: <https://mersz.hu/dokumentum/m633acsee46/>, retrieved 24.04.2024.



Planning school life coaching programs

School and community life coaching programs play a key role in the personal and social development of students and young people, as well as in the well-being of the school community as a whole. They enable students to develop their skills, gain deeper self-knowledge, get to know each other better and build interpersonal relationships more easily, which helps them develop personally and build a successful future. It is therefore important to raise awareness in as many schools as possible of the positive opportunities that life coaching programs can provide for the healthy development of the school community. Through proper planning and implementation, schools can provide an environment that supports students' personal growth and a successful future, as well as provide guidance for designing a life coaching program. The recommended planning steps are as follows:

1. Assessment of the current situation

In the first instance, we visit school leaders, class teachers or various youth organizations and present the possibilities and goals of the life coaching program. Together, we review the current situation and challenges of the school community and take stock of the needs and priorities that we intend to address through the programs. The data and information gathered during the health check allow us to better understand the situation in the school and prepare appropriately for the implementation of the programs.

2. Develop a vision

When developing a vision, we define what goals we want to achieve and in which direction we want to go. SWOT analysis is a great tool for this, which helps to identify strengths, weaknesses, opportunities and threats. Strengths and opportunities are factors that support the achievement of goals, while weaknesses and threats hinder or threaten them. For example, building on strong community cohesion and engaged teachers is a strength, while communication gaps or staff shortages can be a weakness. The analyses help us to develop a vision that is customized, relevant and inspiring. This vision will be the compass for planning and implementing life coaching programs.



3. Prioritize and set goals

Once the vision has been defined and strengths, weaknesses, opportunities and threats identified, priorities and goals are set. In terms of priorities, we prioritize the areas we would most like to influence, taking into account the goals set by life coaching.

4. Program design:

Together with the school administration, we develop the specific program, taking into account the time frame, location and participants.

5. Action Plan

After the action plan has been implemented, we will evaluate the work done together with the representatives of the inviting organization and assess whether the objectives have been achieved, including possible areas for improvement.

These guidelines will help us to plan and implement school and community life skills programs in a structured and effective way. Flexibility and adaptation to specific local circumstances and needs, and to the specificities of the target groups to be reached, are important.

6. Implementation and post-implementation evaluation:

After the implementation of the action plan, together with the representatives of the inviting organization, we evaluate the work done and examine whether we have achieved the set goals.

Planning community life coaching programs

Community (church or other civil community) life coaching programs are planned in a similar way in terms of guidelines. Scenes and target groups change according to needs, as do goal formulations and priorities. The tools and theme-specific methods have a high degree of similarity.



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The guidelines outlined above help us plan and implement school and community life coaching programs in a structured and effective way. It is important to be flexible and adapt to specific local circumstances and needs, as well as to the specificities of the target groups we want to reach.

3. Recommended topics for life coaching programs

The theoretical and methodological part of this handbook dealing with life management recommends the following topics for processing during workshops and sessions with the target group: establishing proper self-knowledge; correction of family relationships; development of interpersonal relationships; reinforcement in abstinence lifestyle, problem solving, conflict management; improving mental health. During the processing of these topics, the aim is to reduce the anxieties of adolescents and young adults related to existential issues and to lay the foundations for an education for life.

3.1. Establishing correct self-knowledge

"It's important to clarify our values, because if we know what they are, we can use them well: as an inner compass to guide us through life and help us make wise choices." (Russ Harris)

1. group session: "Get to know yourself"

By self-knowledge we mean the ideas we develop about ourselves, our abilities and the reasons for our behavior. The widely used *Johari window* helps expand self-knowledge. One part of a two-dimensional diagram looks at the individual in terms of the relationship between "I-others", while the other part consists of the dimension of "known-unknown".



The Johari Model Window

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Source: <https://themindfool.com/johari-window-model/>

According to the Johari window, personality consists of four parts, which guide our behavior:

- 1. Open area, open me.** This is the part that everyone knows: the individual himself and others. For example, everyone knows that Peter is very happy because he advanced to the hockey championship, congratulations are also given to him.
- 2. Hidden or closed area, hidden self.** This area is known only to the individual himself, but he does not reveal it to others. For example, Peter has been smoking weed for a long time, but no one in the family knows about it. The hidden things and the resulting tension take away a lot of energy, as does not being able to handle the feelings and emotions raging inside us.
- 3. The blind area** contains behaviors that the individual does not recognize on his own, but others know. For example, if we look back at a film of us, we can see gestures that were previously unknown to us. When we begin to get to know our blind area, there are extraordinary opportunities for us to grow in the family, community, and workplace. We can gain important knowledge that we can put to good use if we incorporate it into our behavior in an appropriate way.



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- 4. Unknown, dark self-territory.** The things hidden here are unknown neither to us nor to anyone else. They are secret, we can identify with the unconscious. This area cannot be regulated or changed.

Good social relations and communication require a balance between open and closed areas. When we manage to balance open and closed areas, our social relationships and communication improve.

Getting to know ourselves is not change itself, but an opportunity to change. Individual discussions, group sessions and community life provide a good opportunity to learn self-knowledge and change.

Exercises

Answer the following questions on the completed worksheet and discuss them in groups:

1. Why do you think you need self-knowledge?
2. What good and bad things have you recognized about yourself?
3. What do you think your peers think of you?
4. What do you do, how do you react when your mistakes are pointed out?
5. Can you enjoy the success of others?
6. For substance users: how did you respond when others realized and confronted you about the need for help with your substance use?
7. For substance users: how do you respond when others warn you that you have a craving for alcohol, drugs or gambling?

Playful conclusion:

Formulate a feedback to the person to your right, which could start as follows: "I appreciate that you..."



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Group Session 2: Who am I?

"We are strict with others only until we know ourselves." (József Eötvös)

It is likely that we are all concerned with the "Who am I? Who am I compared to others? What am I capable of?" type of questions. Our self-awareness improves and our self-image is strengthened when we recognize the values that are inherent in us or that can potentially appear in our relationships.

Exercises

1. Group discussion

Answer the following questions on the completed worksheet and discuss them in groups:

1. Who do you consider yourself compared to others?
2. Who is your role model and what are they like?
3. How can you be a role model for others?
4. How dependent are you on the opinions of others?
5. For substance users: what has changed in you since you started using drugs or gambling?
6. What goals have you set for yourself?
7. Describe how you are similar to and different from your parents?
8. What qualities did you inherit from your parents and what is unique about you?
9. Make a family drawing and tell me about it.

2. Game

Together create a robot image of a person who doesn't need substance use. What features does it have?

Group 3: Introvert or extrovert?

"At any moment you choose you can retire within yourself." (Marcus Aurelius)



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An introvert, that is, an introverted person, does not like hustle, movement, crowds. They like to be alone, do not get bored alone. It is harder for them to make connections, but they stick to those they befriend. Extroverted, outgoing persons are characterized by ease of movement, ability to connect easily. Their spiritual energy is directed outward. They are team players, direct, talkative, lively, active, optimistic.

Both orientations are found in everyone to some extent. There are times when someone turns outward, and sometimes more inward. It is important to maintain a balance between the time of turning outward and inward. If we know this side of ourselves, we can make more conscious and correct decisions, and our relationship with others can be more balanced.

Exercises

Answer the following questions on the completed worksheet, and then discuss them in small groups or a large group:

1. What do you think of an introverted person?
2. What do you think of the outwardly living extrovert?
3. What is characteristic of you?
4. To what extent are you inward or outwardly living? Rate it on a scale of 0-10.
5. How can we change it if one characteristic predominates?
6. How do you think substance use affects inward and outward people?

4. Group Four Session: Proper Self-Assessment

"A crooked tree can bear sweet fruit." (Russian proverb)



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"People also like compliments they know aren't sincere." (Marquis de Vauvenargues)

Addicts and children from dysfunctional families usually have self-esteem problems (low self-esteem or subjective overvaluation). Those who devalue themselves are dissatisfied with their own abilities, their performance, and in many cases their appearance. They constantly compare themselves to others and think that others are better and more effective in study, work, sports, family – in short, in everything. They have a subjective opinion of themselves, and a distorted self-image can lead to a decrease in self-esteem. At the same time, the overconfident person places too much importance on him/herself, has an intense imagination, constantly needs attention and admiration, and reacts badly to criticism.

Exercises

1. Group discussion

Answer the following questions on the completed worksheet, and then discuss them in small groups or large groups:

1. What is proper self-assessment?
2. Do you often compare yourself to others?
3. What are the consequences of depreciating or overvaluing yourself?
4. How do you work to have a good self-image?
5. Are you sensitive to criticism?
6. What accomplishments are you proud of? Where could there be room for improvement?

2. Test

Take the following self-awareness test and discuss it:

Test of Honesty – Self-Knowledge

We all believe that we know ourselves fully and objectively. We believe that we are straightforward, objective and honest with ourselves. Of course, this is not true: we judge biasedly,



we see ourselves and the people close to us and dear to us "through rose-colored glasses". The test below will help clarify how you see yourself. Without much thought, quickly answer yes or no to the following questions.

1. Have you ever failed to keep your word/promise? Yes - No
2. Do you ever lose patience and act irritable? Yes - No
3. Do you sometimes have thoughts that you would not like to tell others? Yes - No
4. Do you have only good and proper habits? Yes - No
5. Do you go gossip? Yes - No
6. Would you declare all goods to customs, even if you knew for sure that they would not be found with you?
Yes - No
7. Have you ever been late for work or a date in your life? Yes - No
8. Do you have a certain acquaintance that you particularly hate? Yes - No
9. Do you sometimes talk about things you don't really understand? Yes - No
10. When you were a child, did you obey everyone without objection? Yes - No
11. Do you occasionally get dissatisfied, grumpy, or nag? Yes - No
12. Have you ever in your life taken pleasure in someone else's harm? Yes - No
13. Are you completely free from any superstition, prejudice, bias? Yes - No
14. Do you ever brag a little sometimes? Yes - No
15. When you receive a letter, do you always respond immediately? Yes - No
16. Do you postpone things until the next day that you could do today? Yes - No
17. Have you ever lied in your life? Yes - No
18. It really doesn't matter to you whether you win or lose in games, cards, sports, gambling (because it's a game!). Yes - No

Evaluation: Count your points. For questions 4,6,10,13,15 and 18, a "yes" answer is worth 1 point, and a "no" answer for the rest is worth 1 point. Add up your points.

Interpretation:



Between 0-3 points: You are objective, objective towards yourself, and you judge others in the same way. You are a straightforward person, which is why you are sometimes considered harsh, illusory, maybe even cynical. You value facts, objectivity is important, and maybe you care less about people's feelings. You try to assert yourself with actions rather than words.

4-6 points: You are slightly inclined to beautify and present reality in a more favorable light. In your memory and thinking, you like to "adjust" things a little so that they fit better into your own image. This doesn't cross the line of "reality," but sometimes you notice that other people's opinions of you don't quite match how you see yourself.

7-8 points: Your "glasses" are definitely pink, they paint over experiences that contradict your positive image of yourself. In other words, you're more inclined to embellish, listen, and adjust things a bit than to acknowledge that neither you nor other people are what you'd like them to believe. You live in a very subjective world, you probably already noticed this.

Points 9-11: Your world is medically "catathymic": you don't see what is in front of you, but only what you want to see. You have a preconceived image of yourself and others that you don't want to let go of, so you adapt the real facts to your desires rather than the other way around. You've probably heard more than once that you're biased, for whom feelings are more important than facts. Beware, because you may contradict "reality", others may even question your credibility!

12 points or more: If so, this is already a dangerous level of bias and subjectivity, be careful! In reality, no one is like how you see yourself. Such a flawless, perfect person who is always right probably does not exist. In order to maintain this self-image, you are forced to manipulate and falsify the facts of reality – unconsciously, of course. On the one hand, this requires a lot of effort and constant attention on your part, but on the other hand, it makes you look unfavorable to others who consider you unreliable, stubborn, wayward, cloudy or untrustworthy. It's time to face this!



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The following sample lesson plan can help you plan further lesson plans on the topic of self-knowledge, using the theory and practical material described above and the self-knowledge games available in the annex.

Sample lesson plan

Curriculum: Promoting correct self-knowledge

Lesson type: Knowledge transfer and practical class

Educational task: Development and improvement of introspection

Teaching tasks: Emphasizing the importance of self-knowledge

Training task: Development of self-knowledge

Visuals: self-made Power Point presentation

Tools for work: Paper, pencil, printed pictures

I. Motivation

Game: Swapping places

Form a circle of one chair less than the number of group members. Someone stands in the center of the circle, the others sit on the chairs. The task of the person in the middle is to communicate information about themselves in the first person that others do not already know about. (E.g. I was in choir, I do sports regularly, I read Molière, I've been to England, etc.) Of the people sitting in the chairs about whom the information given is true, must change seats. As a rule, you cannot sit on your own chair or on the chairs next to you. The person who remains without a chair always stands in the middle and gives new information about themselves.

II. Objective

The Johari window helps group members explore what they know about themselves and how others see them. Build feedback into your self-awareness.

III. Practicing what you have learned on the topic through small group discussion

Following psychoeducation and the game of self-knowledge, report on the self-knowledge recognition they have reached.

IV. Summary, evaluation



A few participants summarize what new things they heard in class and what new insights they gained about their own self-knowledge.

The main parts of the lesson	Activities of the educator	Student activities	Objective of the activity	Working method	Comment	Time
Start of class	Explains the topic		Creating interest, tuning in	Frontal work		5 min
Introduction	Raises motivation	The "Swapping places" game	Learn as much as possible about each other	Group game		10 min
Knowledge transfer	Presents the theoretical part		Learn about the Johari division	Frontal work	Voice the open, hidden, unknown and blind areas	10 min
Deepening	Leads up the task	In triads, small group work	Deepening, developing communication and emotional intelligence through sharing	Group work: discuss the experience of the game in triads	Along the lines of the introductory game, did you learn anything new about others, about yourself?	15 min
Conversation	Lead the conversation	They share their experiences in small groups	Record what has been said	Frontal	Highlighting the importance of sharing and empathy	5 min



Summation	It resumes and complements what has been said		Deepening	Frontal		5 min
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3. 2. Correction of family relations

"It all starts in the family... addiction too."

"It all starts in the family... healing too."⁴

The family is defined as a system of human relationships. In today's society, it has a dual task: to ensure permanence on the one hand, and change and development on the other.⁵ Just like a small business, it can run very well and very badly. It can be successful, but it can also prepare for a "bankruptcy filing" if problems are not handled properly. It can also be a "gym" where we can prepare for problems and develop the abilities and skills that we need throughout life. Maintaining and staying in a healthy family requires flexibility. Nurturing existing relationships and improving dysfunctional relationships requires constant mental presence, readiness for change.

Power plays a very important role in the coexistence of the family. Each family member has power. Virginia Satir, dubbed the "mother" of family therapy, writes that power is strength: "To be effective, we all need to have full possession of our strength."⁶ In preventing substance use and developing proper self-knowledge, it is important that each family member has an appropriate attitude towards their own power and that of others. It is important for individuals to be able to distinguish between power as strength, force, competence, ability, authority, and violence and domination. Most families struggling with addiction develop codependency⁷, where

⁴ Because of their simple and comprehensive truth, several charities (Hungarian Caritas, Hungarian Charity Service of Malta) have adopted these leaflet titles from the German Caritas

⁵ Klára Balogh-Hézsér Gábor-Mónika Krasznay: *Conversations about family*, Kálvin Publishing House, 2021, 69 p.

⁶ Virginia Satir, *The Art of Family Coexistence*, Coincidencia Ltd., Budapest, 1999, p. 232.

⁷ A codependent person makes their self-esteem, opinions, moods or actions dependent on others, blaming others for the difficulties of their life instead of taking responsibility. They do not perceive the boundary between themselves and others, they are easily influenced, but at the same time they are willful and manipulative, their relationships lack mutual freedom and independence. The



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either the addict or their partner (spouse, sibling, friend) misuse the power exercised over others. Repairing these relationships, reinterpreting power as the ability to be efficient and creative, is an indispensable condition for restoring harmonious, functional relationships.

The characteristics of functional (well-functioning) families have been researched for a long time, as well as the endangering factors and behavior patterns that can be observed in dysfunctional families. The researchers also identified some characteristics that can almost predict the appearance of substance use⁸.

Characteristics of a healthy, well-functioning family:

- They try to live according to clear family values.
- All changes take place slowly, carefully, flexibly, continuously.
- Stress and tensions within the family are handled appropriately, there is no scapegoating, and tensions are not passed on to each other.
- You can talk about feelings, tensions, show emotions and feelings.
- There are family rituals: holidays, anniversaries, celebrations of outstanding achievements.
- Family members stand up for each other, support each other emotionally.
- They respect each other and themselves.
- There is trust and openness between family members.
- Everyone has a task, responsibility is shared.
- There is clear and open communication, everyone's opinion is important.
- A "good enough" mom and dad is an achievable goal, if it is realized, then we can talk about a functional family.

The following family characteristics play a significant role in the development of substance use:

- rigid and brittle form of contact within the family;
- constant labelling and judging;

consequence and vital element of codependence is manipulation through human games. Codependency requires two people, and both parties are responsible for the development of a codependent relationship.

⁸ *It's worth talking about... For parents about drug problems.* Ed: Károly Kály Kullai, Institute of National Family and Social Policy, 2013, pp. 13-14.



- "We do not feel!", "We do not speak!", "We do not trust anyone!", joylessness;
- accumulating unresolved conflicts;
- sexual problems between parents;
- extreme, excessive behavior across generations;
- A common theme is death, hopelessness, passing;
- The adolescent breaks away from the family too early and becomes attached to subcultures.

Several family histories have been observed by support professionals that play a significant role in the development of substance use or addictions:

- parents' substance uses and attitudes towards substance use;
- disturbances in the emotional life of parents;
- family traumas (loss of a loved one, divorce, persistent absence of a parent) ;
- domestic abuse (emotional, sexual, psychological terror);
- traumas in the family's life history (camps, deportation, prison, etc.) ;
- family structure features: mosaic family;
- extreme upbringing style of parents;
- extremist ideas.

For the correction of family relationships, it is necessary to know one's own family patterns, to become aware of bad attachment patterns. The following two exercises can help you gain these insights.

Exercises

1. Animal family

Think of your favorite animal and draw a family of animals.

Discussion:

- In pairs, introduce each other to the animal family you draw. If it were your own family, which animal represents whom?



- What is the relationship between them?
- Who feels comfortable with it and who wants to move elsewhere?
- Is there anything you would like to change?
- What are the strengths of your family?
- What are the ways you operate that you would like to change?
- How do you imagine your own family and children?
- What do you do to make your vision come true?

2. Change cards⁹

Quotes and aphorisms help us start a conversation in a group, community or family about changes in our lives. Place the following quotes on cards in the center of a table and ask participants to draw one card of their choice. Next, let's talk along the following questions:

- Do you agree with the quote on the card?
- What life event says this to you?
- How would you complete the quote you wrote?

Quotes

(For younger people, it is recommended to use quotes that are easy to understand and familiar to them from everyday life.)

"Nothing changes our lives more than asking ourselves questions. (Greg Leroy).

"And no one pours new wine into old wineskins. Otherwise, the wine will burst the skins, and both the wine and the wineskins will be ruined. No, they pour new wine into new wineskins." (Mark 2:22).

"You have to let go of the past to have a future." (Ice Age 2. film)

"Attitude is the switch that starts everything else." (unknown)

"People don't change too much. It's not worth wasting time trying to make up for what's missing, try to make the most of what's in them! It's hard enough." (Marcus Buckingham and Curt Coffman)

"When the winds of change blow, doubters build walls and optimists set sails." (unknown)

⁹ Balázs Siba-Hilda Siba-Rohn: *Life Map – Theory and practice of life history work*, Kálvin Publishing House, 2020, p. 114



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"...Changes only happen when we do something that absolutely does not fit into the world we are used to." (Paulo Coelho).

" When you are sick of being sick of being sick, you will change." (Andrew Matthews)

"One thing I've learned in my twenty-nine-year tennis career is that life throws everything in your way except the labor, and then it ends up throwing the labor in your way. It's your job to avoid obstacles. If you allow yourself to be stopped or distracted, you are not doing well and it will lead to regret." (André Kirk Agassi)

" Whether you think you can, or you think you can't--you're right.).

"To the disciple who was constantly complaining about others, the Master said, 'If you want peace, look for change in yourself, not in others. It's easier to protect your feet with sandals than to cover the whole earth with a carpet." (Anthony de Mello).

"If something fails, it's not failure: that's where the work begins." (Péter Halász)

"You don't always have to do well in life! Those who can let go of this inner compulsion that they have to emerge victorious and victorious from every situation will have great inner freedom. This is the secret of authentic life!" (Ferenc Méri)

3. From a parent's point of view

- a) Invite group members to depict one of their parents with a crayon, paint, or pen. (It can be an abstract or realistic representation.)
- b) Form pairs, and each person should talk to their partner about the parent they depict.

Now put yourself in the shoes of your chosen parent and describe yourself on their behalf, especially your relationship with your son/daughter (who they are). The couples should then return to the group, and then each person should introduce themselves and their partner to the group in the role of their partner's parent.

The following sample lesson plan will help you put the above theoretical material into practice.

Sample lesson plan



Curriculum: *Correction of Family Relationships*

Lesson type: *Knowledge transfer and practical class*

Educational task: *Recognizing one's own family patterns*

Teaching Assignments: *Exploring knowledge of family relationship patterns*

Training task: *Development of self-knowledge*

Visuals: *self-made Power Point demo*

Tools for work: *Paper, pencil*

I. Motivation

Game: Legendarium

1. Ask the group members to take a few minutes to think about the legends in their families and what family events they keep mentioning. The memory can be a story heard several times in childhood or a legend that is still alive today.
2. Each group member tells the family story.

II. Objective

They use the Johari window to reveal what they know about themselves and how others see them. Build feedback into your self-awareness.

III. Practicing what you have learned on the topic through small group discussion

Following psychoeducation and the game of self-knowledge, report on the self-knowledge recognition they have reached.

IV. Summary, evaluation

Invite a few participants to summarize what new things they heard in class and what new insights they came to.

The main parts of the lesson	Activities of the educator	Student activities	Objective of the activity	Working method	Comment	Time



Start of class	Explains the topic		Creating interest, tuning in	Frontal work		5 min
Introduction	Raises motivation	Legendarium	Recalling Family Stories	Groupwork		10 min
Knowledge transfer	Forms small groups and moderates them, then presents the theoretical part, complementing what the students have said.	In small groups, students collect the known characteristics of a well-functioning and dysfunctional family and write them down on the whiteboard.	Learn about the specifics of well-functioning and dysfunctional families	Groupwork	The following should be mentioned: the specifics of well-functioning and dysfunctional families	10 min
Conversation	Moderates the conversation	They actively participate in the conversation	Deepening, strengthening.	Group work: feedback on experiences	What experiences did you have along the way?	15 min
Summation	It resumes and complements what has been said		Deepening	Frontal		10 min



3.3. Development of interpersonal relationships

Interpersonal relationships are extremely important in everyday life, as they are a set of interactions that shape and define our everyday experiences. It is in our personal relationships that we can experience emotional support, a sense of belonging, and the opportunity to share the challenges and joys of our lives with others. Our relationships are not only meaningful on an individual level, but they also play a fundamental role in the social and cultural context, determining how we relate to others.

Conflicts are inevitable in our personal relationships, as we all have different opinions, values, and needs. Constructive management of conflicts leads to a qualitative improvement in relationships, as they offer opportunities for development and learning. In effective conflict management, we understand the other person's point of view and look for solutions together, which on the one hand deepens the relationship and on the other hand develops personality. This does not happen in dysfunctional relationships, the accumulation of unresolved conflicts is a burden that promotes the development or, in some cases, the persistence of substance use disorders.

The relationships of people with substance use disorders change, their relationships change. Since the family is the primary arena in which people manifest themselves, in many cases it is the family that contributes to perpetuating the vicious circle of substance use disorder.

The most common family attitudes that maintain substance use behavior are:

- denying the dependence of the person concerned, treating it as taboo;
- Lying or making excuses to cover up for the person with a substance use disorder;
- maintaining financial support despite the multiplication of problems;
- the needs of people with substance use disorders come to the fore;
- blaming various factors or others for the dysfunctional behavior of a person.

Personal boundaries play an important role in interpersonal relationships. Demarcation is not only a self-defense mechanism, but also helps us to respect each other's uniqueness and autonomy. In



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families where one parent has a substance use disorder, personal boundaries are particularly common. Sudden mood swings caused by substance use make the affected person unpredictable, loving and kind one day and unreasonably unfriendly and aggressive the next. Children from this type of family do not perceive their own boundaries and therefore cannot draw them. Even in adulthood, they do not feel safe in relationships, they have attachment difficulties. They live on constant alert in case the other person fails them or unexpectedly turns against them, so they build a tough defense system for themselves and live in emotional insecurity. They dare not set limits. They never know whether saying no will earn them respect or anger. They are uncertain how long the limit of their own responsibility lasts and where that of others begins. This emotional burden brought from childhood fully affects interpersonal relationships both in childhood and adulthood. When people with damaged boundaries begin to set boundaries, they often experience anger that stems from the realization that emotions they haven't spoken or ignored for years are legitimate.

One of the goals of developing life skills is precisely to repair relationship injuries, which has a preventive effect, because it promotes the development of cooperation with others, the joy of living in mutually helping and rewarding relationships and thus the possibility of living a fuller life. "Mental health is achieved to the extent that the individual becomes aware of his interpersonal relationships" ¹⁰and, after awareness, begins to work on developing and, if necessary, improving them.

Proper attitude in our interpersonal relationships permeates all areas of our lives and is one of the cornerstones of a successful and healthy lifestyle.

Exercises

1. Situational game

The practical part below is based on a situational game for adolescents. An animal tale where characters are faced with a dilemma: how to share their concerns with their friends and how to communicate the sensitive topic to their parents. Role-playing gives you the opportunity to

¹⁰ Irvin D. Yalom: *Theory and practice of group psychotherapy*. Park Publishing House, 2005, pp. 51-61



experience emotions, to experience dilemma. The group discussion after the game helps to process experiences, experience feelings and become aware of them.

How the exercise works: students read the text of the story once, and after a short discussion, they act out the story. After playing their role, they reflect on what they experienced during the story in a group discussion with the teacher and are given the opportunity to look for creative solutions. It is also important to talk about how everyone experienced their role.

In the first part of the story, the characters share their concerns with their friends:

NARRATOR:

Once upon a time... Once upon a time a bear, a fox and a squirrel lived happily in the depths of the forest, who were very good friends. For better or worse, they were together, nothing could separate them. One day, the bear and fox noticed that the squirrel was behaving strangely.

BEAR:

- *Have you noticed that the squirrel has been behaving strangely somehow lately?* – asked he worriedly.

FOX:

- *I noticed it too. Something is wrong with him. It's like he's hiding something from us...*

BEAR:

- *Let's talk to him. He may need our help!*

NARRATOR:

When the squirrel arrived, the three friends sat down to talk.

BEAR:

- *We want to talk to you,* – the bear began, looking at the squirrel.

FOX:

- *We see something pressing on your soul and we want you to tell us what's bothering you,*
– the fox added worriedly.

NARRATOR:

The squirrel was silent for a moment, then timidly admitted that he had been trying to use drugs lately because he thought it would help his problems.



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BEAR:

- *You need to know that the drug helps only in the short term. Whatever is weighing on your soul, we are here to help you, you can count on us. Real friends always support each other, even in the most difficult times!* – said he firmly, and the light of love shone in his eyes.

SQUIRREL:

- *I am so grateful to you for supporting me! I'm trying to deal with the problems... It just doesn't always succeed. Help me!* – asked he, moved.

NARRATOR:

The friendship between the three became even closer, their attachment to each other stronger than ever. The squirrel realized that he could always count on his true friends and would never be alone with his problems. The three friends continued to live together in the forest cottage. They were happy because they believed that together they could overcome all obstacles.

Participants are expected to learn the following lesson for themselves: *Real friendship is about helpfulness, support and love. When someone gets into trouble, it's always important to help them and not let them deal with their problems alone.*

Helpful questions:

1. Was there a time in your life when you felt like you needed help but didn't know how to ask for help?
2. What could be the reason why someone starts using drugs?
3. What are the signs and symptoms that may indicate that someone is using drugs?
4. Why is it important for true friends to support each other in difficult situations?
5. If your friend has a problem, what would be the best way to help them?
6. What can we learn from the story of the squirrel and his friends about true friendship and the importance of helping?
7. Why is it important not to judge people with substance use disorders and instead to help them?

In the second part, the friends are about to tell the parents what happened:



NARRATOR:

Unfortunately, the story continues. The squirrel continues to use drugs, and the bear and the fox decide to involve the squirrel's parents to see if they can help him better together. The next morning, they visit the parents to share their concerns. From a distance, they see the mother and father waving reassuringly at the door.

MAMA SQUIRREL:

- *Good morning! What is the reason for your surprise visit today? – asks she kindly.*

NARRATOR:

The bear and fox look at each other and sadly say that they are worried about the behavior of the squirrel. Their squirrel friend is sinking deeper into drug abuse and they are worried for his health and future

BEAR:

- *We have something to discuss with you. We worry about our friend – he begins timidly.*

FOX:

- *Yes, unfortunately, our squirrel friend has a serious problem. He uses drugs and we are very worried about him!*

MAMA SQUIRREL:

- *What do you mean? Our squirrel has always been a good kid! – She exclaims in surprise.*

PAPA SQUIRREL:

- *Let's take a look at ... What did you see? What exactly did you experience? – asks he with a grim face.*

NARRATOR:

At first, the squirrel's parents reacted in surprise and denial. They couldn't believe their son had gotten into any bad habits. But as the bear and fox recounted in detail what had happened, the parents looked at each other grimly, with worried looks.

PAPA SQUIRREL:

- *Thanks for telling us. We didn't want to believe it, but it seems like there's a really big problem! – He says sadly.*



MAMA SQUIRREL:

– *The most important thing is to help your son before he sinks even deeper,* – she adds sadly.

NARRATOR:

The bear and fox calmed down. They discussed how to help the squirrel stop using drugs and learn to deal with the problems that made him choose drugs. Loving support and community collaboration helped him find his way back to happiness and health. How did they do it? What would you do in their place?

Helpful questions:

1. What would you do if your friend or close family member had a drug problem?
2. How would you feel if your friend's drug use required you to seek help from his parents?
3. What could be the reasons why someone turns to drugs, and what are the alternatives?
4. What characteristics do you consider important in a good parental response when they learn that their child is using drugs?
5. How do you think family or friends can help you cope with your drug use problems?
6. Why might it be important for friends and parents to work together when someone has drug problems?
7. What can we learn from the attitude of the bear and the fox? How to help a friend if they have drug problems?

2. Feelings map:

Feelings Map is an emotional intelligence game that helps young people learn how emotions work in interpersonal relationships.

The session divides students into leading groups and then asks each group to draw an island of feelings. An island must contain at least five emotions (there can be more!), each expressed by a color, object or shape. The group leader should pay attention to the choices of the students, because they may confuse feeling with a feature or a value.



After each group has designed their own island of feelings, they present it and then compile a feelings map. They observe where the islands meet each other and connect them in such a way that where the same or similar feelings are present, they overlap. This way you can see how much they have in common. At the end of the game, they discuss the experiences together along the following helpful questions.

Helpful questions:

1. How were you able to collaborate with your group during map creation?
2. Which parts and properties overlapped on the maps of the different groups? What do you think is the explanation for this?
3. How do you experience not being alone with your feelings?
4. What connections have you noticed between expressing (drawing) the feelings depicted by the groups?
5. How has the assignment helped you better understand your own feelings and those of others?

Sample lesson plan

Curriculum: Developing Interpersonal Relationships

Lesson type: Knowledge transfer and practical class

Educational task: Situational play

Teaching Assignments: Dynamics of Interpersonal Relationships

Training task: Development of interpersonal relationships

Visuals: Telling the story

Tools for work: Printed story/tale



The main parts of the lesson	Teacher's activity	Learners' activities	Objective of the activity	Form of work	Comment	Time
Start of class	About the topic		Creating interest, tuning in and assigning roles	Frontal work		3 min
Introduction	Raises motivation	Assigning their roles	We assign roles to students	Frontal work		5 min
Knowledge transfer		Students act out the story		Group work		25 min
Deepening	Story processing	They share their experiences	Deepening, communication and emotional intelligence developing through sharing	Frontal		10 min
Conversation	Self-reflection questions	They answer questions	Record what has been said	Frontal		4 min
Summation	It resumes and complements what has been said		Deepening	Frontal		3 min



3.4. Reinforcement, problem solving, conflict management in a sober lifestyle

Reinforcement in a sober lifestyle

An integral part of maintaining health is a drug-free, sober lifestyle.

Whether we are talking about primary prevention, where regular substance use has not yet developed, secondary prevention, where experimental substance use or abuse occurs, or tertiary prevention, where the task is to maintain sobriety after treatment, relapse prevention is about reinforcing a sober lifestyle

In terms of maintaining a sober lifestyle, a distinction must be made *between slipping and relapse*. Slipping is occasional drug use or alcohol use after a period of substance abuse. It does not imply a return to regular consumption. In contrast, relapse means a return to regular substance use and the lifestyle that comes with it.

Most drug users have experienced slipping at least once or more in their lives. They broke their promise to family, friends, or themselves to remain abstinent, pure. A properly controlled slip can become a moment of truth, the user becomes more aware of his own limitations.

Managing the slipping

Many drug users believe that abstinence requires only enough "willpower." A strong determination is absolutely necessary for change, but it is also essential to have enough "*me strength*" to recognize and effectively deal with the challenges of the environment, but also the internal challenges that can lead to slipping.

According to research, slips occur in response to the following situations:

- Negative emotional states: e.g. shame, depression, guilt
- Interpersonal conflicts



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- Social or social pressure

After slipping, you can be overwhelmed by a devastating, irresistible sense of failure. We can sink deep into despair instead of interpreting the slip in a more positive way. We no longer see our recovery as a process of change, in which slipping and stumbling has its role, at least in the initial phase.

When we slip, we stumble we need help to:

- transcend failure, guilt, and shame;
- forgive ourselves and accept ourselves;
- rearrange our lifestyles, reinterpret the situation we are in;
- reorient our negative thoughts and behavior and make sure there are no more slips;
- relive our past successes.

Exercises

1. Discuss the following questions:

- What other help might be needed to avoid slipping?
- How can we deal with pressure from those who don't understand or care about addiction?

2. Group discussion based on story

In the framework of a group session, after a short warm-up game and a theoretical introduction to the topic, the group discussion can be guided along the following **helpful questions**:

- From your own experience, how do you see the difference between a relapse and a slip?
- Can you remember an incident when you slipped?
- How did you feel and what did you think of yourself then?
- If you learned anything about yourself then, what was it?
- Has your slip turned into a relapse?
- If not, what prevented it?
- If so, what would have helped you?



Next, the following story is presented:

Mike's slip

Mike had a hard day at his half-standard job, skipping lunch and feeling beat. In the last few months since leaving rehab, he has been going swimming every night to relax. He concluded to himself that he was too tired today. Just before he left work, a friend of his, John (who everyone knew was a big drinker), called him on the phone and asked him to go out for a meal with his colleagues. Mike decided to go straight there from work. He knew he had an important meeting with the supervisor the next day and didn't want to be late home. He got there early, thirsty from the walk, ordered a drink at the bar, but barely remembered to ask for a non-alcoholic beer when he ordered. He topped it up, ordered again. He was restless because he hardly knew any of John's friends.

John and his two friends arrive and Mike soon realizes that they have already "celebrated" the result of the football match with a pint or two and are ready for a night out. They order dinner and three bottles of wine for four. The super-efficient server pours the four glasses of wine before Mike has a chance to say he doesn't want any. One of John's friends toasts the winning team. Mike, not wanting to be seen as an outsider, raises his glass and takes a sip. The conversation gets lively, and Mike's glass is constantly being refilled. And after one glass comes another...

Talk about the story.

Helpful questions:

- What is this story about? Is it about Mike's inability handle this situation or is it about him making choices and decisions that lead to drinking?
- What warning signs did you recognize in Mike's case?
- What were the decision circumstances for Mike?
- What other, alternative choices could Mike have made during these events?

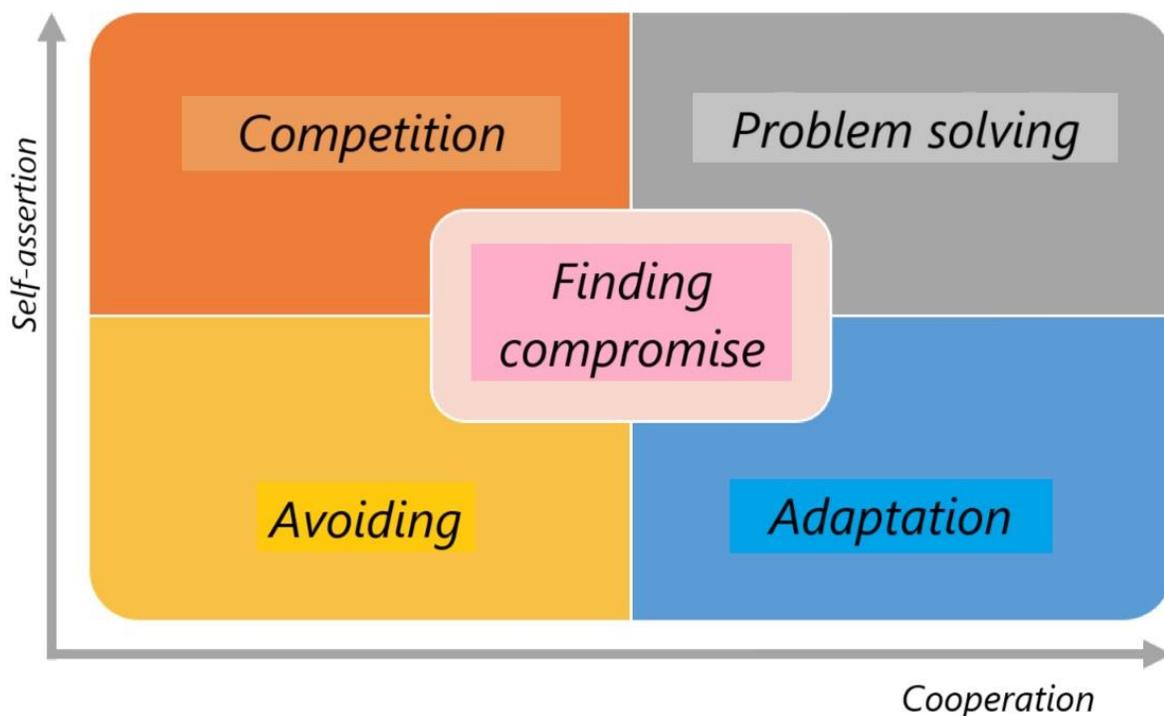


Conflict management

We all face conflicts in the course of everyday life. An important part of our life coaching knowledge base is to know our own (and others') conflict management strategies and to use the right conflict management strategy for the situation.

By conflict management strategies we mean the approach, attitude and method of behaving during conflicts.

We would like to present five fundamental management strategies below: competitive, problem-solving, avoiding, adapting, and compromise-seeking.¹¹



Source: <https://noisikertrener.hu/konfliktuskezelesi-strategiak/> downloaded 02/08/2024.

¹¹ see annexes Conflict Management Questionnaire (p. 130) and Problem Resolution (p. 135) 45130



a) Competitive strategy (high self-assertion – low cooperation)

The user of competing conflict management strategies wants to improve their position with the help of strength. The aim of action in such cases is to pursue one's own interests, regardless of the needs of others. In a competitive situation, we "stand up for our righteousness" and "defend our viewpoint".

Competing conflict management strategies are useful when:

- We need quick action; we need to make decisions. In the event of a crisis, its use can be particularly beneficial.
- The decision we need is unpopular, there is a lot of resistance and we have to impose our will on many people, because we cannot get everyone's consent or approval;
- You need to start a process and time and efficiency matter.

The dangers of continuous competitive behavior include:

- The environment becomes "nodding John." They do not even try to influence decisions; they keep their opposing views to themselves.
- Insecurity and asking for help become signs of weakness, so colleagues or family members are afraid to admit their mistakes or insecurities and make the wrong decisions rather than ask questions.
- Relationships can deteriorate and become insincere, and there is a risk of becoming lonely.

b) Problem-solving, collaborative strategy (high self-assertion – high cooperation)

In collaborative conflict management strategies, the goal is to find a solution that satisfies both parties. In practice, this means exploring the causes of conflict, understanding them and resolving them creatively.

Collaborative conflict resolution strategies are useful when:

- The two sets of criteria are equally important and cannot be weakened by compromise;
- There is a fundamental commitment of the participants to the solution developed;



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- The resolution of the conflict is hindered by emotional motives, which greatly influence the participants.

The dangers of continuous cooperation are:

- Solving trivial issues also involves a huge investment of time and energy, which diverts resources away from the problems that really matter.

c) The compromise strategy (medium self-assertion – medium cooperation)

The aim of compromise conflict management strategies is to find a mutually acceptable solution for the parties. In doing so, both parties give up certain claims, and the solution only partially satisfies them. Compromise-seeking behavior sits on the diagonal of the other four conflict management strategies. A compromiser gives up more of his interests than a competitor in solving a problem, but less than an adaptor. Similarly, they express their interests more openly than the avoidant, but conceal them more than the cooperative.

Compromise-seeking conflict management strategies are useful when:

- Goals are of paramount importance, but there is no possibility to choose other ways of solving them. (E.g.: time is short, the problem is too complex, interests of the parties can be realized at each other's expense.)
- The opposing parties are equally strong and equally emotionally committed to their own interests.

The dangers of a constant compromise-seeking attitude:

- In constant compromises, the long-term goal of the individual or organization is lost. Compromises are always a matter of the moment; they cannot be used to enforce principles and values.
- Every business negotiation and personal disagreement becomes a compromise, which undermines trust and mutual attention.
- No one is completely satisfied with the situation.

d) The avoidance conflict management strategy (low self-assertion – low cooperation)



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In the avoidant "conflict management" neither one's own interests nor those of others are discussed. Action is aimed at avoiding conflict. This can take many forms, including postponing decisions, diplomatically withdrawing from conflict situations, or even avoiding such situations.

Avoidance conflict management strategies are useful when:

- There are no options for resolving the given conflict. (E.g. participants are emotionally overwhelmed, isn't enough information available, etc.)
- The conflict is marginal, so it is not worth it to take on the conflict;
- The harm from the conflict outweighs its benefits.

Dangers of continuous avoidance:

- The problem becomes permanent because it is never solved.
- We postpone the decision, which can cause great tension in the long run and damage our negotiating position later.
- The environment does not receive feedback on how to change, while our self-esteem is constantly damaged.
- Our interests are constantly pushed into the background, which makes us tense or unmotivated in the long run.

e) The adaptive strategy (low self-assertion – high cooperation)

In adaptive conflict management strategies, our own needs are pushed into the background and we unconditionally accept the interests of others. This can be done out of generosity or self-sacrifice, but it can also be about receiving the opinions of others, accepting their instructions and requests without criticism.

Adaptive conflict management strategies are useful when:

- in conflict, satisfying one's own needs is not the primary goal;
- The question is much more important to the partner, or at least their need comes first;
- maintaining a personal relationship is of primary importance, not the issue at hand;



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- further competition would seriously damage the relationship or even the situation;
- We don't want to bother making decisions.

The dangers of continuous adaptive behavior are:

- Ideas and suggestions do not get the attention they deserve. People don't expect the adaptive strategist to take the initiative, so over time it fades into the background.
- It becomes impossible to enforce rules and processes. Self-esteem and self-confidence are damaged.

From the above, it is clear that there is no right or wrong conflict resolution strategy. Rather, if we are not afraid to take on our conflicts, we are free to choose the strategy that best suits the situation.

Exercises

We start the group session with an icebreaker game: the participants with an even number are placed in two rows, facing each other. One row repeats *yes* continuously, and the person opposite repeats the word *no* continuously, for about 3 minutes, keeping eye contact. Then there will be a change, whoever said *yes* so far will now say *no*. During the group discussion, we discuss the feelings and/or situations that came up during the game.

In the following, the coach will then give a theoretical introduction and present the five conflict management strategies along the theoretical part described above. Then the participants are invited to play a socio-metric game: they are asked to form five groups according to which conflict management strategy they consider to be their own.

They then complete the Thomas-Killman test, evaluate it and discuss in the closing circle which conflict management strategy they have been assigned to as a result of the test. How realistic do you feel this is? What does the result mean?



Conflict management strategies for which someone scores six or more points are most likely to be well applied. Those below six points are areas for improvement. If you have scored very low or very high on any of these, you may want to consider whether, when you compare the dimensions of assertiveness/cooperation, you are too often making decisions that are either in your own or another's best interests. In real life, you may want to use all of the conflict management strategies, depending on the situation. It is good to be able to choose which strategy is the most effective and apply it appropriately.

3.5. Promoting mental health

What is mental health?

As defined by the World Health Organization in 2014, mental health is not only the absence of illness, but also physical, psychological, social and spiritual well-being. People who are mentally healthy, who realize their potential, can cope with the stress they are under, they are whole. Maintaining this "wholeness" includes a spiritual pattern of living. A healthy person not only feels well, but is well.

The "feel good" mood can come from two sources:

1. *Artificially and instantaneously provided exhilaration* (or relaxation) and "inner peace". This is actually a short-circuited lifestyle, which in the long run can lead to blockages, lifestyle problems and often addiction.
2. *Self-reflective and long-term purposeful struggle*, coping with possible problems and obstacles, which then naturally ensures well-being and getting by without the use of mind-altering substances.

There are four possible approaches to mental health development, incorporating the insights of Yalom and the psychological trends he has taken forward. This approach focuses on addressing



the four forms of anxiety: anxiety over the meaninglessness of life; anxiety over fear of death; anxiety over fear of freedom; and anxiety over fear of isolation/loneliness.

The following guidelines will help you with a practical approach to treating the four types of anxiety.

- **Anxiety about the meaninglessness of life (existential anxiety):** Educate young people **to find meaning and purpose**. Frankl's logotherapy emphasizes the importance of finding meaning and purpose in life. Teach them to discover their values, passions and interests.
- We encourage **self-discovery!** Encourage and provide opportunities for them to participate in activities that help them find their talents, strengths and are consistent with their goals.
- Let's encourage community engagement. We encourage young people to engage in activities that give them a sense of value and usefulness, such as volunteering, helping others or participating in projects that have a positive impact on society.
- Let's develop **reflexivity!** Teach mindfulness and reflective/self-reflective exercises that help them connect with themselves and their values. Such exercises can reduce existential anxiety.

2. Anxiety about fear of death (Confronting my own mortality):

- Help young people **face death ("Memento mori")**. Create educational programs that help them understand the concept of mortality and that the time available to us in life is limited. Discuss the importance of authentic living with them.
- Encourage healthy and **responsible risk-taking**. We encourage them to face their own fear of death and seize opportunities for growth and self-discovery.
- Teach them to **build legacies**, to think about what legacy they want to leave behind. This perspective can encourage them to make meaningful decisions and live purposefully.
- Create a **supportive environment** for them (such as special Bible study groups, forums, or camps) where they can discuss death and mortality openly and honestly.



3. Anxiety due to fear of freedom (responsible autonomy):

- Improve young people's **decision-making skills**. Teaching decision-making, critical thinking, and problem-solving empowers them to make informed decisions.
- **We emphasize the importance of taking responsibility!** We are responsible for the consequences of our decisions and actions. To learn to do this, we practice taking responsibility for the decisions we make.
- Teach the importance of setting and respecting **healthy boundaries**, both with ourselves and with others.
- Channel young people to trusted adults who can **mentor and guide** them and help them navigate challenges of autonomy, responsibility and freedom.

4. Anxiety about fear of isolation/loneliness (Contact and support):

- Focus on **social and emotional learning**. Integrate social and emotional learning into education and catechesis to help young people develop interpersonal skills and emotional intelligence.
- Support **peers and families**. Let us create supportive networks of friends and family, ecclesial communities, where everyone can speak openly and without judgment about their own feelings of isolation and loneliness.
- **We encourage community engagement!** Participation in social, cultural, ecclesiastical and leisure activities strengthen belonging and reduces feelings of loneliness.
- Ensure **access to mental health resources** for young people struggling with loneliness and isolation.

Exercises

1. The meaning and purpose of life

Individual work with contemplation exercises

Think about your life along the lines of the questions below. Take the time to search for answers.

1. What is the meaning of your life? Why were you sent here to Earth? Try to formulate it in one sentence.



2. How qualitative and purposeful do you see your life? Examine and record it.
3. What are your relationships like? Do you have friendly relationships? Do you have quality relationships? How deep are your relationships? Think about it and make a list.

3. Life vision and core values

Individual work with contemplation exercises

1. What is your vision of life? What would you like to say about yourself with satisfaction at the end of your life? Write it down in a long sentence or make it a motto.
2. Is God's will the vision you set for yourself? And what do you want to aim for from now on? What is your calling?
3. Do you want what God wants for you, or do you want to decide your own path? If so, why? If not, why not? Be honest with yourself! Later, have an honest discussion with your assigned person.
4. What are the core values that underpin and sustain your vision? Write a list of them!
5. How do the core values of following Christ or your faith help? Try to formulate it and write it down for yourself.
6. What resources can you use to achieve and realize your vision?
7. How would you break down this vision into achievable small steps, gradually achievable goals? Make a plan for that.
8. How can the community help you realize your vision?
9. What do you see as the obstacles to implementation?
10. What are these obstacles according to God?
11. How can you check that you are on the right track?
12. Who can help you to achieve your vision, and how?
13. How can you hold yourself accountable to the community, to your peers? How can others support you in this?
14. How can others support you in living a life of purpose? Write down your ideas and discuss them with your assigned person.



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4. Spiritual guidance, pastoral care, discipleship education and faith deepening in a Christian perspective

"The solution to life's problem lies in the cessation of the problem." (Ludwig Wittgenstein)

"More than anything you treasure, protect your heart, because that's where life begins." (Proverbs 4:23)

Just as it was not easy to navigate the maze of life's big questions in the past, in today's postmodern pluralistic society it is even more difficult to find the necessary clues to lead an authentic life. "Life is meaningless" is the big problem that young people with substance abuse disorders face brutally. Why is it a problem? Because there is no answer.

Let us briefly consider the question from a philosophical point of view. If there is no God, there is nothing to resolve the meaninglessness of human existence and the anxiety that comes from it, and this paralyzes us psychologically, also in terms of our motivation for living. It can be solved by momentary solutions, but the problem is, by definition, insoluble and irremediable. Today, as the world is becoming increasingly secularized, young people are feeling more and more meaningless in their lives and more and more of them will try to 'fix' the problem with drugs. But if there is a God—and a God with whom one can also connect, who is connected to us as our Father, we can be attached to Him as His children, to each other as brothers and sisters, and to ourselves as people with a free self—then the problem disappears. When we connect authentically to God, to ourselves, and to each other, our lives will have meaning, and we will have something to trust and fight for.

The teaching of the gospel with a focus on joy, based on God's grace, which provides guidelines for coping with everyday challenges, helps us in this search for answers as well, as we have experienced many times during the 30 years of operation of the Bonus Pastor Foundation in therapy, aftercare, life coaching and faith deepening programs.



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Even in general life coaching and spiritual help, *teamwork is essential*. Help-seekers are not always aware of which type of professional helper their particular spiritual problem belongs to. What should an addicted, disoriented young person do? What should an addicted, disengaged young person do? How should they seek and ask for help when they themselves cannot decide what of their problems belongs to a psychiatrist, a pastor, a therapist, a psychologist or a spiritual director? It is important to create a safety net around addicts, based on the addictive nature of the problem and the severity of the addict's symptoms. If prevention work is done in a team, this has the great advantage of making everything available in one place for the person seeking help. It is very important for the coach to see all of this in order to plan the type of assistance according to the needs of the person being cared for and to decide together who should continue to accompany the person. This is why we think it is important to distinguish some overlapping areas of assistance in the following.

Christian spiritual guidance (spiritual accompaniment)

It is almost commonplace to observe that when a spiritual guide is approached, "the disciple seeks out their master". There is only one exception to this in the history of religion: Christ sought out his disciples and called them. In this, the person of Christ is unique in comparison with all other rabbis, gurus and spiritual guides. A spiritual guide, who while he leads and accompanies, is also a guided disciple.

Based on the interviews and podcasts of Magdolna Kővári, social sibling and well-known spiritual director, we can agree¹² that the focus is not on the problem or on the person seeking help, but on their relationship with God – that is, on God. Although from the outside it seems that I am listening

¹² We will also rely in part on her thoughts and observations. Cf.: Magdolna Kővári's thoughts and analyses regarding spiritual accompaniment on Youtube (https://youtube.com/watch?v=NvPREyS9ggQ&si=HXZaG2wez_-LER_j). Please note that the interviews there offer excellent practical help for preventive spiritual guidance. (We highly recommend the conversations in the Oradea Mécses podcast! https://www.youtube.com/watch?v=cWVBeTc1ISw&list=PLPHGTWbSrmu-WIF13_YBeMHOX7nmoH3vP&index=17). In conclusion, we have highlighted a set of her thoughts applicable to the practical challenges of spiritual accompaniment, which can guide the spiritual guide engaged in prevention.



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with my whole being to the person asking for spiritual guidance, in reality for this one hour I am giving myself, all my attention, my whole being to God. I focus on how He is present now and what He wants to do in the life of the person sitting across from me. In fact, one Christian helps the other to listen more attentively to God's message, to respond to it and to put into practice the realizations and the calling which result from the communication with God.

The only condition for spiritual guidance is to sincerely seek God, and that is enough.

Spiritual guidance is not about leading, that I am leading anyone anywhere, but that we are moving together, somewhere. It's not something that is self-serving, revolving around ourselves, it's about looking for God's call in my life, looking for ways to proceed, and the spiritual guide helps me with that, because I'm lost alone, I need an outside voice.

It's not for me, the spiritual guide, to convince the seeker of the sin, it's for the seeker to come to the realization of it and see where they need to change. They know this, as they know that the power to recognize and change comes from the loving God who embraces them. It is my job to keep them close to the unconditionally loving God, so that they may develop the recognition, the power, the grace necessary for change.

Something in spiritual guidance is born when there is suddenly silence, and in that silence God speaks. Whether something suddenly happens in the other's shock, I often don't know, but a recognition, an encounter, a touch is born. The essence of spiritual guidance is that when this moment of grace comes about, I keep the tempted person there in the touch of God, in immersion in His love, in the vision and encounter that has been born. We usually run away from God. These are experiences so powerful that we would run away from them right away. In such cases, the spiritual guide can be directive: stay here, don't go anywhere, see what happens! Keeping your attention on what's happening inside is the essence of spiritual guidance. What and how this goes on, I often don't see, but they carry on their fruit, start with new strength, and their relationship with God becomes more alive.



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Christian pastoral care

Pastoral care ("counseling") is different from spiritual guidance (spiritual accompaniment). The former is a psychologist and the latter is the spiritual guide, but both deal with the whole personality and focus on the person as a whole. The difference can be found mainly in the focus: both are actually intended to restore and nurture the client's relationships, but while pastoral care is more horizontal, human-centered, spiritual accompaniment focuses mainly on nurturing vertical, transcendent relationships. In the former, the emphasis is on the client, and in the latter, on the client's relationship with God.

Christian pastoral care differs from pastoral care in the general sense in that it is based on Christian values, teachings and faith. Both pastoral care and *Christian pastoral care* are aimed at supporting personal development and well-being, but *Christian pastoral care* interprets and addresses life's challenges and difficulties specifically from the perspective of the Christian faith.

The role of Christian spiritual guidance in deepening faith

Growth in faith and authentic following of Christ is one of the cornerstones of Christian spiritual leadership. Our own practice of faith affects our daily lives, and we must also learn to live rightly. But real change comes from simple, everyday actions. The search for and respect for God takes place in everyday life.

The practice of Christian spiritual guidance is therefore based on the principles and values of the Christian faith. There is a strong connection between spiritual guidance and faith deepening, as both seek personal spiritual growth and deepening of the relationship. Here are some areas where spiritual guidance can help deepen faith:



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1. Bible Guidance:

Christian spiritual guidance often involves working with the Bible. A spiritual guide can help the seeking youth gain a deeper understanding of Scripture and apply Bible principles in everyday life.

2. Prayer and meditation:

In spiritual guidance, prayer and meditation can be important tools for deepening Christian faith. Prayer and meditation help to create silence and deepen spiritual connection.

3. Fellowship in faith:

Christian spiritual guidance can help a young person find fellowship of faith and strengthen him or her to participate in community events, worship services, groups or spiritual communities.

4. Spiritual Teachings:

A spiritual companion can help us better understand deeper aspects of the Christian faith: teachings, doctrines and theologies.

5. Moral guidance:

Christian spiritual guidance also helps young people to make ethically and morally sound decisions according to their faith.

6. Sacraments:

During spiritual guidance, the attendant can help to understand the essence of the sacraments (for example, baptism, communion) and to appreciate them better.

The purpose of Christian spiritual guidance is to help believers to understand faith more deeply, to deepen their relationship with God and to lead a Christian life. It is important to note that spiritual guidance is not limited to Christian traditions alone, it can also be found in other religious or spiritual traditions!

The Role of Discipleship Education in Deepening Faith

There is a strong link between faith deepening and discipleship education, especially in religious or spiritual communities. Discipleship is a concept that refers to following as disciples and learning



consistently under the guidance of a religious or spiritual teacher or leader. Deepening faith and discipleship education reinforce each other in the following areas:

1. Teaching and mentoring:

Both faith deepening and discipleship education can include individual or group teaching and mentoring. Religious leaders, teachers, or scholars can help deepen faith and the process of becoming a disciple.

2. Personal example:

Education in discipleship often involves following personal example. Religious leaders who live their faith identically can be an example to their followers.

3. Learning:

In training for discipleship, the disciple learns religious or spiritual teachings and applies these principles in their life. Such a learning process can help deepen faith.

4. Exercises and rites:

Deepening faith and education in discipleship often involve the systematic practice of religious practices and rites, which deepens the relationship with the divine or spiritual dimension.

5. Life guidelines:

In teaching discipleship, leaders can also guide the way in life management, helping the disciple to live according to religious values.

6. Social experiences:

Both discipleship and faith deepening involve community participation. Presence and common experience in a religious or spiritual community with those who share similar values play an important role in the process of deepening faith and becoming disciples.

7. Responsibility:

Discipleship also requires responsibility and commitment to follow religious or spiritual principles and teachings. Education in discipleship can therefore be an effective tool for deepening faith, since personal relationships, examples, and teachings allow individuals to delve deeper into religious or spiritual values and practices.



The following comparison chart sheds more light on the similarities and differences between Christian pastoral care, spiritual guidance, and discipleship education and their role in deepening faith.

Features	Christian pastoral care	Spiritual guidance (spiritual accompaniment)	Education in Discipleship
Basics & Approach	It is based on the Christian faith	It is spiritual and faith-based	Christian faith and teachings
Objectives	Solving personal problems, promoting emotional health, applying Christian values	Supporting individual spiritual growth, deepening the relationship with God, practicing Christian life coaching	A deeper understanding of the Christian faith, living according to Christian teachings
Therapeutic approach	Psychological methods of therapy are often used	Contemplative or person-centered methods are more common	Therapeutic methods are not necessarily used
Focus	Psychological, social and religious dimensions	Spiritual and faith dimensions	Christian faith and its practical application
Social experiences	It may have community aspects	Emphasize community involvement	Strong community experiences and connections
Biblical Guidance	Apply the teachings of Scripture	The Bible is often the basis for teachings	Scripture plays an important role in life coaching



Prayer and meditation	It can be an important part of pastoral care	Prayer and meditation are often practiced	Prayer and meditation are essential tools for spiritual growth
Personal mentorship and guidance	Personal support and advice are important	Leaders often guide the way	Individual support and mentoring play an essential role
Spiritual Growth and Responsibility	The goal is spiritual growth and the practice of a Christian way of life	The individual takes responsibility for their spiritual development	Discipleship encourages people to follow Christ and carry the cross

Practical application

The framework of this handbook does not provide sufficient opportunities for a full practical presentation of spiritual guidance, deepening of faith, and authentic discipleship, so we have limited ourselves to a brief theoretical introduction.

The practice of Christian life coaching is described in more detail in Dr. Levente Horváth’s book: (2017): *Road and fellow travellers. The four foundations of becoming disciples*. The aim of the course on which the volume is based was to teach and provide guidelines for authentic following of Christ, taking into account the everyday challenges, needs and experiences of people who wish to grow in faith and lead a healthy life. The theme of life coaching is also explored in depth by Dr. Levente Horváth: *Between two encounters. Biblical interpretations for Sundays*.¹³

¹³ Dr. Levente Horváth: *Road and fellow travellers. The four foundations of becoming disciples*. Koinónia publishing house, Cluj-Napoca, 2017
Dr. Levente Horváth: *Between two encounters. Biblical interpretations for Sundays*. Koinónia publishing house, Cluj-Napoca, 2013



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You can get information about the topic personally, for this we recommend the programs carried out by the Bonus Pastor Foundation, the presentation of which can be found at the following link: <http://bonuspastor.ro/program/hitmelyites/>

The *Gestalt prayer paraphrases* exercise¹⁴ provides methodological insights into the above theoretical summary.

5. Aftercare options

As an aftercare option, teenagers, young people and young adults participating in the program can take advantage of the life coaching programs (www.bonuspastor.ro/program/utogondozas/ and www.bonuspastor.ro/kapcsolat/) provided by the Bonus Pastor Foundation. These programs offer a residential opportunity over several days to deepen your understanding of the topics mentioned above.

- The *summer aftercare camp* helps and motivates strengthening in an abstinent, substance-free lifestyle, settling family relationships and deepening faith.
- The aim of the *Life Coaching (TeSó course)* and *youth life coaching* programs is to deepen life management abilities, correct self-knowledge, regularization of family relationships and interpersonal relationships, spiritual guidance, deepening of faith and education for authentic discipleship.
- *The offer of the "In the footsteps of the Apostle Paul" life coaching* is a visit to the places in Asia Minor and Greece where the Apostle Paul visited during his missionary journeys. During the trip, participants will have the opportunity to enrich spiritually, process and apply biblical stories on the spot, deepen their marital relationship and build community. The program includes professional guided tours and lectures on biblical stories about the

¹⁴ See Gestalt Prayer Paraphrases (p. 127)



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place, group discussions, mentoring, contemplative exercises (individual contemplation), and joint leisure activities.

- To raise awareness of the importance of sensitization and volunteering, and to pass on what has been learned, the *quiet days of volunteers*, *the Sunday of volunteers* and *the New Year's Eve quiet days* programs provide an opportunity to be heard. Life management issues are discussed in a volunteering framework.

6. Synopsis

As we have shown, the Life for Youth Life coaching program aims to make it easier for young people to experience the transitions of adolescence and youth by promoting personal development. Therefore, in its life coaching program, it considers the development of flexibility, resilience, decision-making skills and communication skills, strengthening self-esteem, setting positive goals and education for responsibility to be important sub-goals, and with this handbook it intends to provide professional support to helpers dealing with drug prevention among young people. It provides guidelines for planning school and community life coaching programs and offers elaborated topics that can be used in individual and community prevention. Suggested topics: establishing correct self-knowledge; correction of family relationships; development of interpersonal relationships; reinforcement in abstinence lifestyle, problem solving, conflict management; improving mental health. In a separate chapter, it discusses the importance of Christian life coaching, describing those fields (pastoral care, life coaching, education for discipleship) that promote the deepening of personal faith and finding answers to the basic questions of life. The tools offered for processing the topics are as follows: the list of competencies of the assisting professional, Christian life coaching, community building, motivational interview and numerous interactive experiential pedagogical exercises. With regard to aftercare, he presents the life coaching programs of the Bonus Pastor Foundation and offers the opportunity to join.



II. PREVENTION INTERVENTIONS – THE PORTAGE METHOD

1. Introduction

What is drug prevention?

What is drug prevention? In a broad sense, it is a planned intervention aimed at changing the social and environmental determinants of drug use, including preventing the start of drug use and preventing the development of more frequent use in at-risk populations. Prevention therefore means precaution, and includes measures to minimize or eliminate the social, psychological and societal conditions that cause or contribute to the development of mental and physical illness or socio-economic problems.

Our drug prevention program is based on the Canadian Portage model. One of the most important features of this model is the use of positive psychology, which does not focus on identifying traumas and deficits, but on developing existing skills and competences to motivate and empower young people to develop healthier attitudes towards life and to prevent addiction. The method focuses on identifying and developing existing resources, looking for strengths. The lesson plans do not require any specific training to implement and can be used in schools and other communities of young people.

Portage Method-based prevention sessions can be used in practice by helpers who are recovering addicts, as well as by educators and social workers working with young people without an addiction background.



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The Canadian Portage model is not proprietary, it has the advantage of flexibility, it is recommended by the WHO for education, it is used in many countries around the world (from Canada to Portugal, from Honduras to Italy), it can be used freely, and it can be adapted to the culture and practical possibilities of the country.

1. 1. Objective of the prevention program

Our prevention program is an attempt to make young people aware of the dangers of trying and experimenting with different drugs. Prevention is always easier than cure. Our program aims to help everyone develop an opinion about drugs. We don't want to impose ours on anyone, we want to help young people form their own opinions by passing on information, by being honest in group discussions and by meeting recovering addicts. We also aim to provide preventive education on substance use and dependence for students and teachers. A further aim is to provide preventive education to students and teachers on substance use and dependence. It also aims to make the issues of drugs and addiction and the risks associated with them open for discussion and to strengthen young people's resistance and coping skills.

Preventive interventions are scientifically sound, proven and effective strategies to prevent and reduce drug use. Their primary aim is to inform young people about the risks of substance use, develop their skills to deal with risky situations, reinforce standards of healthy living and support personal development.

Building and maintaining personal health and healthy communities is a key societal goal. Drug prevention interventions are an important element of this objective, as they aim to promote the well-being of both individuals and communities and to minimize the harm associated with substance use.

The aim of prevention is to strengthen protective factors and reduce risk and endangering factors. Developing skills in young people that help them make good decisions about drug use, strengthen



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their personal commitment to sobriety, and improve their social competences (communication, self-efficacy, assertiveness, resilience).

1. 2. Importance of drug prevention

The importance of drug prevention cannot be overstated, especially among young people. This is a crucial age in the development of the personality, and often the time when habits and behaviors that will influence later life are formed. Drug misuse not only has a negative impact on health, but also affects academic performance, family and social relationships and increases the risk of falling into a life of crime. Drug prevention is key to the well-being of young people and society. Effective prevention programs focus not only on preventing drug use, but also on developing young people's social and emotional skills, helping them to lead happier and more contented, substance-free and sober lives.

1. 3. Types of preventive interventions

In the field of drug prevention, three basic strategic trends are distinguished: primary, secondary and tertiary prevention strategies.

Primary (*universal*) *prevention* aims to prevent the development of drug use by acting proactively before the problem appears. This includes educational programs that provide information on drug-related risks and the benefits of a drug-free lifestyle, as well as life skills to help young people resist the possibility of drug use. The ideal goal is to achieve and maintain adolescent abstinence (illegal substances, alcohol, nicotine).

Secondary (*selected*) *prevention* targets already established risk behaviors for individuals or groups who are at increased risk of drug use or are already in the experimental stage. The aim of



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these types of interventions is screening, early detection and treatment, and preventing progress in use.

The aim of *tertiary (indicative) prevention* is to reduce the damage caused by drug use and to provide appropriate treatment to drug users. It focuses on individuals who are already regular drug users and aims to prevent further health damage, support recovery from addiction, rehabilitation of residual conditions, and social reintegration of the individual.

Possible stages of prevention:

- family;
- school (educational-educational institution);
- place of work;
- areas of leisure activities;
- the Internet and other media;
- the institutional system of child protection;
- criminal justice institutions

Other objectives of the prevention program are:

- strengthening the empowerment and resilience of the target group concerned;
- developing the ability to say no;
- knowledge transfer, skill development, emotional education;
- making sober and drug-free lifestyle attractive (health marketing).

Depending on who the prevention is aimed at, we can also distinguish three types:

Individual support for (drug) prevention

Individual consultation can help process personal problems that may lead to drug use and offer alternative coping strategies. If there are human resources for it, it can be very effective in prevention, since in a relationship of trust it is possible to provide help in the difficulties, obstacles,



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dilemmas of young people, or even in personal endeavors. You can work as a social worker, addiction consultant, peer helper, mentor, spiritual leader, etc.

Preventive community interventions

They aim to shape the social environment and community norms in a positive direction. They may include community events, campaigns and collaboration with local organizations.

A successful method of prevention is the organization and participation in programs and activities. This can be a trip, a game, joint cooking, sports, camping, etc. It helps to develop social skills, participants can have positive experiences in a protected, drug-free environment. This form of prevention is primarily carried out through interactive methods, with the active participation of young people.

Prevention programs supporting families

If drug abuse prevention is to be the goal, families should be helped to improve relationships and communication between young people and parents. Regular programs such as the so-called Parents' School or other discussion groups, parent and family groups, which meet with parents, educate them and exchange ideas, can also have a very positive community-building effect.

Family gatherings are also a good time to talk about problems that arise in a thematic way. In the context of psychoeducation, we would like to provide our clients with a comprehensive picture of family functions, family roles, family life cycles and the problems they have to solve. Participants can enrich the sessions with examples from their personal life.

2. Planning and implementing school prevention programs

Assessment

Status of the school, drug use habits, other problems, opportunities.

Here it is worth considering the following questions:



What phenomenon do you intend to prevent with the planned intervention?

How do the socio-demographic characteristics of people affected by this phenomenon differ from those not affected?

Where does the phenomenon occur and where does it not?

How long has the phenomenon been known?

How has its scale, impact and significance changed over time?

How many people are affected?

How many new cases are there and how often do they pop up?

How will the phenomenon develop if nothing is done? On what basis do you think so?

How would you explain the need for preventive intervention?

Are there other opinions on the need for intervention? How did you determine whether intervention was necessary?

Do you know if any other interventions have been carried out or are planned in the field? Do you plan to collaborate with these programs?

What are the socio-demographic characteristics of the target group?

How extensive is the phenomenon?

How big is the target group?

Why was this target group chosen?

How many people do you plan to reach?

Where and how do you intend to connect, recruit and motivate the target group members?

How do you intend to ensure that the target group is involved throughout the intervention?
(dropout)

Recommended steps for planning and implementing programs:

1. Problem definition
2. Identifying the target group
3. Status and needs assessment
4. Objective and indicators
5. Choosing the right program and toolkit



6. Resources — Budget — Deadline
7. Planning an assessment
8. Application
9. Evaluation
10. Modifications, restart

3. Prevention education programs

Their purpose is multifaceted:

- To raise awareness of the short- and long-term effects of drugs;
- To develop young people's communication, conflict resolution, stress management, problem-solving and decision-making skills;
- To strengthen self-knowledge and social competences.

3. 1. Their methodology:

- interactive lectures, workshops;
- group discussions and role-playing games;
- processing real cases and personal stories;
- using media and technology to engage young people.

3. 2. Content

The content of programs can be wide, but usually includes:

- basic knowledge of drugs;



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- developing critical thinking and decision-making;
- strengthening communication and social skills;
- the development of self-knowledge, stress management and self-esteem.

Practice has shown that factual/distant or sensational/fear-based information does not achieve the goal and can even have a counterproductive effect. That is why modern prevention aims to improve the health habits of young people and to strengthen their health-conscious behavior. Its methodology allows students to actively participate in the processing of the topic of drugs and addiction.

3. 3. Optional, suggested topics (knowledge transfer)

Since many young people think that the phenomenon of addiction is far removed from them, we start with an overview of addiction problems in society as a whole (drugs, alcohol, medicines, smoking, caffeine, gambling, eating disorders, exercise, shopping, etc.). By looking at the social manifestations of addiction, the topic seems to come much closer to the students and, by learning about the issue in detail, they are motivated to explore the subject in more depth.

The topics do not need to be covered all at once or in this order. They can be spread over several sessions, alternating between different topics and methods, or returning to discuss certain areas again.

The prevention worker is working to ensure that as many opinions, points of view, experiences and insights as possible are expressed, and that communication is not one-way but becomes an interactive group discussion.

3. 3. 1. Psychotropic drugs, attitudes, risks



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Students should be made aware of the fact that there is no chemical mind-altering drug that, when used regularly, will not cause long-term damage to the physical and mental state of the user. On the other hand, we also need to address the unfounded fears that sensationalist 'horror stories' create. With the help of the group, we will put together a list of the types of drugs that exist, the ways in which we view them, and the harmful effects they can have on the human body, on the social situation and on society as a whole.

Classification of chemical psychotropic drugs

Chemical mind-altering drugs are basically classified according to their psychoactive effect mechanism

Cannabis derivatives: marijuana, hashish

Depressants: alcohol, tranquilizers, sleeping pills

Stimulants: cocaine, amphetamine, speed, ice

Opiates: morphine, codeine, methadone, heroin

Hallucinogens: LSD, mescaline, psilocybin, mushrooms

Organic solvents, inhalants: paint thinners, adhesives

Designer drugs: phenethylamines, piperazines, cathinones (MDPV, mephedrone), synthetic cannabinoids ("spice"), tryptamines

Alcohol

It is the most well-known legal drug, which could be called a hard drug. Experience shows that young people have little or no sense of danger associated with this drug, as it is legal, so it cannot cause serious trouble. However, there is no correlation between alcohol's legal status and its addictive potential, it is one of the drugs you can get used to. Alcohol dependence develops slowly, but there are visible signs in terms of personal health, relationships, work performance and



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financial situation. Binge alcohol consumption causes damage to the liver, stomach, heart, nerves, kidneys and pancreas.

Cannabis

Hashish and weed are derived from Indian hemp (cannabis sativa), THC is the active ingredient. THC remains in the body for a long time. Under its influence, perception changes, responsiveness decreases. Ability to concentrate is limited. THC weakens short-term memory, so as appealing as it may be, homework and smoking weed are not compatible. Cannabis harms health. Its smoke contains more carcinogens than tobacco. It is sure to damage the lungs. It reduces fertilization, there is a greater chance of depression and anxiety. The body's resistance also decreases, and cannabis users become more susceptible to colds.

Ecstasy

It was the most popular drug for many years from the 1990s. Mainly used at house parties. It has an accelerating and mind-altering effect. Its use can cause heart rhythm disturbances, blood pressure problems and blood sugar swings. Dangerous for people with asthma, heart disease, diabetes and high blood pressure. It creates a feeling of intimacy and arouses amorous desire. Loosens inhibitions. Frequent users may experience anxiety and panic reactions, sleep disturbances, depressive moods and hallucinations.

Heroin

Many young people say, "We only use drugs out of curiosity." But you can't just try heroin once. Heroin is very intensely addictive. A user can become physically and mentally dependent in just a few weeks. As the body gets used to it, it requires higher and higher doses. It is also very expensive, so heroin addicts quickly find themselves in the criminal world. Needles (AIDS, hepatitis), contaminated heroin and overdoses are major risks.

Cocaine



Perhaps the most powerful accelerant. It is very expensive and short acting, usually a few hours. As the effect wears off, the user gets "hungry" for it again. One snort follows another. People who use "coke ", snort a "line", become more confident, more talkative, more self-conscious. They often feel they can handle the whole world, while at the same time they are robbing their own bodies. Hence the slogan: "Coke, the white robber". More intensive use makes you nervous, irritable. The symptoms of regular use are constant sniffing, restlessness and lack of attention.

Synthetic agents

The name synthetic drug means artificially produced. The term designer drug comes from the English word "design", and means the design and production of a compound with the same or similar effect as conventional drugs.

With the emergence and tightening of international drug legislation, the production of synthetic, or artificial drugs has emerged. This is typically done chemically in chemical laboratories in the Far East, often substituting different ingredients with similar effects in order to replace illegal drugs that are prohibited by law with legal substances. These products are sold legally, often on the Internet under various fancy names, or even as consumer products, e.g. 'bath salts', 'jewelry cleaners', etc., even labelling the product 'not for human consumption', thus protecting themselves. When the legislature, following the published compounds, declares these products illegal, i.e. punishable, they "design" again another version with the same or similar effects as the banned one. This is how legal restrictions are circumvented, and this loophole is colloquially referred to as designing or synthesizing.

New, synthetic, designer drugs are significantly cheaper than classic drugs, so the use of traditional drugs is on the decline and new types of drugs are on the rise, gradually taking over the drug market. It is estimated that they now account for about two thirds of the domestic drug market.

As a result of the constant diversification and development of drugs, the problem is that, in addition to the criminalization of drugs, users do not know what they are actually using in terms of the effects and content. In this sense, the basic toxic composition puts users at even greater risk. In the case of overdose, assistance is more difficult because, unlike with classic drugs, it is not possible to know what the composition of the substance is that has caused the intoxicating symptoms, and



the need for laboratory results slows down interventions to save lives or prevent permanent damage.

What are some ways to relate to chemical substances?

0. No use, abstinence

1. Experimental user

Has used the substance or drug less than 10 times in his or her lifetime, mainly

2. Social-recreational user

It is used in connection with social activities (recreation, entertainment, family and friend holidays, team building, skiing, barbecue, etc.)

3. Situational substance user

It is used to treat stressful life situations, personal situations, relieve anxiety and stress, and make your circumstances more bearable.

4. Intensive user

Uses a substance for a long time, mainly to relieve a long-standing problem.

5. Compulsive user, addict

Use is no longer a source of pleasure, but a compulsion, the drug has taken over.

Causes, consequences

Let's take a look at the causes and consequences of drug addiction. Participants will watch the film "We're recovering" and while they are watching, they can note down the causes and consequences they have identified in the table below:

Causes of drug use	Consequences of drug use



Practical application

"More hope without drugs"

Topic: Short- and long-term effects of drugs

Goals:

1. to understand the short-term physical and psychological effects of drugs;
2. to raise awareness of the long-term consequences of drugs on health and social life;
3. to develop students' critical thinking and decision-making skills.

Required tools:

- presentation on the effects of drugs;
- role-playing accessories;
- case studies, real stories;
- interactive tables and charts.

1. ***Introduction and lead-up***

2. A brief description of the general effects of drugs;
3. Asking questions: "Why do you think people use drugs? What effects could it have in the short and long term?"

2. *Interactive presentation:*

A detailed presentation of the short- and long-term effects of various drugs.

Use charts and tables to illustrate information. For example:



Drug type	Possible consequences in the short term	Possible consequences in the long term or with intensive use
cannabis (hashish, marijuana)	- relaxes, intensifies the senses - adverse effect: responsiveness slows down, short-term memory loss, ability to concentrate decreases	depression, apathy, lung cancer, weakened immune system, impaired brain function, decreased fertility
LSD, mescaline, psilocybin	unrealistic experiences, fear, confusion, fatigue, "bad trip"	panic reactions, flashback, prolonged psychosis
tobacco	stimulating, accelerating heart rhythm, cough, irritation of the eyes and nose	throat and lung cancer, cardiovascular diseases, bronchitis and poor condition
amphetamine, speed	self-overestimation, better concentration, suppressed need for sleep and fatigue, appetite disappears	restlessness, moodiness, weight loss, anxiety, delusions, aggression, robbery of the body, dangers of needles
Ecstasy X	stimulates, relieves tension, abnormal heart rhythm, blood pressure and blood sugar problems	with chronic use: anxiety, panic reactions, sleep disorders, depressive mood, hallucinations
cocaine	Its effect depends on the method of use, it is usually short-lasting, stimulates, cheers up, eliminates fatigue and the feeling of hunger	robbery of the body, weight loss, fears, insomnia, delusions, damage to the nasal mucosa
opiates, opium, morphine, heroin, methadone	soothes, relieves pain, puts you to sleep, affects intellectual functions	constipation, malnutrition, depreciation, apathy, decreased sexual activity, dangers of syringes



alcohol	dissolves inhibitions, dumbs down, calms down, impairs judgment and reactivity, self-overvaluation, lack of interest	liver, brain, heart, stomach damage, serious behavioral problems
sedatives, tranquilizers, benzodiazepines	looseness, drowsiness, lack of interest, when combined with alcohol, the intoxicating effect of alcohol is enhanced	weight gain, slowness, sometimes muscle weakness
Sniffing – glue, gasoline, ether	light intoxication, increased mood, impaired coordination and judgment, loss of consciousness at higher doses	severe liver, nerve and brain damage, damage to the nasal mucosa, overdose cannot be controlled

3. Role-playing:

Students are divided into small groups and act out different situations. (*Annex: Situational Games, p. 177*)

After the role-playing, they talk about experiences and the consequences of decisions.

4. Case studies and real stories:

- Presenting short stories of people who have been in contact with drugs.
- Discuss how these situations can affect a person's life in the long run.

5. Summary and discussion:

- Summarize the most important lessons learned with students;
- Questions and answers: giving young people the opportunity to ask questions.



3. 3. 2. Dependence

Indications for drug use:

- changed behavior;
- friendships are transformed – friends are left behind; new unknown friends appear;
- decreased performance;
- worsening academic achievement;
- the rhythm of life is disrupted;
- deterioration of physical condition, weight loss;
- excessive spending;
- objects disappear from the environment;
- uncontrollable spending;
- cannot account for time.

Sure signs:

- needle marks;
- conjunctivitis;
- sores on the nose, sniffing, runny nose;
- hallucinations, anxiety attacks;
- respiratory disorder, nervous system disorders;
- appearance of objects: sunglasses, use of perfumes/incense, syringe, needle, bloody cotton wool, vasoconstrictor rubber, mirror, blade, sooty spoon, cigarette paper.



By habituation we mean that the user's body adapts to the drug, develops tolerance, so it needs an increasing dose to achieve the desired effect, and the same amount produces an increasingly smaller effect.

There are several ***possible symptoms*** of addiction:

1. the development of tolerance;
2. occurrence of withdrawal symptoms;
3. difficulty with beginning, ending and quantity consumed;
4. more and more time is needed to recover from the effects of the drug;
5. unsuccessful attempts to quit;
6. substance use continues despite the fact that the person perceives its harmful consequences;
7. Important lifestyle changes occur, quality activities are missed, school, work, relationship and financial problems appear.

Psychological dependence: The users feel that they cannot live without the substance. It is difficult for them to imagine life without it, substance use has become part of their everyday life and lifestyle, and it has become ritualized. The development of psychological dependence depends on the user and their personal situation. There is a risk of developing psychological dependence on the use of any substance.

Physical dependence: This means that the craving is so strong, so insurmountable, that the body can no longer function without the chemical. You're going to be sick if you don't take it. Withdrawal symptoms appear and then intensify. You can't make it without drugs.

Withdrawal symptoms: Withdrawal symptoms for each drug may differ. The most common are: hand tremors, rapid heartbeat, sweating, blood pressure fluctuations, sleep disturbances, belly twitching, muscle pain, chills, diarrhea, constant rhinitis, dizziness, vomiting, depression, etc.

Practical application



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"How close am I to the drug problem?"

Objective: risk detection

The aim of the module is to make participants realize that the topic of substance abuse and addiction is not unknown to them, that it is something that everyone can encounter very easily these days. The program holds up a mirror to help students understand how they themselves relate to the topic of drugs.

Required tools:

Film excerpt: <https://drogterapia.hu/felepulunk-egy-riportfilm-amit-latni-kell/>

In the film, recovering drug addicts tell us about their lives, low points, and recovery.

Watch feature films or parts of feature films with discussion afterwards (*Recommended Films Annex, p. 138*).

How to process: group conversation based on:

What are the consequences of drug addiction? Is it possible to avoid drug addiction? Background and causes of drug use. The road to addiction. Drugs and alcohol. The drug and our body. Drugs and criminality. Alcohol and "hard drugs". Addiction and recovery.

We start from the following prevention question: How can you avoid addiction? To this end, it is important to identify possible causes that can lead to drug addiction. If these become clear, students will be less vulnerable.

A test ("*Test yourself to see if you're a drug addict is included!*") *Annex, p. 181*) and addresses where help can be requested (*Addresses, Information, Helping Organizations Annex, p. 142*).

"In what areas should we make decisions?"

Starting point: "Decision and happiness." In connection with this, we will discuss the following topics: How do I choose my friends? How can I represent my opinion among my friends? How do I react if I am offered drugs? How important is it to have a purpose in my life?



3.4. Recovering substance user as prevention specialist

The discussion will be led by a professional with their own experience. Someone who is a recovering drug addict and thus speaks from personal experience. The topic of drugs and addiction thus becomes so close to the participants that it can no longer be treated as a theoretical story, but only as a harsh reality.

We don't want the topic to become a sensation or arouse curiosity about drug use. The prevention specialist ensures that as many questions as possible are answered.

The conversation with the recovering addict takes place along the following topics:

- How did you develop drug addiction?
- What were the stages and memorable events of your drug career?
- How did you manage to seek help and recover?
- What consequences did drug addiction later have in your life?
- What does recovery mean to you, what changes has it made in your life?
- How did your social relationships, personal health, values, and beliefs evolve during your recovery?

During the sessions, the prevention specialist often develops a relationship of trust with the students. It almost always happens that students talk about things they have already experienced with drugs and drug-related problems. Sometimes personal drug use is also brought up.

3.5. Teacher training

Drug prevention programs include 60 hours of accredited prevention training aimed at exchanging information on prevention tools; understanding the problem of addiction and prevention.



3.6. Parent evening or alternative parent meeting

The prevention program held in schools also includes helping parents. The parent evening/alternative parent meeting is organized for parents and educators of students at the school with the following objectives:

- information on the prevention program organized for pupils of the school;
- raising awareness of the risk of substance use;
- recognition of substance use among pupils;
- possible means and methods of preventing substance use.

It is best if *part of the alternative parent meeting* is held by a recovering professional who can also answer questions about substance use. The ideal duration of the forum is about 2 hours to have time to discuss dilemmas and concerns.

You can *start a parent club where there is an interactive discussion on the topic and/or an alternative office hour* where you can talk to the prevention specialist individually, ask for advice, and share the contact details of the helping institutions with the parents.

3.7. Quality assurance

At the end of the program, students can respond to the prevention process by filling out a questionnaire.

It may include the following questions:

- Is it hard for you to talk about drugs?
- Have you heard anything new, surprising?
- What appealed to you most?
- What do you think we paid too little attention to?



- Do you have friends or acquaintances who use drugs?
- If so, what are they using?
- Have you tried it yourself?
- If so, what and in what situation?

The questionnaire is filled in anonymously, and the prevention providers prepare a summary of the answers, of which the school also receives a copy. In this way, it is possible to assess how students experienced the lessons, as well as to assess students' drug use. These mini-questionnaires can serve as a source for further research into drugs, addiction and prevention.

After the teacher training and parent evening, participants write feedback on how they rate the work.

3.8. Preparing students for the program

If we want to achieve optimal results with the prevention program, it is worth preparing students for the process. It should definitely be clarified that the school organizes a prevention program for them. Some ideas of what such a preparation can consist of:

- a film or film excerpt on the subject of drugs;
- creating a brochure or bulletin board about the drug;
- discussion about prevention leaflets;
- discussion on:
 - Seeking happiness and substance use
 - Why is it good for me to be drug-free?
 - Can a sober life be cool?

Questions to ask on these topics:

- Which question is most realistic and which one appeals to you the most?



- Which is unrealistic? Why? What do the others think about this?
- Can you give examples? Or maybe role-play the situation.

3. 9. Aftercare options

Based on the results of feedback filled in by students and questionnaires for parents and teachers, an evaluation interview can be requested from prevention specialists. In this conversation, teachers' signals can be discussed with prevention specialists.

Who should be invited to such a conversation?

- school management;
- class teacher;
- parent;
- mentor;
- people of confidence, etc.

3. 10. Possible identification of drug users

Drug use can sometimes be difficult to detect. Drug-experimenting behavior is mostly a feature of weekends that fall out of sight of school. Still, it is possible to list some features that occur when using drugs.

Indications for drug use:

- change of conduct;
- transformation of friendly relations, lack of friends, emergence of new, unknown friends;
- decrease in performance;
- deterioration of learning outcome;
- the rhythm of life is disrupted;
- deterioration of physical condition, weight loss;



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- excessive spending;
- disappearance of objects from the environment;
- uncontrollable spending;
- cannot account for time.

3.11. Multiple session prevention processes

Below we have collected some proven prevention sessions that can be used in upper secondary school and high school with adolescent groups.

3.11.1. Who am I? Self-knowledge development for students

In the following, we present the activity outlines of the recommended health promotion program of the Válaszút Misszió (Crossroads Mission).

Session 1: Introduction, "contracting", attunement

- Everyone should introduce themselves in a circle in 2-3 sentences!
- What do you expect to happen here? Reflection from group leaders.
- Everyone should say a color that now characterizes their mood!

Session 2: Split card, social atom

- Tell me an animal that expresses your mood now!
- Split the card in half
- On one half, write down the things in your life that recharge you, motivate you, fill you with positive feelings and give you strength. On the other half, those that bring you down, frustrate you, make things difficult for you!



- Conversation based on the lists. How do these affect you? What would you like to change? What can you change? What helps you to accept if you can't change things? Etc.
- Social atom. Mark yourself on the sheet in a bubble and draw around you the people who have played a significant role in your life for certain reasons. Use distances and lines to describe the relationships between you and between them.
- Look at the finished drawing as if it were a picture. What title would you give it? Write it on the sheet.

Discussion on other related topics:

What influence do I have on my own social atom?

How do you choose friends? Do you think friends are important? Why?

- What were these two tasks like? What would you share?
- Describe a feeling or two you felt in today's group. (*Lists of Feelings, Attachments, pp. 170-173*)

Session 3: Coat of arms making

- Tell me a plant that expresses your mood now!
- Draw a coat of arms divided into 6 parts¹⁵. The following are included in the 6 sections in the form of drawings and symbols:
 - Something you do well.
 - Something you want to achieve.
 - Your most important virtue.
 - How do you want others to see you?
 - The most important value for you is brought from your family.
 - Four words you want others to use to describe you.
- What did you draw? What was the task like? Have you noticed anything about yourself?
- Describe a feeling or two you felt in today's group. (*Lists of Feelings, Attachments, pp. 170-173*)

¹⁵ See Annex on page 143



Session 4: Seven-petalled flowers – real, unreal, realistic. My goals

- Tell me about a natural phenomenon that expresses you now.
- Draw a seven-petalled flower!
In the seven petals, write seven main areas of your life. What fills your life?
Afterwards, indicate the percentages of what you think they take up.
Conversation based on drawings.
- If you could reshape the previous one in any way, what would a dream flower look like?
Draw it!
- When you think about realistic changes, what can you really change to make your first flower more suitable for you?
Conversation based on the drawings.
- Write down what goals you want to achieve within 1 year. –Sharing.
- Write down what goals you want to achieve within 5 years. –Sharing.
- Write down what goals you want to achieve within 10 years. –Sharing.
- How much time do you think you spend doing things that lead you toward your goals?
What do the flowers show?
- What can you do to achieve your goals? What can affect all this? Why do you think purpose is needed in life?
- Describe a feeling or two you felt in today's group. (*Lists of feelings, Attachments, pp. 170-173*)

Session 5: My qualities – strengths, weaknesses. My roles

- Tell us a time of day that expresses your mood now.
- Write about some of your qualities as quickly as possible!
How do you experience these qualities: as strengths or weaknesses? Mark it with +/- signs.
- Sharing, talking.
- Write on a piece of paper: "I am"
Complete the sentence with as many words as possible that describe your roles in the world.



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Mark your roles on a new sheet of paper, just like the social atom. Let the "I am" be in the middle! How are these roles positioned relative to each other? How do they affect each other and you? Use lines, distances.

- Conversation based on the drawings. Which role do you like to identify with and which one less? Which do you feel competent at? Etc.
- Describe a feeling or two you felt in today's group. (*Lists of Feelings, Attachments, pp. 170-173*)

Session 6: Our values and joy-training

- Name a piece of furniture that expresses your mood now.
- Association game. What comes to mind about "value"? Say the words which come to mind without thinking.
- Make a list of things that are valuable to you.
- Discussion based on what you have written.
- What do you think influences our value judgments? (media, friends, family, religion, ideas, etc.)
- Write a list of people who see value in you. You don't have to show this to anyone else.
- Write on a piece of paper, "I love..."
Under it, write 3 things you love about yourself, your family, your friends, your school, your city, Hungary!
- Discussion based on what you have written.
- Describe a feeling or two you felt in today's group. (*Lists of Feelings, Attachments, pp. 170-173*)

Session 7: Social relationships

- Name a hit song or poem that expresses your mood now.
- Pair up and discuss with them: who do you resemble, who are you like in your family? In what manner? How do you relate to this? –Sharing.



- Stand up forming two lines facing each other. People in one line should slowly move towards their partner opposite them, the ones being approached should stop their partners without words when they feel comfortable. Change roles afterwards, and repeat!
- Sharing experiences, talking: How does it feel to stop the other person? How does it affect us when someone says no or when we say no? When is it hard, when is it easier?
- Describe a feeling or two you felt in today's group. (*Lists of Feelings, Attachments, pp. 170-173*)

Session 8: Conflict Management

- Describe a landscape that expresses your mood now.
- Fill out the questionnaire! (*Conflict Management Questionnaire Annex, p. 128*)
- Test evaluation (*Evaluation Sheet, p. 131*).
- Discussion. Clarification of concepts.
- Share Result: To what extent do you feel it is true? What are the advantages/disadvantages of which strategy?
- Think of someone you've had a conflict with recently. Consider the conflict management strategy you used against them. Do you think you should and could you change it? Take notes.
- Share your thoughts with your partner.
- Describe a feeling or two you felt in today's group.

Session 9: Empathy Development

- Name a hobby that expresses your mood now!
- Pair up! Your partner clenches his/her hands into fists, and your task is to try to get them to open their palms without words! Change roles afterward.
- Conversation. Did you succeed, did you fail? How did you try? Share experiences.
- Each couple gets a picture of people. Discuss what you think is happening in the picture. What emotions did you notice on the faces of the characters? What might be on their minds? Write a short story about the picture.



- Conversation. Share experiences.
- We stand in a circle, one person in the middle. We discuss in advance which two people will be the gate, and without words and gestures, just watching the eyes, the one standing in the center should find the gate.
- Conversation: What was it like?
- Describe a feeling or two you felt in today's group. (*Lists of Feelings, Attachments, pp. 17-173*)

Occupation 10: Who am I?

- If you couldn't live in Hungary, which country would you like to live in?
- Fill out the chart.
- Discuss it in pairs.
- Let's talk about it together.

What do you consider good about yourself?	What do you think is bad about yourself?
What do others think is good about you?	What do others think is bad about you?
How did you decide what was good?	How did you decide what was bad?

Say a few sentences in closing. How did you feel? What do you take with you?



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Life for
Youth



3.11.2. Lejla Rita Tóth: Emotional rollercoaster

A thematic week that includes topics of self-knowledge, anxiety, conflict resolution, acceptance and exclusion, and addictions.

Professionals working with fairy tales experience the organizing, soothing and healing effect of fairy tales every day. One of the outstanding goals of forming-developing fairy tale therapy is to help solve different life situations, because as the saying goes, there is a fairy tale for every life situation.

Our fast-changing world presents us with new challenges. The various forms of anxiety, self-doubt, lying and exclusion are situations that appear in fairy tales, with all their solutions as well. The games, discussions and creative activities associated with fairy tales are designed to enable children to connect with the story in as many ways as possible, so that they can benefit from the hidden messages that the story has to convey.

How to tell a story?

Everyone can tell stories. This is the starting point. An essential element is that we can get as close to the listeners as possible if we tell the tale in a natural, calm tone, in a conversational form (possibly interwoven with our own words,).

The storyteller must read the tale before processing the topic, get to know its content and underlying message, so that when the tale is delivered, the hidden message passes through for the audience. It is essential that the thematic story processing falls at a time when it is possible to discuss and process it afterwards.

Fairy tales, especially folk tales can be effective and help to relieve anxiety without questions, due to the nature and method of the storytelling and its delivery.

1. Day: Getting to know each other and getting to know yourself



Lessons 1–2

With the young people we arrange the chairs in the room. One by one, we introduce ourselves, using colorful landscape cards, each one linked to a card of their choice. Then we outline the weekly activities, and together we write on the board what everyone expects from the sessions and also what they don't want. Group rules and frameworks are set out. We explain the basic rules on confidentiality and the obligation to report.

Lessons 3–4

When they return from their break, the group members choose story cards for themselves before sitting down. The cards help them to connect and articulate how they came back to the session, with what emotions.

After they have all presented their cards, the first story, *The Red Pig*, begins. It is helpful if the storyteller knows the story to tell it by heart (perhaps using their own words).

The effect of the story can be enhanced if the young people relax while listening to the story, close their eyes and try to concentrate inwards.

The Red Piglet

Once upon a time, in a village, there was a woman who never had a child. One day the woman said to herself that she would not mind if God gave her a puppy, that she would raise it too, as long as she had someone to take delight in.

Time went by, and suddenly she had a child, but it was not a child, it was a piglet. Then the woman remembered that she had once made a wish. But what can she do when she's already got it, she just has to bring it up!

The six-year-old children were already in school. The little pig also developed to the point where it was already at the same age as them. The women met, as usual, to gossip. Red Piglet always sat next to her mother, always giggling there.

- Did you hear, Miss, this little pig is squealing because she wants to go to school with the other children.



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- Don't make fun of me! - said the Red Pig's mother.

She was very ashamed of only having a child like her. But the other women talked to her until she sent the Red Piglet to school. And there she squealed at the teacher. To shut her up, the teacher pushed a book over to her. Red Pig went silent in a second. Her little snout went from letter to letter. She was learning to read.

One day the children went to pick strawberries. The little pig wanted to go too, but her mother wouldn't let her. But the neighbors eventually talked her into letting her go along. The other children were carrying baskets, and the little pig had to have one too. They put it on her snout and set off. Next door was a little boy, the same age as the piglet. The piglet's mother made him promise to take good care of the little pig and the boy followed her wishes.

It was the month of May, when strawberries ripened. They all went out into the woods together. The little pig lagged behind the rest and shed her pigskin. Well, when she threw it off, there was no creation so beautiful in the entire world. She quickly filled her basket, then picked up the pigskin again and went after the rest. The boy next door saw it all, but didn't say a word.

"Well, Red Piglet made a fool of us all!" The children said because she picked a lot more strawberries than they did. Then they set off for home. The parents started to worry because the children had long gone to the forest so they waited for them on the roadside. "Look, Red Piglet brings strawberries too!" Who filled her basket?

"Red pig did!" The boy said, but didn't say a word about what he saw. After finishing school, the boys would visit the girls to court them on evenings.

The boy would go to Red Pig's to court her. His father and mother watched and wondered what this poor boy could want from this ignorant animal. But the boy wouldn't explain, he'd just go there.

One day the time came for the lad to get married.

"Who are you marrying, son?"

"The Red Pig next door."

"Don't bring shame on us, son!" See, we've grown old in decency, and now you want to make us a laughing stock?

But the boy vowed that he would only marry Red Pig. He gathered his friends, and went to propose.



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His father said when they got there:

"My son will never marry unless he marries the Red Pig. Red Pig was also asked, and she nodded her head saying yes.

They were engaged for a while. The wedding was attended by the whole village, and even by the neighboring village; if they had not seen a miracle before, let them see one now. Red Pig was sitting next to the groom at the wedding. Those who were in the mood were enjoying themselves, those who weren't were just watching. At dinner, the groom took the main seat, and they began to eat. When they had eaten, the young couple would go up to the attic, as was the custom in those days. Before all of these events, the groom told his mother everything. He also told her that when he would remove the pigskin, his mother should burn it. She also had a wedding dress made in secret, and it was so wonderful to look at. They went up to the attic while the band played and after she would come down in her wedding dress.

There was sorrow, but there was joy beyond words. Everybody loved it, everybody was amazed, because no one had ever seen a bride as beautiful as the one Red Pig became!

There was an old bachelor in the village, John Cook. He says to his mother:

"Mother, I'm getting married.

"Who would you marry, son?"

"There's a sow next door, that."

Then the old bachelor asked five or six friends to go with him to ask for the neighbor's sow. The neighbor insisted enough:

"It's a foolish animal, not like the Red Piglet. We encourage you not to marry. But the suitor just said his own. Going to the barn, the sow jumped on the door. The barrel rope was fenced out. It's four legs were tied together, but it screamed mercilessly. When the lad wanted to kiss it, well, sir, it almost bit off his nose! There was great laughter in the village. Everyone knew that there was only one Red Pig.

So far, it was a fairy tale.

(Source: Icinke-picinke, ed. Ágnes Kovács, Móra Ferenc Publishing House, Budapest 1972)



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After the story has been read/ told, it is necessary to allow a few moments of pause and then ask the young people to talk about their experiences, feelings and what the story has conveyed to them. The young people recount their experiences in turn, connecting with each other, allowing each one as much time as they need to express what they have experienced. It is worth emphasizing several times the importance of listening to and accepting each other.

Lessons 5–6

The storytelling will continue once the young people have come back after the break.

Playing with cloths brings the young people closer to themselves and stabilizes their self-awareness.

They take out a large bag of cloths/handkerchiefs from which they have to choose one that represents a negative trait for them. Once they are in their seats, they hold the handkerchief in their hands and say what the negative trait they have chosen is. They should start their cloth-related attributes with the sentence "This cloth is not a cloth, this cloth is...". They have the option of immediately putting the negative attribute back in with the others, or keeping it with them and accepting it, facing it. The others can even give feedback to their partner about the trait, a dialogue can develop. Once everyone has said the trait, the tissues are put back into the pile and then shuffled.

In the next round, the task is reversed. Young people now have the opportunity to correct the negative attribute. This time, they can pick a cloth that they like and which represents a positive attribute that they are proud of. In this case they will also tell one by one what they have replaced their negative cloth with.

There will then be a discussion about the acceptance of one another, and then the cloths will be linked to the story of the red pig in each of us.

The session for the day is concluded with a goodbye sentence. The room may be tidied and rearranged to its original state.



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2. Day: What is happiness, what can bring joy?

Lessons 1–2

With the young people, we arrange the chairs around the room. Each takes a seat so that they are visible to the other group members. We repeat the group rules, this time with them.

We start again with a card game (postcards). The young people choose from a selection of postcards laid out on the table and say sentences about themselves that they have received, reflecting their current feelings and linked to the picture. Upon arrival, they report on the content of the previous day's session, giving feedback on what stuck with them, how the feelings and experiences resonated with them. Individual accounts are given on how to express differences, highlighting acceptance and respect for others.

Lessons 3–4

The break is followed by a fairy tale, in which the search for happiness and the discovery of one's own values come to the fore.

The happy man's shirt

Alongside Matthias lived his most trusted advisor, without whom the king never went far. One day, his confidant drank poisoned water and fell mortally ill. He was writhing on the ground. He could not even open his eyes towards the end, even the Reaper stood behind him, when a witch doctor came to him, saying he had the cure.

If they would bring the shirt of the happiest man in the land, and put it on him, he would live. A hundred horsemen of the king's retinue ran in a thousand directions looking for the shirt of the happy man. They searched high and low, but they found no happy man, and no one who pretended to be happy.

The happy-man-seeking delegation was on their way home, when, as they were passing through near Szeged on their way to Buda, they heard a beautiful sound of a shepherd's whistle, competing with the ballads of the sandbanks.



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The king's delegation was made up of clever people. They thought that he who played on that shepherd's whistle was merry, and he who was merry was happy.

They followed the sound, and there they found a shepherd lad playing on the instrument. They asked him if he was happy.

The boy answered without hesitation:

- I'm happy from head to toe!

- What makes you happy?

- The sun shines, the rains come at the right time, the fields abound with grass, the sheep are growing, their coats are thick, they give plenty of milk.

The king's men kneeled and asked for the shirt of the happy shepherd boy, offering bags of gold for it. Then the lad unbuttoned his shepherd's vest, revealing the bare skin of his body and no shirt.

And so it was that the king's most trusted man died, for the lack of the happy man's shirt.

After the story, the focus will be on happiness, how to live up to ourselves and others, what makes us happy, what it means to be happy, what it means to seek happiness.

Lessons 5–6

After the break, small sticky notes are placed on the chairs of the young people.

Along the lines of the happiness theme, the class is challenged to have each person write a positive statement about their peers sitting right next to them on the handouts. Once this is done, everyone reads out what they have written one by one.

With this exercise, we practice observing the other person's values, highlighting their positive qualities and linking them to the feeling which gives happiness. We pay attention to what we can give to the other through small gestures, and highlight the harm we can do to each other by doing the same in a negative way. The aim is to incorporate the recognition of positives into everyday life as much as possible.



3. nap: Bullying

Lessons 1–2

The youth use Dixit cards to tell how they arrived at the session that day. The next topic will be discussed, which deals with the effects of bullying. Since in the previous days we dealt with ourselves and the acceptance of the other, happiness, case processing will take place in groups.

As a way to tune in, we start with a storytelling:

A tale of five fingers of your hand

Piki (the index finger), Liki (the middle finger), Tchiki (the ring finger) and little Miki (the little finger) went to the field one day and left their brother Toki (the thumb) at home. Even though Toki told them not to leave without him because they might get into trouble they still left him at home.

Piki said:

- I'll show you the way.

Liki, as the greatest of them all, continued:

- "I will stand before you and guide you.

Tchiki added:

- "I will follow you with the treasures.

Little Miki finished the line with these words:

- "And I will help you with my clever advice!

And so they set off: Piki in the lead, followed by Liki, then Tchiki, covered with rings, and at the back came little Miki.

After a short time, they came to a bank of water, but the bridge was swept away by the tide; so they stood there for a long time, waiting for the water to run out, but it kept flowing, and did not seem to be running out at all.

Then little Miki said to Liki:



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- *"Go, you long-one, walk up and down the bank with your stork feet, and see if you can find a ford or a plank to get you across the river! While you look for it, the rest of us will try to build a boat.*

With that, the three little ones set off to find wood for a boat. Luckily, they found a big French (or Italian) walnut.

- *"If we could at least open it," said little Miki, "the boat would be ready in no time!*

So Piki and Tchiki grabbed the walnut from both sides, and as they pulled and tugged and pulled with all their might, until the walnut popped open. They took one half of the nutshell, hollowed it out and carried it down to the river. Meanwhile Liki came back, saying: "There's no ford or bridge either way!

"There is no need for it now!" - said little Miki. They all sat down in the nutshell. The smallest one steered, the others rowed, and they were lucky enough to reach the other shore. There they got out, continued their wanderings, and came to a large garden. They went into the garden, where they found a large barrel full of honey. Piki reached into the barrel and tasted it, and as the honey was sweet, he kept reaching in again and again and licking it incessantly.

At last the others got bored and wanted to go on, but Piki refused to come and show them the way; Liki gave his orders in vain, and Tchiki was afraid of the robbers, and little Mickey said:

- *"Piki is doing his work wrong, and we shall all end up in trouble!*

Before they knew it, a big, ugly bear came growling menacingly: Well, you thieves, I've finally caught you! Now, hold on, I'll give you some honey! I'll eat you all up in a moment!

The fingers were so frightened that they didn't dare to make a sound. But then they spoke up.

They fell on their knees before the bear and begged for mercy: We didn't know, bear, that this honey garden was yours!

But all their cries were in vain, and the bear was just about to start swallowing them one by one, when little Miki had a clever idea:

- *Dear bear! - We are five brothers and sisters, and our eldest brother Toki stayed at home. Well, if we must die, please wait at least until I call him here, so we can all die together! The greedy bear liked the idea.*

He had no objection to getting a good bite to eat.

So the inquisitive little Mickey ran home and called Toki for help.



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Toki terribly angry, said:

- Why did you go away? Didn't I tell you at the time that this would happen? Now you can all go to hell!

But the little one pleaded and pleaded until he finally took pity on them, picked up a big mace and went after them.

Then, when they reached the honey garden with little Miki, they all rushed at the bear at once, and the big, strong Toki smashed him to bits with the mace. Then they went home together, and all five of them were very, very happy.

From then on, the other four fingers never went anywhere without the strong Toki, and they never had any trouble after that. From then on, Liki always stayed in the middle, which is why he is still called the middle finger. The big fat Toki and the little Miki always stand guard on either side, because Toki protects the others with his strength and Miki with her brains.

The little one is always included in the deliberations if they want to come up with something clever. That's why to this day, when someone has a wise idea, they say they took it out of their little finger!

Lessons 3–4

After the break, a story interpretation will take place on return. Everyone has a place and a role in a community. No one is dispensable, as we are not all good at everything, and the skills of one of our peers may be needed in certain situations. When strengths are combined, it can enrich the whole community and benefit all its members.

The story of the five fingers reveals that you need someone to lead an initiative (like teams in this case), you need someone who has foresight and can think through processes, you need someone who takes care of others, you need someone who is able to bring new aspects into the team. But the tale also highlights that if we leave someone out of the team, we deprive ourselves of values that can endanger everyone in difficult situations and decisive moments, tearing the community apart. Everyone is good at something, but what they are good at will only be revealed if they can try themselves.



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Participants give feedback on what they heard, and then three groups are assigned. The task of the groups is to present a situation where peer abuse is taking place, and then to present possible ways to solve it. They are given 15 minutes to prepare, i.e. the time left until the break.

Before the groups start their work, we watch the following short film that provides a solution to stop school bullying: <https://www.youtube.com/watch?v=-3iSh4TA0M>

Lessons 5–6

After the break, the teams present the prepared situations one by one, to which we then give feedback and analyze them together. If someone in the group has a similar experience, it can be brought up at this time.

Finally, there will be a feedback round, we say goodbye and rearrange the room.

4. Day: Entourage effect

Lessons 1–2

Upon arrival, the young people connect to the day's program using photo cards, formulating their current state and feelings in a few sentences.

The theme of the day is social effects, which can be demonstrated by the following game:

Secret conductor

Send someone out of the room, and let those who remain choose a secret conductor. Position yourself so that the conductor is seen by only a few whom you also select. The others join the game with this in mind. Invite the student back inside.

The conductor invents various hand and body movements, which he/she secretly begins, and the others follow and mirror this movement. It should be done quickly so that the student who was sent outside finds it difficult to determine who is starting the movement. The guesser can try up to three times.



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Once he/she has guessed who the conductor was, he/she can send another student outside. If they did not guess it, then by mutual consent they choose someone else to go out.

We play this a few times, then we talk about the game and the situations experienced in the game!

Questions to help you think:

- Why is the title of the game "Secret Conductor"?
- What roles are there in the play besides the conductor?
- What is the role of a conductor?
- Who will be the conductor?
- What does the conductor do?
- What are the others doing?
- What is the role of the student which guesses?
- When should they come back?
- What happens if the student has guessed who the conductor is?

Play the game for a few rounds!

Experience

After the game, discuss the following:

- What activities followed each other during the game? (Remembrance test, recalling sequencing.)
- What roles did you get into during the game?
- Did you manage to play as described?
- How did the game make you feel?
- What did you do well and what should you and the group change next?
- How do you feel after the game? How has your mood changed compared to before the game?



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Lessons 3–4

After the break, they settle back. Another game follows.

Porter game

We are in a hotel abroad. For some reason, we are unable to speak, even though we have to communicate important things to the doorman, which we can only "say" things with the help of metacommunication (e.g. gesture, mimicry). The porter, on the other hand, can speak during the game.

The tasks to be solved must be "explained", i.e. shown to the doorman. You need to draw one of the pre-written slips from the referee and figure out the problem based on that.

The class is divided into two teams. One team will have a volunteer porter and the other team will have a guest. The teams first discuss the structure of the gesture together (maximum 2 minutes), and then nominate 5 people per team to gesture and guess.

The duration of the game is 45 minutes.

The game is followed by a feedback session and then a round of discussion on non-verbal communication. We will talk about what effective communication is, as well as assertive communication, and highlight its importance.

Lessons 5–6

Using the communication skills of the young people, situational exercises with specific scenarios follow. Several situations are assigned from which they can choose randomly (*see Situational Game Ideas Annex, p. 177*). The task is to use only the means of communication to induce their partner to practice a habit that is harmful to health. The situation gives us the opportunity to practice decision-making and saying no. The youth should be divided into three groups again, and after 15 minutes of preparation time they can present the situations they have prepared. At the end of the game, we hold a feedback round, then we say goodbye and rearrange the room.



5. Day: Self-assertion, goodbye

Lessons 1–2

This time the warm-up and arrival takes place without tools, they pass the word to each other with the help of a ball. After that, we recall the previous day's session, and then we explain together the concepts of social influence and self-assertion. (First, the youth try to summarize the meaning of the terms.)

Perhaps we are not overstating the case when we say that self-assertion has been crucial in every age. Those who can express their needs and thoughts accurately, taking ownership of themselves, live fuller, calmer, more contented lives. They also appear balanced and content in the eyes of others. But what is self-assertion? Self-assertion is a learned behavior, a conscious behavior.

Self-assertion is assertiveness - did you know that? Assertiveness comes from the Latin word *asserto*, which means to form a right to something, to assert, maintain, affirm something. Self-assertion, then, means that you are learning to assert a right to yourself, to your behavior, to "validate yourself".

To delve even deeper into assertive communication, it is also worth knowing what rights we have, since we want to express and develop self-assertion as a positive expression. Alberti and Emmons' list of assertive rights will help us do this:

We have the right to...

- decide for ourselves how we behave, think, and feel;
- define what is important to us and what is not;
- say no without feeling guilty;
- make a mistake and accept the consequences;
- to be listened to and taken seriously;
- change our minds;
- say: "I don't know";



- get what we pay for;
- not (!) represent our interests;
- get sick;
- ask for what we want;
- get information from professionals, including e.g. doctors.

Everything here is about what I need – which is especially useful because of point 3 of the rules of self-assertion and in formulating self-messages.

It is also worth being aware that self-assertion does not work by running over others with a loud voice, but has its rules and frameworks, developed by American psychologist Marshall Rosenberg:

perception – you recognize the situation or problem and become aware of it;

feeling – perception also involves emotions;

need – you recognize how the situation makes you feel and what need prompted it. So, you are not indicating that you are angry about something, but that you are angry because some of your needs were not met (e.g. dirty socks did not get in the laundry, you got different food for dinner, so you could not eat what you wanted, etc.);

request – you can use very clear, simple phrases to let the other party know exactly what you want.

Lessons 3–4

"The test of pudding is eating it"

Practical situations and their possible resolution phases are illustrated with self-assertion situational games using cards (*see Saying No – Situational Task Cards Annex, p. 173*). One by one, the young people choose from the situations and use what they have heard to act out the scenarios. After trying the games, they give feedback on their experiences.

Lessons 5–6

After the break, young people are greeted with an empty coat of arms on their chairs. In the next task, they need to make their own coat of arms. The theme of the coat of arms is: *Who am I?*



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They have 15 minutes to prepare. It is important not to rush it. We place colored pencils/pens on the table for them to use. During the creating process, it is worth encouraging young people and warning them to follow the group rules (creating in silence, etc.). Once the work is finished, each person presents his or her coat of arms.

In conclusion, we summarize the events of the past few days, everyone can give feedback individually, and then we say goodbye.

3.11.3. Marianna Hóka, Kató Fellegi: Identity Affirmation Program

Goals:

- We focus on resources instead of shortages.
- Developing a productive lifestyle, thereby refusing drugs.
- Highlight the importance of local communities, leisure and sports programs, and peer groups
- Students should be able to distinguish between temptation and opportunity.
- Students should be able to give better answers than what the world/society has to offer.
- Make health a positive concept for students.

Basic pillars:

- the retaining power of support groups in their age group;
- knowledge of strengths and weaknesses;
- strong self-image = inner grip (students should have something to hold on to instead of alcohol, drugs and other addictions);
- emphasizing values instead of prevention;
- if the family as a supportive environment is not present, how/with what can the student occupy himself/herself.



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Themes:

- Roots, family, values. The role of the family. What values do you bring from home?
- Roles in life. Social atom – their relationships with the wider and narrower environment, social relationships and social influence.
- Aspects of establishing romantic relationships and social relationships.
- Real, unreal, realistic life, life goals. What are the goals in 5-10 years' time? What helps and hinders students from achieving their goals?
- Health.
- Drugs, addictions.

Roots, family, value. The role of family. What values do we bring from home?

We are looking for answers to the following questions:

- What does family mean?
- What is the value in it?
- What do you bring from there, what do you carry on?
- What kind of family do you want?

Exercises:

- Sunday afternoon at home
- You are moving into an apartment, who is responsible for what?
- Family Birthday/Christmas Celebration
- Dad...badly, but he...well.
- What's your favorite object from your childhood?

I am...

Exercises:

- "I am..." – drawing a social atom. Our relationships with the wider and closer environment, social relationships and social influence. What would you change in your relationships?
- Aspects of establishing relationships and social relationships
- What makes someone your friend?



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- What makes a person valuable to you?
- What does trust mean to you? Who do you trust?
- Real, unreal, realistic life, life goals. What are the goals in 5-10 years' time? What helps and hinders students from achieving their goals?
- Career choice
- Life messages
- Health
- Drugs, addictions (phone addiction)
 - Is someone who is a drug addict guilty?
 - Angel – devil game
- "How do others see me?"
- "What makes me lovable?"



3.11.4. Self-knowledge discussions for students

1. An average day

Discussion along the following questions:

- The schedule of an average day in 12 points.
- Is that good? Why?
- Do you want it differently? How, why?

2. Who matters to you?

Everyone should write down the people who matter and are important to them.

Discussion along the following questions:

- Where are your parents or siblings listed? Why?
- Do you have any friends/classmates/colleagues among them? Why?
- What do you think is good, not good, surprising in your list?

3. Relationship with our parents

Discussion along the following questions:

- What does it mean to respect parents?
- What does it mean to obey them?
- What does education mean?
- If our parents messed up certain things in our upbringing, does it mean that we are not responsible for our mistakes?

4. Sex before marriage

Make a chart and try to collect as many aspects and ideas as possible in both columns.



Why should we have sexual experiences before marriage?	Why is it not good to have sexual experiences before marriage?

Discuss the points you have gathered.

5. Harassment

In a situational game, find an example of bullying a girl and a boy classmate.

Girls and boys prepare separately, and then present the scenes.

- Who wants to protect him/her? asks the facilitator. "Come and defend him/her!"

Continue improvising the situation.

The game is followed by a discussion along the following questions:

- Was it hard? Why?
- Was it easy? Why?

6. Addictions

Discussion along the following questions:

- What addictions are there? Collect as many as you can!
- What does "addicted" mean?
- Where can I go for help if I have problems?

7. Testimony

At the session, a young former addict talks about their life and addiction in such a way that it reveals what antecedents, circumstances – family, psychological factors, friends, etc. – led to the development of the addiction and what helped them to kick their harmful addiction. The emphasis is not on the addiction, but on the path that led in and out of addiction, and on self-awareness.

8. Positive feedback



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Make 2 circles with the same number of participants. Pairs sitting opposite each other should tell each other 2 good qualities, then the outer row takes one step. Do the same for the next pair until they are in a circle.

Discussion along the following questions:

- Is it difficult to see only the good in your partner?
- Did you list internal or external qualities? Why?
- How does it feel to say a positive trait?
- How does it feel to receive positive feedback?

9. How to say no?

How to say no without hurting others?

Conversation:

Tell me about times when you said no to someone. (*The more typical situations are discussed together, the participants can play them out, and then discuss them.*)

Take the attached *Say No* situation cards and read and discuss them in role-playing.

10. Princes with Tarred Hands – fairy tale adaptation

In Ervin Lázár's fairy tale *Princes with Tarred Hands* (Ervin Lázár: *The Seven-headed Fairy*. Móra publishing house, 1977, 2016) there are many questions, many topics related to relationships and choosing a partner.

After the presentation of the tale, you can talk about the following topics:

- Are the parents marrying off the girl? What is the role of the parents? Who and how much is involved in a love affair?
- When a girl is ready for marriage? And a boy? When is a marriage too early and when is it "too ripe"?
- Is it too much to be friends with three boys at the same time? Is it not too few to know only three boys? Is there a need for a trial at all? Can a "cold sense" choice be good? Can choosing "in pink fog" be good?



- Is it even necessary to try? Can a "cold-blooded" choice be a good one? Can a "pink mist" choice be good?
- From whom and how should I seek advice?
- What problems are possible today? Sport? Money? Sense? Beauty? What trials have anything to do with knowing how to love?
- What is it worth to be hardworking or kind, but not strong, not giving to your appearance, not liking to think? What are the important and less important considerations in the choice?
- Is the father-in-law jealous of the younger son-in-law's greater knowledge? Or does he not want a radically different-minded son-in-law? (Relations between generations.)
- Is one month of acquaintance enough? How long should the engagement be? How much acquaintance is needed? What is the role of the engagement?
- Is work or love of greater value? Which work and which love? Is the lazy, slovenly husband better, or the one who only cares about work and making a living? Is it possible to make a living by just being in love all the time? Is it possible to live while in the pursuit of wealth? Is this a good test? Would you have watched the pitch? Which would you choose?
- Is it not possible that both choices are good? To what extent can general principles be established in this area? What should be decided on a completely individual basis?

4. Summary

Our goal was to introduce drug prevention ideas and lesson plans to professionals working with young people. We hope that our professional material will help social professionals and educators in their prevention work, provide background knowledge regarding the types, planning, implementation and methodology of drug prevention, and help to navigate between chemical mind-altering drugs and their effects, and bring the concept of addiction closer.

We consider the most important part of our curriculum to be the methods used by MRE KIMM that can be applied in everyday practice, listing the tools of positive psychology, through possible lesson plans to multi-session prevention programs, which we now make available to professionals.



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Emphasis is placed on the flexibility of the Portage model. We encourage users of our professional material to feel free to apply what is written here, tailoring it to their own medium, highlighting the elements they find useful, returning to a topic they consider relevant, and striving for interactivity.

We see drug prevention as key to the well-being of young people and society. We hope that by providing a summary of prevention interventions, we can help young people develop social and emotional skills so that they can lead happier and more fulfilling lives.

5. Conclusions

The two organizations involved in the Erasmus+ Life for Youth project have been partners for 30 years. When the Bonus Pastor Foundation was established as the only Hungarian-speaking, Christian-oriented institution for addicts in Romania, it adopted from KIMM the successful Portage model-based therapeutic method, which combines Portage with the method of spiritual guidance, based on the psychology of acceptance.

In their work with addicts, both institutions are finding that the onset of substance use and the development of addiction is occurring at an earlier stage of life, and that educators and professionals in the helping professions are being caught unprepared. The last two years have seen a multiplication of requests for drug prevention programs, but also an increase in the need for vocational training.

The Erasmus+ "Life for Youth" project has proved to be an excellent opportunity to address these needs, as it aims to strengthen organizations offering drug prevention programs and to train professionals working in this field. Through joint training sessions for staff from the partner institutions, prevention practitioners gained an understanding of each other's methods and approaches, i.e. the essence of the Portage model and its methodology for developing competences and life coaching approaches and techniques, and acquired skills which they subsequently put into



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practice in prevention programs. Portage elements were integrated into the drug prevention programs: the coat of arms as a self-awareness element, a list to help identify feelings, situational games on substance abuse, team-building games, and thematic films. At the same time, life coaching topics such as good self-awareness, family relationships, interpersonal relationships, abstinence, and conflict management were also included in the drug prevention sessions.

From this training material and the shared experiences, this manual has been developed, which we hope will become a useful tool for drug prevention among young people. It aims to provide practical help to teachers and professionals working with addicts in providing information, raising awareness, learning responsible behavior and appropriate coping strategies, in order to help the social integration of at-risk adolescents and young people aged 14-30.

A handbook makes sense if it can provide useful help to those who use it, in all its aspects. Therefore, before being made public, the professionals who have been trained in the two themes during the project have tested the material among the young people they work with. In total, 150 young people aged 14-30 from Romania and Hungary participated in the testing of the joint curriculum (30 from KIMM and 120 from BPF) in different prevention settings: in Ráckeresztúr in Hungary and in the counties of Cluj, Mures, Harghita and Covasna in Romania. The short-term results were positive, according to the testers' reports. In all cases, a climate of trust was created in which talking about mind-altering drugs was taken out of the taboo. In various workshops, the young people practiced developing relationships with family, friends and other interpersonal relationships, problem solving and conflict management, and increasing self-control. Unblocking life management skills is a long-term process, but the success of the initiative suggests that it will contribute to reducing substance abuse, maintaining a sober and healthy lifestyle and healthy personal development.

Unfortunately, the drug problem is not only specific to Romania and Hungary. WHO statistics for Europe show that almost all European countries are affected. Therefore, we considered it important that the complete manual is available not only in Hungarian and Romanian, but also in English, so



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that it can be used as widely as possible. We hope that this will contribute to reducing the drug problem and creating a healthier, more balanced young generation.

Use with confidence!



Attachments

Brief description of the Motivational Interview (MI)

Motivational interviewing is a client-centered, goal- and solution-oriented counselling approach that can be highly effective in prevention work among teens and young adults, particularly in drug abuse prevention. It should be noted here that the Hungarian mirror translation is not the most fortunate, the term "interview" approaches the connotation "job interview", it would have been more expedient to translate it in the literature as "change-motivating pastoral care". Miller and Rollnick created the MI methodology in the '80s, and they pointed out that the word "interviewing" indicates that we are paying attention to the relationship between us, and that this progress together motivates the client to change.

MI aims *to drive behavior change* by helping to uncover and resolve *ambivalences* about positive changes in our lives.

MI helps prevention work among teens and young adults in the following ways:

1. ***Connecting, engaging and building relationships***: MI emphasizes a collaborative, not confrontational, approach.
2. ***Exploring ambivalence***: Adolescents often experience ambivalence about making healthy choices or refraining from substance use. MI helps uncover this ambivalence and understand the pros and cons of their current behavior.
3. ***Enhancing intrinsic motivation***: MI focuses on driving an individual's intrinsic motivation to change. It helps teenagers and young adults identify reasons that *may be stronger than external pressures* and that make them want to make healthier choices, such as avoiding drugs or alcohol.
4. ***Assessing willingness to change***: MI helps assess an individual's willingness and commitment to change. By understanding in which stage of change one is (on the continuum of readiness: in precontemplation, pondering-contemplating, preparing-planning, acting or maintaining - see. Prochaska - Di Clemente model), helping professionals can tailor their approach accordingly.



5. **Set realistic goals:** MI helps you set realistic, achievable goals. In terms of prevention, this may include setting goals to avoid substances, reduce harm or adopt healthier behaviors.
 6. **Problem-solving and decision-making:** Young people can explore the potential consequences of their actions, which can be particularly important for avoiding drug abuse.
 7. **Fostering autonomy:** MI encourages autonomy and self-determination. Young people will see the need for change sooner if they feel that they are in control of their decisions and that no one is forcing them.
 8. **Feed-back:** MI coaches provide feedback in a *non-judgmental way*, which helps young people gain more realistic insights into their behavior and its impact on their lives.
 9. **Empowering decision-making:** MI empowers young people to make more informed decisions about their behavior. It helps to weigh the short-term benefits of substance use against the long-term negative consequences.
 10. **Empowering positive change:** When young people achieve positive changes in their behavior, MI supports them in sustaining and reinforcing those changes. Following positive change is critical for long-term prevention.
 11. **Cultural sensitivity:** MI can be made culturally *sensitive* and *relevant*. It addresses specific cultural factors influencing substance use and prevention in different populations.
- MI supports other prevention strategies, such as education and training programs, family involvement and peer support. It can be particularly effective if incorporated into school programs, youth centers, or addiction treatment institutions. MI-type pastoral care and its situational applicability (cf. initiating and conducting conversations have a kind of "Socratic" character and motivate change even in case of resistance) is *especially indicated in prevention*.

Motivation for Change Questionnaire

The following statements contain beliefs and feelings that people usually express at the beginning of therapy. (When mentioning "problem" in the wording, think about substance use or behavioral problem.)



1	2	3	4	5
I strongly disagree	I'd rather disagree	I can't decide	I rather agree	I totally agree

	Statement	1-5
1	As far as I'm concerned, I don't think I have any problems that need to change.	
2	I feel ready to keep improving.	
3	I will do something about the problems.	
4	I feel that perhaps my problem should be addressed.	
5	I feel like I don't have a problem, so I don't see much point in being here for treatment.	
6	I'm worried that I might slip, which is why I'm here asking for help.	
7	I feel like I'm finally working on the problem here.	
8	I'm thinking maybe I could change something about myself.	
9	I have already successfully worked on my problem, but I am not sure if I can continue to work on my own.	
10	I occasionally run into difficulties with my problem, but I'm working on it.	
11	The treatment is actually a waste of time, because I don't even have a problem!	
12	I hope that the treatment will help me understand myself better.	
13	I certainly have flaws, but there is nothing I need to change.	
14	I'm working very hard to change.	
15	I feel like I have a problem and I really need to work on it.	
16	In terms of the problem, I don't seem to be making as good progress with change as I had hoped, and I want to prevent relapse by treating it here.	
17	Even though I don't always succeed in making change, I can at least say I'm working on the problem.	



18	I thought that as soon as I solved the problem once, I would get rid of it, but I feel like I have to constantly struggle.	
19	I wish I had more ideas on how to solve my problem.	
20	I have already started working on my problem, but here I would like to ask for help.	
21	Maybe something or someone here will be able to help me!	
22	I need a little push now to maintain the changes I've made.	
23	I may be part of the problem, but I don't really believe that.	
24	I'm just hoping someone here will have some good advice for me.	
25	Everyone can talk about change, but I'm actually doing something to change.	
26	All this spirituality is boring. Why can't people simply get rid of their problem?	
27	With the treatment here I am fighting to keep myself from relapsing.	
28	It is possible that my problem is returning, which I thought I had already solved, and it is frustrating.	
29	I have problems just as much as anyone else. Why should I dwell on them?	
30	I feel like I'm actively working on my problem.	
31	I would rather make my mistakes disappear than try to change them.	
32	After everything I've done to change, my problem still comes back every now and then.	

Precontemplation (Pc): 1, 5, 11, 13, 23, 26, 29, 31

Contemplation (C): 2, 4, 8, 12, 15, 19, 21, 24

Action (Ac): 3, 7, 10, 14, 17, 20, 25, 30

Maintenance (Ma): 6, 9, 16, 18, 22, 27, 28, 32

Readiness score: (C+Ac+Ma)-Pc

To interpret a readiness score:

8 or less: in precontemplation phase

8-11: contemplating



11-14: acting

Over 14: maintaining

The Contextual Family Therapy Toolkit

Contextual family therapy is very similar to object relationship therapy, as it is one of the epistemological foundations of this work. Combining object relationship theory with Martin Buber's existential philosophy, he formulated the category of relationship ethics. Even in pathological situations that seem almost hopeless, Iván Böszörményi-Nagy explores the hidden resources of trust and reliability in order to build on them the healing of ethically damaged relationships. Instead of consciously or unconsciously exploiting each other, he leads his patients to take each other's interests into consideration and trustworthiness. He considers ethically positive relationships to be a condition for both personal and relational development, the family therapy school and object relationship therapy complement each other. In object relationship therapy, greater importance is attached to the mechanism of referral-transmission and the effect of the unconscious representational world on current relationships is investigated in more detail. Their goal is to strengthen the family's holding capacity, while contextual therapists focus on restoring positive relationship ethics.

Contextual family therapy is the most recommended approach for the treatment and pastoral care of young people with substance use disorders in this project. A family therapy approach can be useful for young people who are traumatized or have attachment disorders, as these types of problems can often be found in the background of substance use.

How to apply the tools of contextual family therapy?

Contextual pastoral care can support prevention work among teens and young addicts in the following ways:

1. Identifying family patterns: Contextual family therapy involves exploring family patterns, dynamics, and intergenerational problems. By understanding family history (e.g., using and interpreting family genograms) and how these patterns contribute to drug abuse or risky behavior in teenagers/young people, mentors and therapists can help families achieve positive change.



2. *Developing communication:* This therapy focuses on improving communication within the family. Better communication can help parents and young people express their feelings and concerns more effectively, reducing misunderstandings and conflicts that can lead to (or have led to) drug abuse in the past. Detecting communication pathways in mapping trans-generational problems and heritage is an important part of treatment.
3. *Managing Family Conflicts:* Family conflicts and stressors can be significant triggers for teen drug abuse. Contextual family therapy helps families process conflicts, find common ground, and create a more supportive and harmonious environment for their teen. In case of successful therapy, it is also essential in creating and maintaining an aftercare environment.
4. *Creating an environment of solidarity:* Therapy can help parents and family members create a supportive and nurturing environment that encourages their teen's healthy development and discourages them from using drugs. This type of environment involves setting boundaries and providing emotional support.
5. *Empowering parents:* Parents often play a crucial role in preventing addiction in teens. Contextual family therapy can teach parents strategies to monitor and support their child's well-being. It can also help them recognize their own problems contributing to their child's problem.
6. *Identify triggers and stressors:* Therapists can work with family to identify specific triggers and stressors that may lead to teen drug use. By dealing with these problems, the family can reduce the risk of relapse.
7. *Involving your family:* Involving your family in the recovery process can increase your teen's chances of successful rehabilitation. Contextual family therapy can help family members understand their role in supporting recovery and maintaining a drug-free environment.
8. *Prevention information:* Education about the dangers of drug use and the signs of addiction can be part of the therapeutic process (but only in addition to providing the above). Appropriate training/education for both parents and adolescents can help in early identification and management of risky behaviors.
9. *Rebuilding Trust:* When addiction damages trust, contextual family therapy can help rebuild it. Trust is fundamental to the success of any prevention or recovery effort.



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10. *Long-term support:* Contextual family therapy is not only about dealing with immediate problems, but it can also provide ongoing support to the family as they work together to prevent addiction. It also helps maintain healthy family dynamics.

Gestalt prayer paraphrases practice

Next, we will show you how to creatively process Fritz Perls' *Gestalt prayer* in a group session in the context of spiritual guidance and discipleship.

The coach places two chairs in front of the group and then invites a volunteer to read the *Gestalt prayer* to a family member. To impersonate a family member, he/she challenges someone in the group and sits them on the other chair. After reading the prayer, the coach asks both participants how the prayer affected them and how they felt. The coach then invites the group to rewrite the *Gestalt prayer* in pairs or small groups according to the context of Christian living. After they have finished, the coach can invite another member of the group to read the finished version to the person sitting opposite them (for example, see the first paraphrase version, which can then be read aloud by the coach).

After the Christian worldview framing and evaluation of the role-play, the coach turns back to the group and transforms the hitherto horizontal version into a vertical relationship between God and man. This time he/she invites two audience members, one of them to sit in one of the chairs as a personification of God. This person then reads out paraphrase 2 to the group member sitting opposite them, in which God addresses man as a partner - as if he/she were conveying God's message. After another evaluation, another change of chairs takes place, this time the person responds to God's previous address (see paraphrase 3). This can also be evaluated, and then again the person is asked to restate the Gestalt prayer for one of his or her parents, using the model below (paraphrase 4). This can also be prepared in small groups and read out to the group member taking the role of the father or mother. (Finally, the coach can read the version below.) This role-play and the feelings that emerge from it can be evaluated and the group can give feedback.



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Fritz Perls: *Gestalt prayer*

I do my thing and you do your thing.
I am not in this world to live up to your expectations,
And you are not in this world to live up to mine.
You are you, and I am I,
and if by chance we find each other, it's beautiful.
If not, it can't be helped.

*I lack love for myself when I betray myself in my attempts to meet your expectations.
I lack love for you when I try to make you the way I want you to be instead of accepting you as
you really are.
You are you, and I am I.*¹⁶

How would we adapt this text to fit the Christian lifestyle?

1. *Paraphrase: The Christian Prayer*

I do my thing and you do your thing.
I am not in this world to live up to your expectations,
And you are not in this world to live up to mine.
You are you, and I am I,
and if by chance we find each other, it's beautiful.
If not, it can't be helped.
Because that means: we can't hear each other yet.
I lack love and respect for myself as a God-like, Christ-faced person,

¹⁶ The part marked by *...* is a further elaboration of the original Perls text by Dr. Levente Horváth.



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when I betray myself in my attempts to meet your expectations (this is the *son-of-God-myself*, as if I were still *a fatherless orphan*).

I lack love, respect, and inclusive, covering mercy
to *your God-image* and *Christ-face*,

When I try to make you the way I want you to be, instead of accepting you as you really are.

You are you, and I am I.

2. *Paraphrase: God speaks to man*

I'm doing my job.

You do your job too.

I am not in your world to meet your expectations, because they are only human in scale and are just your selfish desires that you childishly push.

You are not in this world to meet My expectations,
for My expectations are divine in scale, unattainable on a human scale.

Christ alone is in this world to meet My expectations of my neighbor, that is, of you.

You are you. The Man.

I am I. God.

Christ is the Christ. The God-man.

Christ is my only Son, who is God-man alone.

Who perfectly met my expectations.

You couldn't comply. But I didn't expect you either.

You suit me that way.

And I became your Father for Christ, my Son. Since then, I don't expect anything from you, you suit me perfectly – just the way you are.

And I am who I am.

Even if it doesn't suit you,

Accept me if I'm different from you.

I am your father and you are my son.



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If we happen to have found each other, that's wonderful!

Then I Am sending you.

If not, you can't hear me yet.

I would lack respect for myself if I made any attempt to please you,
to do so would betray and deny Myself.

I would not be left alone with God.

That is why My Word says:

"If we are unfaithful, He will remain faithful,
for He cannot deny Himself."

I would lack respect and love for you if I tried to make you what I want you to be before I first
welcome, understand and love you
just as you really are.

You are you, and I am Me.

You are my Son.

I am your Father.

My Son, Christ Jesus, is your Elder Brother.

3. Paraphrase: Man answers to God

You do your thing.

Let me do my thing.

I am not in the world to meet Your expectations. You don't expect anything from me that would
ever make you dependent on loving me. I don't have to deserve to be loved.

You are not in this world to meet my expectations. I can't have expectations of you because you
are God.

And they don't have to be, because

You are my Father—and that is enough for me.

You are you.



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I am I.

If we happen to find each other, that's wonderful.

If not, it doesn't seem like this can be helped.

But it just means that we haven't heard each other yet, or more precisely, I haven't heard you yet.

I lack love and respect for myself as God-like man and for myself as the Son of God when, in my attempts to please you, I betray my true self and present myself as humble, dishonoring my true face of Christ.

I lack love and respect for God and Father when I ignore your God-image and God-face, Jesus, and try to make you what I want you to be, to fulfill my wishes and desires instead of accepting you as you really are.

You are you, and I am I.

Me and You – We are, who I am.

4. Paraphrase: I say to my parent with my Father

I do my thing before God and I do it with my Father.

Do your part too!

I am not in the world to meet your expectations.

You are not in this world to conform to mine.

You are you. My father.

I am I. Your son/daughter.

If we happen to find each other, it's wonderful.

If not, can't this be helped? Yes, it can!

It just means we can't hear each other yet.

I don't hear you yet, and you don't hear me yet.

I lack love and respect for myself as a God-like person when I betray myself in my attempts to please you. I am not only your child, but also a child (son, daughter) of God, so now I am your fellow human being, because I have grown up.



I lack love, respect, and inclusive, covering mercy for your image of God and Christ-face when I try to make you what I want you to be instead of accepting you as you really are. You are not only my father/mother, but you are also a child, a child of your ancestors and therefore a fallible person like me.

You are you, and I am me.

Conflict Management Questionnaire (Thomas Kilmann)

How do we respond in situations where there is a discrepancy between our own intentions and those of others?

The following are paired statements that describe possible ways to respond.

For each couple, please circle either statement A or statement B, whichever better describes your own behavior.

Neither statement A nor statement B may be representative of your behavior, but you should still select and circle the one that is more likely to occur.

1. A. There are situations when I let others take the responsibility of solving problems.
B. Instead of discussing things we disagree on, I try to emphasize the things we both agree on.

2. A. I am trying to find a compromise.
B. I try to deal with everything that is important to them and me.

3. A. I am usually firm in pursuing my goals.
B. I try to spare the feelings of the other person and protect the relationship.

4. A. I am trying to find a compromise.
B. Sometimes I give up my own wishes, yielding to the wishes of others.



5. A. I am constantly looking for the other's help in finding a solution.
B. I try to do what is necessary to avoid unnecessary tensions.

6. A. I try to avoid making myself uncomfortable.
B. I try to be in a winning position.

7. A. I will try to postpone the matter until later, so that I have some time to think about it.
B. I give in on certain points on a reciprocal basis.

8. A. I am usually firm in pursuing my goals.
B. I am working to ensure that all aspects of the matter and all contentious issues are openly discussed.

9. A. I feel that it is not always worth agonizing over disagreements.
B. I don't regret the effort to go my own way.

10. A. I am determined to pursue my goals.
B. I am trying to find a compromise.

11. A. I am working to ensure that all aspects of the matter and all contentious issues are openly discussed.
B. I try to spare the feelings of the other person and protect the relationship.

12. A. Sometimes I avoid a resolution when it would result in controversy.
B. I don't mind if they keep some of their claims, if they let me keep some of mine.

13. A. I propose common ground.
B. I am trying to get my arguments accepted.



14. A. I'll tell them my thoughts and listen with interest to theirs.
B. I try to explain to them the logic and advantages of my position.
15. A. I try to spare the feelings of the other person and protect the relationship.
B. I try to do what is necessary to avoid tensions.
16. A. I try not to hurt the feelings of the other.
B. I try to convince the other person that my position is correct.
17. A. I am usually firm in pursuing my goals.
B. I try to do what is necessary to avoid unnecessary tensions.
18. A. If this makes the other person happy, I have no objection to leaving their ideas to them.
B. I don't mind if they keep some of their claims, if they let me keep some of mine.
19. A. I am working to ensure that all aspects of the matter and all contentious issues are openly discussed.
B. I will try to postpone the matter until later, so that I have some time to think about it.
20. A. I try to discuss disagreements promptly.
B. I try to find a fair combination of gains and losses for both of us.
21. A. I negotiate by trying to take the other person's wishes into account.
B. I am always ready to discuss the problem directly.
22. A. I try to find a transitional position between theirs and mine.
B. I validate my wishes.



23. A. I often try to make sure that the solution is satisfactory for all of us.
B. There are situations when I let others take the responsibility of solving problems.
24. A. If the other person seems to think that their position is very important to them, I will try to accommodate their intentions.
B. I am trying to get them to settle for a compromise.
25. A. I try to explain to them the logic and advantages of my position.
B. I negotiate by trying to take into account the wishes of others.
26. A. I propose common ground.
B. I almost always make sure that the solution is satisfactory for both of us.
27. A. Sometimes I avoid taking a position when it would lead to a dispute.
B. If this makes the other person happy, I have no objection to leaving their ideas to them.
28. A. I am usually firm in pursuing my goals.
B. I usually look for the other's help in developing a solution.
29. A. I propose common ground.
B. I feel that it is not always worth agonizing over disagreements.
30. A. I try not to hurt the feelings of the other.
B. I always share the problem with the other person in order to solve it.



Evaluation sheet

Circle the letter you circled on the questionnaire for each question.

	Rivalry, disputing	Problem solving	Compromise finding	Avoidance	Adaptation
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		



23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A
Number of circled letters per column:					
	Rivalry, disputing	Problem solving	Compromise finding	Avoidance	Adaptation

Problem solving

By developing our problem-solving skills, we will be able to cope more effectively with various stressors that arise throughout life and negatively affect our health and mental state.

Stressors are significant negative life episodes that can occur at any age. In adolescence and young adulthood, for example, career choices, matchmaking or even the death of a loved one, taking up a job, etc. or chronic, everyday problems (poor relationships with co-workers, tight finances, discrimination, family difficulties, etc.).

Learning adaptive, problem-solving attitudes (optimism, self-confidence) and behavioral patterns (adaptive emotional regulation, planned problem solving) makes problem solving more effective and improves quality of life.



Problem orientation (PO) refers to general beliefs, attitudes, and emotional reactions to problems and the ability to cope with them. There are two distinct forms of problem orientation: positive and negative problem orientation.

Positive problem orientation is characterized by the fact that:

- the individual perceives problems as challenges and not as threats;
- the individual is optimistic that problems can be solved;
- they are confident in their ability to handle challenges;
- one understands that successful problem solving usually takes time and effort;
- one sees the negative emotions that arise as a necessary and important source of information for effective problem solving.

Negative problem orientation, is characterized by:

- the individual perceives problems as a significant threat to their well-being;
- problems usually seem unsolvable to them;
- doubting the ability to cope effectively with problems;
- They usually become frustrated and upset when faced with problems or negative emotions associated with them.

The second larger dimension, ***the problem-solving attitude***, refers to the cognitive and behavioral patterns with which we try to solve difficulties that arise.

There are three different problem-solving attitudes: planned, avoidant, and impulsive problem-solving.

Planned problem solving is a constructive approach that involves the systematic and planned application of specific skills:

- definition of the problem (clarification of its nature, setting realistic, solvable goals and identifying obstacles that may prevent them from being achieved);



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- development of alternatives (suggestion of possible coping strategies that could help overcome identified obstacles);
- decision-making (estimation of the expected consequences of different alternatives, cost-benefit analysis in terms of expected results, preparation of a solution plan adapted to the purpose);
- solution and control (implementation, monitoring and consideration of whether problem-solving efforts have been successful or whether work on a solution still needs to be done).

Impulsive problem-solving style is an approach in which an individual makes impulsive, hasty, and ill-considered attempts to solve a problem. *Avoidant problem solving is characterized by procrastination*, passivity and dependence on help from others. None of them lead to a sufficiently effective or inadequate solution. In fact, people who exhibit these attitudes tend to exacerbate existing problems or generate new problems as a result of the aforementioned impulsive or avoidant behavior.

When faced with too many difficulties, we get overwhelmed, often saying, "My head is exploding!" One of the tools for overcoming the so-called cognitive overload is to become aware of the fact that there are limitations to remembering and handling large amounts of information.

In this regard, we propose some solution strategies:

- Display the information stored in your head externally. This way, our limited working memory is not overloaded and there is room for other activities, such as creative thinking, which is essential for problem solving. Visualization is like a "spiritual eye": it can use the visual world to clarify the problem and the process of solving it, and/or help prevent negative thoughts.
- Let's simplify! It is a tool that we all unconsciously use in our daily lives. Let's break down the problem into smaller units so they can be handled more easily.
- Stop, slow down, think, and then act. This method helps to overcome disorders of emotional regulation and adaptation in stressful situations. It allows you to reduce anxiety associated with emotional stress states and become aware of emotions. It teaches us to become aware of changes in their physical (headache, exhaustion, pain), mood (sadness, anger, tension), cognitive (worry, thoughts of negative outcomes) and/or behavioral (urge



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to flee, shouting, crying) state. In some cases, it is necessary to learn to accurately recognize and name the above-mentioned emotional phenomena.

Learning the ability to regulate emotions plays an important role in preventing substance abuse. Reframing thoughts about problem orientation can be learned and leads to cognitive restructuring. Automatic rewriting and reframing of negative thoughts brings emotional and behavioral change, making our thinking more realistic. Examples of reframed automatic negative thoughts:

- "Nothing is perfect."
- "Obstacles are part of normal life."
- "Everyone makes mistakes."
- "Every minute I spend thinking negatively prevents me from enjoying my life."
- "I can solve this problem!"
- "I'm fine, but sadness is normal under these circumstances."
- "I can't control the wind, but I can adjust the sails."
- "Difficult and painful does not mean hopeless!"

The first step in teaching planned problem solving is to define the problem. In this activity, we distinguish between facts and assumptions, identify realistic barriers that may prevent us from achieving the desired goal, and set realistic, achievable targets.

Problem-oriented coping generates alternatives such as creative and free brainstorming¹⁷.

Practical application:

After the icebreaker game, group members are invited to bring in a problem that they are experiencing a blockage in solving.

After the problem has been formulated, we list the obstacles, or negative thinking patterns, that prevent them from finding a solution.

In addition to the thoughts listed in the column, they formulate and with the help of the group reframe the negative thoughts, also looking for an acceptable solution.

¹⁷ Nezu, Arthur M. and Nezu, Christine Maguth: *Problem-Solving Strategies*. In: Stefan G. Hofmann (ed.): *The Wiley Handbook of Cognitive Behavior*, 2013



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Finally, during a brain-storming, the group can suggest creative solutions, from which the individual chooses the one that suits them.

In closing, everyone shares their feelings and experiences during the problem-solving workshop.



Coat of arms

Coat of arms	
1. Something you do well	2. Something you want to achieve
3. Your supreme virtue	4. How do you want others to see you? symbol
5. Family value that has had the strongest influence on you	6. 4 words you want others to describe you



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Life for
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Recommended films

Candy

Dan wants to be a poet and Candy wants to be a painter; their overwhelming, passionate love gives them the freedom of the greatest happiness. The boy introduces the girl to the world of drugs. Candy refuses to listen to her parents, drifting more and more with the boy and their growing drug addiction. They slip down more and more, first they just borrow money, then they pawn what they can. There is no stopping on this the slope: the boy begins to steal, and the girl ends up as a prostitute. But when Candy becomes pregnant, the two lovers put themselves through the most painful suffering to free themselves from the captivity of heroin in search of a better life.

Christiane F

The innocent teenager, Christiane lives in the suburbs of Berlin with her mother, sister and cat, but she's had enough. Her only ambition is to get into Sound, Europe's most cutting-edge disco. Here, instead of the great experience, she is left to wallow in the debauchery of young people who are stoned and "high". Detlev gives her her first hit, and after that, there's no stopping for Christiane...

The Basketball Diaries

The true story of a guy who went through hell and came back. Jim Carroll was a poet and rock musician, and in 1978 he wrote a book about his story and in 1995 a screenplay, which are still considered his most acclaimed works. Carroll began writing as a child, just as he started everything else early. At the age of twelve, he became an elite athlete at an elite school, a member of an all-star basketball team. However, as a result of street life, he became addicted to heroin and began to live a double life, which he wrote in his diary, which became the basis of the later film.

Fear and loathing in Las Vegas

It's 1971, in the United States, during Richard Nixon's presidency and the hippie era. Sports reporter Raoul Duke is commissioned to cover a motorcycle race in the Nevada desert. He sets off



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with his friend, but their destination is not the desert, but Las Vegas. Armed with all kinds of drugs and alcohol, the two men embark on an adventure to find the American dream.

The Lost Weekend

Revolutionary and powerful for its time, this psychological drama depicts a day in the life of New York alcoholic writer Don. The once talented writer is no longer interested in anything but drinking. His last opportunity is to write his novel about alcohol and his corrupted life. But will he have the strength to do so, or will the drink push him to suicide?

When a Man Loves a Woman

The marriage of Alice and Michael Green is exemplary. But beneath the romantic surface lies Alice's terrible secret, which she hides not only from her family members, but also from herself. This secret, like a time bomb, suddenly brings Alice and Michael's harmonious marriage into crisis, turning their lives upside down. But the family's love, dedication and spiritual strength for each other allow them to pick up the broken pieces again after the big explosion and try to face Alice's problem together.

Half Nelson

One of them is a drug-addicted teacher and the other is a marginalized student. They have something to learn from each other. Dan Dunne comes from a good family, is blessed with a caring mother, and is an infinitely lonely history teacher. It is almost incomprehensible why he turns to drugs. Drey is an average 13-year-old teenager of color. Her brother is in prison, her mother works for a living, and her father is gone. It is at school that the two stories converge. Both lives seem to be fine, yet circumstances paint a different picture. Drey catches her teacher, and Dan, feeling remorseful, begins to deal with her. At first they think they can redeem the other, but the failures are disappointing. Yet their complicity can alleviate the loneliness of both.

City of God

In Rio de Janeiro, the story of two boys on different paths for 15 years. One becomes a photographer, the other becomes a drug dealer. The film tells their lives through a series of short



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stories, which often reveal very short fates. The protagonist of City of God is not a person, but a place. The City of God is a housing project for the poor, begun in the 1960s, which by the early 1980s had become one of the most dangerous neighborhoods in Rio de Janeiro.

A Scanner Darkly

In the not-so-distant future, most of the population are drug users. The authorities try to maintain control with the help of built-in secret agents. Fred is tasked with taking on dealer Bob Arctor, who distributes life-threatening drugs. As a side effect of this, a person's personality breaks down into two opposing halves. Fred realizes that Arctor is actually his alter ego and observing himself poses serious psychological challenges beyond technical issues.

Days of Wine and Roses

After initial dislike, he easily gets the pretty secretary Kirsten wrapped around his finger during a pleasant evening and soon marries her. Joe reaches for his glass more and more often, and demands that his wife drink with him. Alcohol slowly takes over their lives, and Kirsten once drunkenly causes a fire in the flat. Having lost everything, they move in with her father to resume their life as gardeners and stop drinking, but starting over is harder than they think.

My name is Joe

Joe is an alcoholic, but he hasn't taken a sip for ten months. He tries to respect the law and wants a normal life: he wants a decent job and, of course, a girlfriend. Just when he meets a sympathetic midwife and his life finally gets in order, trouble arises. One of his players gets involved in a messy drug case, and Joe confronts the local drug mafia to save his protégé.

Requiem for a dream

Harry Goldfarb regularly sells his mother's TV. The money gets spent on heroin, and TV is a good deal because Harry's mother always buys it back anyway. Harry's mother is doing everything she can to get on her favorite TV show. She begins a fanatical weight loss course with the help of a drug. Sara begins to lose weight, recharge, and become full of energy. Then the hallucinations begin... The drug is practically as strong as heroin.



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Smashed

Kate and Charlie are newlyweds who share a love of music, laughter and booze. For them, too much is not enough, and they can endure even more, but in the end the girl gets fed up with the drunken life. He's trying to sober up. But sobriety is harder to endure than Kate imagined, and suddenly she faces a bunch of new problems...

28 days

Gwen loves to party, she loves drinking, and she enjoys seeing the world spin around her. After stealing a limo, she hits a house wall. The verdict: Gwen has to spend a month without drinks and without her boyfriend in rehab.

Flight

Experienced pilot Whip Whitaker miraculously makes an emergency landing following an air disaster, saving the lives of nearly all of his passengers. After the crash, Whip is celebrated as a hero, but as more details come to light, questions arise about who or what was really to blame for what happened on the plane.



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Addresses, information, support organizations

Romania:

Hungarian language institutions:

Bonus Pastor Foundation

240331 Târgu Mureș, str. Mihai Eminescu 62/2B

+40-265-254-460

www.bonuspastor.ro

Ozd Drug Therapy Home

547123 Ozd, str. Principală 5.

+40-265-483-214

Philothea Klub

540072 Târgu Mureș, p. Bernády György 3.

+40-365-806-732

www.philothea.ro

Romanian-language partner organizations:

Blue Cross Association

557270 Șura Mică, str. Șoseaua Sibiului nr. 141

+40-269-577-316

+40-269-560-960

www.tratament-dependenta.ro

Preventis Association

400486, Cluj-Napoca, Str. René Descartes, nr 6

+40-364-805-114



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www.preventis.ro

Teen Challenge Romania Foundation
077110 Grădișteea, str. Primăriei nr. 31
+40-21-266-1438

www.teenchallenge.ro

Hungary:

MRE KIMM Drug Therapy Home
2465 Ráckeresztúr, Rákóczi F. u. 45.
+36-25-522-100

www.drogterapia.hu

www.tinirehab.hu

Újváros Drogambulancia (Outpatient clinic)
2400 Dunaújváros, Petőfi S. u. 1.
+36-25-788-962

www.ujdrogambulancia.hu

Válaszút Drogkonzultációs Iroda (Crossroads Drug Consultation Office)

1122 Budapest, Csaba u. 3.

+36-1-224-0122

www.valaszutiroda.hu

Magdolna 33 Drogkonzultációs Iroda (Drug Consultation Office)

1086 Budapest, Magdolna u. 33.

+36-30-970-4966

www.magdolna33.hu

Tisztás Prevention Service



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+36-30-950-2044

www.tisztashely.hu

Further training opportunities

Romania:

Consultant in the field of addictions – accredited adult education for those working in the helping profession with a higher education degree

The 240-hour **training in 8 modules (80 hours theory, 160 hours practice)** introduces participants to the essence of the recognition and functioning of addictions, the care options for addicts and their families, and the diagnosis and treatment of dependence and codependence.

Keeping in mind the role of professionals in the rehabilitation process, we provide competent tools and try to develop learnable skills during training. We talk about concrete, practical support for the social integration of the recovering addict and his/her family, and we also introduce the possibilities of cooperation with the Bonus Pastor Foundation.

The theoretical lessons are deepened through practical training in the Therapeutic Home.

Location: Bonus Pastor Foundation Târgu Mureş, Mihai Eminescu u. 62/2B

The elements of the program are: interactive addiction lectures (how to use and apply basic knowledge of addiction and the so-called motivational interview methodology, establishing professionalism and competence) and small group discussions, exercises (what leads to deepening and effective practice)

Conditions of participation: copy of professional diploma certifying higher education qualification and letter of intent



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Prevention trainings for teachers – on request

We provide teachers with basic information and train them to recognize signs of early addiction, conduct school activities where students can talk about drug and addiction issues and risks in a safe and open atmosphere, and learn skills to effectively protect students from substance abuse.

For more information: +40-265-254-460

www.bonuspastor.ro

Hungary:

Drug prevention trainings

Accredited drug prevention training giving credit points to teachers and social workers.

Promoting drug prevention and personality development in schools. School opportunities for drug prevention

Data of teacher training:

Registration number: PED/944-12/2019

Number of hours of further training: 60 hours

Promoting drug prevention and personality development in teenagers and young adults. Opportunities for drug prevention in the social field

Data of social training:

License number: T-07-032-2023 **Credit value of further training: 50 points**

Location: 2465 Ráckeresztúr, Dózsa u. 4.

The Center for Further Training is drug and alcohol free as part of the drug mission.

The aim of further training is:

Participants to acquire basic addiction knowledge, learn about the aspects and manifestations of drug abuse. Acquire theoretical and practical knowledge on the use of methods, tools and techniques applicable in the field of assistance.



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We want to enable professionals to discuss drug and addiction issues and related risks in school settings as well, so that young people's defensive skills can be strengthened. Teachers should use the skills learned in other classroom and pedagogical situations to become more open and prepared for the health promotion tasks of the school.

Participants should know the types and effects of drugs, the development of substance use, the course and consequences of drug careers, personality disorders related to substance use, and when substance use is considered a disease. They should be familiar with the methods of drug prevention and treatment, as well as case discussion and supervision. They should be able to consciously apply the person-centered approach – empathy, tolerance, congruence, spontaneity – according to the situation, and to use non-directivity and motivational interviewing. They should be able to realistically perceive, reflect and process problematic situations experienced in their professional role (emotional, behavioral, life coaching, relational) and use collegial professional cooperation.

Teachers and social work professionals are often incapable of holding drug prevention sessions. Neither teacher training nor basic social education sufficiently prepares professionals to positively influence the psychological problems of students and those entering social care. School is one of the most important arenas for the development of mature personalities, therefore their health-promoting role is increasingly emphasized. This further training acquaints participants with approaches and methods suitable for introducing drug prevention activities.

The training consists of **30 hours of residential** (10 hours of theory and 20 hours of practice), followed by a **30-hour, 3 x 1-day** case discussion part. The theory covers the issues of addiction and drug prevention. The peculiarity of the training is that it also helps professionals in the daily application of acquired knowledge and skills. In the second 30 hours, participants receive help in person-centered case discussions to process their specific drug prevention experiences. **The 3 x 1-day case discussion sessions are held on days suitable for participants at the beginning, middle and before the end of the project.**



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Due to the nature of the requirements (self-reflectivity, skill development), the usual final exam format cannot be used. The evaluation is based on a system of mutual reports in the group.

At the end of the 30-hour residential module, participants take an exam based on a series of 20 questions (basic knowledge of addiction, acquisition of the tools and possibilities of prevention and treatment) from the theoretical material of the further training, which focuses on understanding the problems.

At the end of the case discussion sessions, a 2–3-page (one and a half line spacing, font size 12) homework is prepared, which

A) is their own case study from a drug prevention project

B) contains explanation of a theoretical problem of drug prevention

C) processes a freely chosen problem from a drug prevention topic with a practical approach that reflects the acquired knowledge and the teacher's own professional self-reflection.

They write a final thesis (3-5 pages, one and a half line spacing, font size 12), which is a self-reflective analysis of drug prevention training. The certificate is awarded on successful completion of the theory exam, submission of papers and 90% attendance at the further training.

For more information, visit 06-30-314-3417, tovabbkepzes@kimm.hu

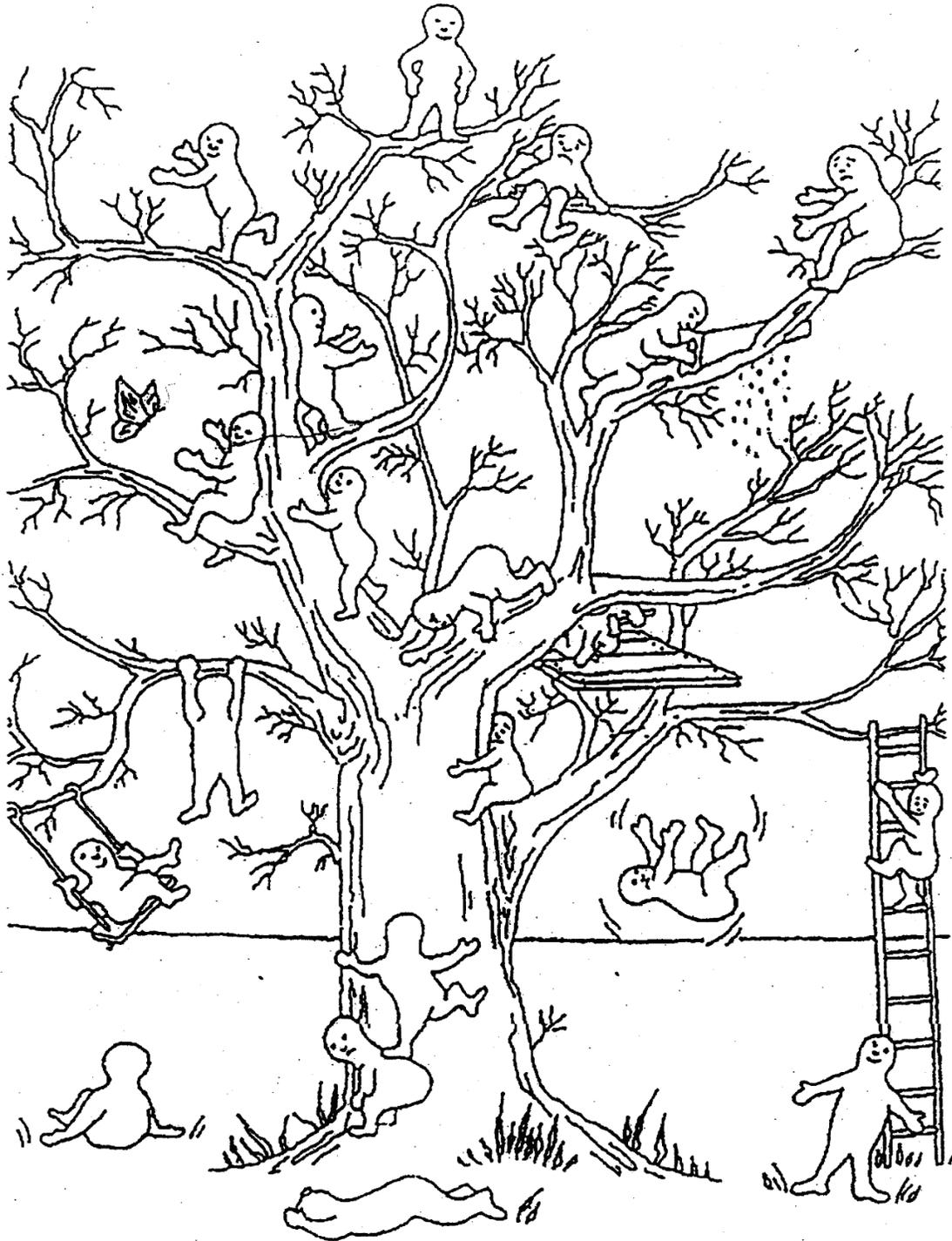


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Life for
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“How do you feel now?” people





Games, exercises

1. Games to help group formation

(getting to know each other, warm-up, networking exercises)

Fibber

Developmental effect: The aim of the game is to get to know each other, and it also helps to create a good mood and a sense of belonging.

Group leader practice: the game does not require any serious group leader experience.

Timeframes: 15-20 minutes

Tool requirement: none

Game description: group members sit in a circle. The task is for everyone to tell three facts about themselves, one of which is a lie. It is up to classmates to figure out which one it is. If they are wrong at first, they can still choose from the remaining two options. The game lasts until everyone gets a turn.

Other notes: It is a very relaxed game, usually accompanied by big laughs, so it can be used to relieve tension even after difficult tasks. (Kagan, 2001)

Three objects

Developmental effect: The aim of the game is to get to know each other, and it also helps to create a good mood and a sense of belonging.

Group leader practice: the game does not require any serious group leader experience.

Timeframes: 15-20 minutes

Tool requirements: a mix of various items, small toys

Game Description: Everyone selects three items and presents themselves to the others through these three items. Objects can symbolize them or important events, key people in their lives, etc.



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Members sit in a circle and look at everyone's objects in turn. Then the group discusses their experiences, who managed to best symbolize themselves with the objects. (Bagdy, Telkes, 1990)

I like it – I don't like it

Developmental effect: A getting-to-know-you game that can be played during the formation phase of the group. It can also be played later; it can help clarify values and/or feelings.

Age recommendation: recommended for adults, possibly older adolescents.

Group leader practice: It does not require any serious group leader practice.

Timeframes: 30 minutes

Tool requirements: paper, pen

Game description: Players sit in a circle. Each player writes a list of five things they like and five things they don't like. They can be anything, objects, properties, events, etc. When they are ready, they fold the papers and give them to the group leader. The group leader reads out the lists, and it's up to the players to guess who wrote the paper.

Other notes: For the most part, it's a game with lots of laughter. You might want to play when your group members already know each other.

Dinner guests

Developmental effect: A getting-to-know-you game that can be played during the formation phase of the group.

Age recommendation: Feel free to use for all ages.

Group leader practice: does not require any special group leader experience.

Time limits: 10-15 minutes

Tool requirement: none

Game description: Participants sit in a circle and answer the question, "If you could invite three famous people to a dinner party, who would you choose?"

Other comments: It's worth agreeing beforehand whether you want to include only living celebrities or celebrities who have long since died. (Kroehnert, 2004)



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2. Group collaboration games

Our house

Developmental effect: Develops cooperation and a sense of belonging within the group.

Age recommendation: for adolescents and adults

Group leader practice: It does not require any special group leader practice.

Timeframes: 30-40 minutes

Tool requirements: large wrapping paper, pens

Game description: The task of the group is to design together a house in which they will live together. Make an elevation drawing of this, if the building is planned to have several stories, then make a drawing for each story. Design and draw both the furnishings and the (potential) garden. Then let's discuss the plans and how they managed to come to an agreement, how much they could/wanted to take into account the points of view and wishes of everyone.

Other notes: If you have a large group, consider dividing the group into smaller teams. At this meeting, each team presents their house and we discuss together how they came to an agreement. (Bús, 2003)

A common tale

Developmental effect: Experiencing togetherness, joint activity. Members should pay attention to each other. Since they create a product together, this task primarily strengthens group cohesion.

Age recommendation: Feel free to use for all ages.

Group leader practice: It does not require any special group leader practice.

Timeframes: 20-30 minutes

Tool requirements: rag ball

Game description: Players sit in a circle. The task is to write a fairy tale together. The group leader starts; the group members must continue. Whomever the ball is thrown must continue, so everyone should always be on the lookout, because you never know when the ball will come to you. Therefore, it is worth stating in advance that one person can receive the ball more than once. Everyone can say what and as much as they want, but, of course, you need to continue the story that has already begun. The story begins with the group leader, who also throws the ball first. The



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beginning should be neutral and no particular clues are to be given as to how the story should continue. It is worth using well-known fairy tale beginnings, such as "once upon a time...". When the tale is ready, it is worth discussing how they would have modified it, and what it meant to whom. (Benedek, 1992)

Country-city

Developer effect: It is a group version of the familiar game, thus strengthening cooperation within the team.

Age recommendation: Feel free to use for all ages.

Group leader practice: It does not require any special group leader practice.

Timeframes: 30 minutes

Tool requirements: paper, pencil, newspaper

Game description: The group is divided into teams of four to five people (depending on the number of participants). The leader of the group taps on a letter in the newspaper and in the time allotted to each team, using this letter, they must collect countries, cities, mountains, waters, plants, animals, names for girls and boys, famous people. Then each team reads out their lists. Every answer that no other team has given is worth a point. The team that accumulates more points wins. (Grätzer, 1977)

Mixed menu

Developmental effect: The group has to work together and bring ideas to the best possible solution, so this is a team-building and collaborative game.

Age recommendation: recommended for adolescents or adults

Group leader practice: The task itself does not require any special group leader practice, only after the game, when they discuss it.

Timeframes: 30 minutes

Tool requirements: paper, pencil

Game Description: Players are divided into groups of four or five. Participants are told to imagine that they want to open a restaurant. The task is to design what they think is the perfect restaurant menu. They have 10-15 minutes for the task, after which a meeting follows. During the discussion,



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they talk about how they managed to reach an agreement within the allotted time, how they settled the disputes. (Kroehnert, 2004)

3. Games that help clarify values

Expedition

Developmental effect: In addition to developing cooperation and cohesion within the group, it is also suitable for clarifying values and value systems.

Age recommendation: for adolescents and adults

Group leader practice: Requires more serious team leadership practice and deeper psychological knowledge.

Time limits: 60-80 minutes

Tool requirements: large size wrapping paper, pencil

Description of the game: Group members are divided into small groups of 4-5 people. Their task: imagine that they are preparing to set out for a completely unknown new place, say a newly discovered planet. On the planet there is water, an atmosphere similar to that of Earth, there are animals, plants. A thousand settlers set out to conquer this new world, and these five are the representatives of the settlers. Their task is to agree on laws and rules according to which they imagine life, according to which they want to live together on the planet. The game is followed by a discussion where each group presents their own "code of laws", they discuss what the "ideal" human society is like and why.

Men and women

Developmental effect: The practice is suitable for clarifying feelings and attitudes related to gender roles, and also stimulates communication between members of different sexes in the group.

Age recommendation: Recommended for all ages.

Group leader practice: The practice does not require any special group leader practice.

Time frames: 20-30 minutes

Tool requirements: Board or flipchart.



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Game description: The girls and boys of the group form separate groups and sit at opposite ends of the room or in two separate rooms. The task of each group is to write down what the other party hates and dislikes about them – according to their own ideas. So men collect on the board the negativity that they think women think, believe, say about them, or do about them. Women do the same, but from a male perspective. It is also possible to address the collection of dislikes and dismissive attitudes that hinder communication between the two sexes.

When the two groups are ready, they swap places and get acquainted with the list of the other group, and then discuss it. The whole group then meets and discusses the generalizable lessons of the exercise.

Other notes: You may want to play this game if women and men are present in approximately equal proportions in the group. (Rudas, 2001)

4. Exercises to develop the expression of feelings and empathy skills

Emotions

Developmental effect: Non-verbal expression of emotions and recognition of them.

Age recommendation: Recommended for adolescents and adults.

Group leader practice: It does not require any special group leader practice.

Time frames: 15-20 minutes

Tool requirements: paper cards

Game description: Members sit in a circle. Each member must bring a feeling to life, visualize it without words, with purely non-verbal cues. The others have to figure out what that emotion would be. The game can be played with the group leader writing down emotions on sticky notes in advance and each group member pulling one, or with everyone looking for an emotion that they feel is characteristic of themselves at the given moment. (Benedek, 1992)



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What would happen if...

Developmental effect: During the game, we characterize the other person (symbolically) and try to guess who they are. Thus, on the one hand, members have to put themselves in each other's shoes, their empathy skills develop, and on the other hand, they also receive feedback on their own personal qualities.

Age recommendation: adolescents and adults

Group leader practice: It requires more serious group leader practice and deeper psychological knowledge.

Time limits: 30 minutes

Tool requirement: none

Game description: Members sit in a circle. A group member leaves the room, who then becomes the guesser. The others agree on a certain person among those who remain who needs to be guessed. The guesser comes in and asks what that person would be like if, say, they were a plant. The guesser then repeats the question with other categories (e.g. animal, object, food, natural phenomenon, etc.) until he/she guesses who it is. If they guessed who it is, then that person leaves the room. It is worth doing enough circles so that everyone can be both a guesser and a person to be guessed.

Other notes: You should only play in groups that have been around for longer and members know each other well. (Benedek, 1992)

5. Exercises to help develop conflict management skills

Give me a soldier, king!

Developmental effect: Experiencing competition, rivalry, conflict between two groups.

Age recommendation: Recommended for children instead.

Group leader practice: It does not require any special group leader practice.

Timeframes: 20-30 minutes

Tool requirements: large open space

Game description: A well-known children's game. The group is divided into two. The two teams face each other. The game starts with the team captains saying:



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"Give me a soldier, king!"

"I won't give any."

"Then I'll break."

"Try and break, if you can."

Then a member of the first team runs toward the other team, members of which have formed a link by holding hands tightly. If he/she manages to break the chain, a player/soldier must go with him/her, if not, he/she must stay with the other team. Then exchange.

Other comments: Be careful not to get rough on the game! (Benedek, 1992)

Games of assertiveness

Developmental effect: The aim of the game is to clarify the three behaviors possible in conflict situations (aggressive, assertive, submissive), and to give members the opportunity to try different ways of solving them through role-playing games.

Age recommendation: for adolescents and adults.

Group leader practice: The game requires more serious group leader practice and deeper psychological knowledge.

Timeframes: 30-60 minutes.

Tool requirements: none.

Game description: Members sit in a circle. The group leader briefly explains the difference between aggressiveness, assertiveness (assertiveness, vigor, not aggressively standing up for oneself) and submissiveness (subordination, "being a wuss"). This is followed by a role-playing game. Volunteers become the actors, the others provide the auditorium, as if it were a theatrical performance. Characters have to play out different conflict situations, aggressive, assertive or submissive. The game is followed by a discussion with the group, who saw what, how the conflict was resolved, how aggressive, assertive or submissive the characters really were. (Rudas, 2001)

Do it!

Developmental effect: Demonstration of intergroup conflict in situations where insufficient resources are available. The groups have the opportunity to "do business" among themselves, so the task can be suitable for developing negotiation skills and social efficiency. In addition, as work



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is done in small groups, cooperation within small groups and a sense of belonging are also strengthened.

Age recommendation: for adolescents and adults.

Group leader practice: It requires more experience as a group leader and deeper self-knowledge.

Timeframes: 30-45 minutes

Tool requirements: 1 roll of adhesive tape, 1 pair of scissors, 1 glue stick, lots of colorful picture newspapers, colored paper, 4-5 larger cardboard sheets.

Description of the game: The group is divided into subgroups of 5-7 people. The task of the subgroups is to create as beautiful collages as possible in 15-20 minutes. Materials for this are scattered throughout the room. Groups can gather everything they need for collage, or exchange among themselves. Obviously, the group that first realizes that there is only 1 sticker, 1 pair of scissors and 1 adhesive tape will be in an advantageous negotiating position. After that, they judge the collages together and discuss what it was like to participate in the game. Who found themselves in what negotiating situation? Who tried to convince others in what way? Has anyone used "illegal" methods such as theft? How did it feel to realize that the important tools needed to complete the task had been given to another group? (Kroehnert, 2004)

Fruit basket

Developmental effect: In this game, in addition to rivalry and competition, the experience of frustration and hindrance appears in conflict situations. For those who are successful in the game, it gives the experience of positive self-assertion.

Group leader practice: It does not require any special group leader practice.

Timeframes: 15-20 minutes.

Tool requirements: one fewer chair than the number of participants.

Game description: Group members sit in a circle; one person stands in the middle. Everyone gets a fruit name. When the person in the middle shouts, for example, "Let plum swap places with the apple," the two named players stand up and try to swap places as quickly as possible. The person in the middle tries to prevent this by sitting down on one of the chairs. The person left without a seat has to continue the game. If the person in the middle says, "The basket has been knocked over," then everyone must stand up and find a different chair to sit in.



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Other comments: Usually, a very cheerful game accompanied by big laughs, children especially enjoy it. However, be careful not to get rough so as not to injure someone! (Benedek, 1992)

Who can handle thread?

Developmental effect: In this game, rivalry appears between group members, and the experience of frustration and hindrance in conflict situations. Those who succeed in the game will have an experience of positive self-assertion.

Group leader practice: It does not require any special group leader practice.

Timeframes: 15-20 minutes

Tool requirements: table, chairs, thread, paper, pen

Game description: This game is played in pairs. Long threads are torn off; loops are tied at both ends. Each player inserts their index finger into the loop. They sit facing each other, and the goal is to drag the other's hand to the edge of the table with the thread. One turn lasts one minute. Everyone plays against everyone and the results are aggregated in a chart. There are different variations of scoring, which also modifies the experience:

One is when points are awarded only for winning, not for losing or thread breaking. In this case, it's mostly about who is allowed to win (since the thread is likely to break before anyone's hand can be pulled away).

Alternatively, a win is worth one point, a thread break is worth zero points, and a defeat is worth a minus point. This intensifies the rivalry, winning is almost impossible, since it is more worthwhile to tear the thread for the other party than to resign oneself to defeat.

A third option is that a win is worth two points, a defeat is worth one point, no points are awarded in case of a draw, and tearing the thread is worth minus two points. In this case, it is worth letting the other person win: you are still better off than breaking the thread or getting a draw.

At the end of the game, you can discuss who used which strategy under different conditions, how they tried to score as many points as possible in the overall standings. (Benedek, 1992)



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Heartbroken

Developmental effect: Experiencing conflict and disagreement within the group. Since the goal is to create a joint decision, members can experience their own social effectiveness. The established order can also help clarify the value system of the group.

Age recommendation: for adolescents and adults.

Group leader practice: Requires more experience as a group leader and deeper psychological knowledge.

Timeframes: 60-80 minutes

Tool requirements: paper, writing instruments, worksheets corresponding to the number of participants

Description of the game: The group is divided into subgroups of 4-5 people. The group leader explains that each small group has to make a very difficult decision. They have to rank five patients waiting for an artificial heart. First to each group member individually, and then they discuss their own order with the others and try to reach an agreement. The rule is that everyone should evaluate that of their previous classmate before expressing their own opinion, even if their opinions differ. Each subgroup is then given a worksheet and a brief introduction to the patients.

Worksheet:

You are one of the members of the City Hospital's Justice Committee, and you have to make a vital decision. You alone have to prioritize the five patients waiting for an artificial heart. The Justice Committee (the group) must reach an agreement.

Step 1: Individual classification: work alone to classify patients waiting for an artificial heart (1st: first in line, 5th: last in line).

Step 2: Committee meeting: After you and each committee member (teammate) has established their own ranking, the committee will hold a meeting. You must agree together on the final order. The rule is that before expressing your opinion, you should evaluate the arguments or feelings of the speaker in front of you, even if they do not coincide with yours.

The patients:

George Mutti

Age: 61 years, occupation: suspected of connections to the underworld (mafia)



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Description: married, has 7 children, very rich, after the operation he will donate a large amount to the hospital.

Peter Santos

Age: 23 years, occupation: university student.

Description: unmarried, studying hard, helping to support his destitute family, wanting to become a police officer after completing his studies.

Ann Doyle

Age: 45 years, occupation: homemaker

Description. widow, supports three children, has a small income, has no savings.

Johnny Jaberg

Age: 35 years, occupation: well-known actor

Description: divorced, both children raised by his ex-wife, donated to establish a homeless shelter.

Howard Wilkinson

Age: 55 years, occupation: California State Senator.

Description: married, has one child, recently elected, quite wealthy.

The task is followed by a group discussion about how and why each group got to the given rankings. (Kagan, 2001)

Land occupation, conquest

Developmental effect: Demonstration of intergroup conflict in situations where scarce resources are being fought over. In addition, as work is done in small groups, cooperation within small groups and a sense of belonging are strengthened.

Group leader practice: Requires more experience as a group leader and deeper psychological knowledge.

Timeframes: 20 minutes



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Tool requirements: movable furniture and objects such as chairs, tables, carpets, ornaments

Game description: The group is divided into two teams. One team is located on one side of the room and the other team is on the other side of the room. The task is to drag as many objects as possible to your own half at a given signal. The time frame is five minutes. Robbery is allowed: items can also be brought back from the territory of the other group. The only rule is that once someone has grasped it, no one else can touch it until they let go. After the five minutes, it will be revealed which group won and the number of items collected by each team. The game is followed by a discussion about what it was like to experience the competition between the teams, the "free robbery", both from the side of the "perpetrator" and the "robbed".

Other notes: Usually, a fun game with lots of laughter, but be careful not to be rude, be careful not to hurt someone or to break something! (Benedek, 1992)

6. Practices for improving social effectiveness

Change

Developmental effect: The first two of the three rounds of the game reflect the success and failure of self-assertion and thus social effectiveness, and the third round reflects sympathetic relationships within the group. Members can experience feelings of failure, loss, and how important they are to others, how many times they interact with them, thus revealing the feelings of group members towards each other.

Group leader practice: No serious group leader practice is required.

Timeframes: 10-15 minutes

Tool requirements: 100-150 pieces of 5-10 HUF coins, a large table, paper, pencil

Game description: Group members sit around the table. They pour out the money on the middle of the table. Group members can take as much of the money from the middle as they can or want after a signal. They then count how many pieces each person got and write this down. In the next round, one by one, everyone can take as much money as they want from two companions. Then they recalculate the money and write down how much each person has left. In the third round, each player can give as much change as he or she sees fit to two partners in turn. Then they recount the



money to see how much each person has at the end. Finally, you can discuss what you thought and felt during the game.

Other notes: For children, losing — taking money away from them — can be very frustrating, so with them this game requires great care. (Benedek, 1992)

Listen only to me!

Developmental effect: The task is a kind of communication struggle between three parties for attention, so it can also be a measure of the level of social effectiveness.

Group leader practice: It does not require any special group leader practice.

Timeframes: 20-30 minutes

Tool requirement: none

Game description: Group members sit in a semicircle; three people will play. The task is simple: the two of them talk intently, so that they can only pay attention to each other. The task of the third is to attract the attention of one of the interlocutors by any means, but without touching the other two players. It is worth setting the time frame in advance, say, between 2-5 minutes. Afterwards, other group members can try themselves in the roles of both "talker" and "disruptor". (Benedek, 1992)

House, tree, dog

Developmental effect: The practice is suitable for practicing nonverbal communication and empathy, on the one hand, and for group members to experience their social effectiveness and how important it is for them to control others. Gain experience about the factors of personal influence.

Age recommendation: Recommended for all ages.

Group leader practice: The practice does not require any special group leader practice.

Timeframes: 10-20 minutes

Tool requirements: A4 format paper for each pair, coasters, writing utensils, preferably colored pens, 1 piece per pair.

Game description: The group is divided into pairs (if the number is odd, either one of the group members is asked to be an observer or the group leader joins the game). The two members of each pair sit facing each other, their knees touch, and the sheet of paper with the coaster is placed on



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their knees, and the pen is held by both of them. The group leader asks participants to close their eyes and imagine a landscape of their choice, including a house, a tree next to the house, and a dog next to it. Let your imagination run wild. After about 2-3 minutes, the group leader asks the pairs to draw a picture without talking, in complete silence, holding the pen together, showing a house, a tree and a dog. When each pair has completed the task, the pictures will be displayed to the group. The pairs report their feelings and experiences, analyze the product, and discuss together their experiences with nonverbal communication, empathy and influencing each other.

Other comments: It is also possible for the group leader not to set a topic in advance, but to leave it up to the participants to draw what they draw. It is important that even in this case, they cannot discuss with each other what and how they will draw.

In general, the game has a very relaxed atmosphere, big laughs accompany the finished drawings, so it is also suitable as a stress reliever after more difficult tasks. (Rudas, 2001)

Shoo, fly!

Developmental effect: Players get an idea of how they can convince their peers that they are right, and thus what social effectiveness they have.

Age recommendation: for adolescents and adults

Group leader practice: It does not require any special group leader practice.

Time frames: 15-20 minutes

Tool requirement: none

Game description: The group is divided into small groups of 5-7 people. We tell the groups that they are given a simple problem. They think about it individually and then try to convince each other of the correctness of their solution. At the end, they discuss the solutions together and the group leader tells them the correct solution. The problem is this: there is a sealed jar and six flies sleep at the bottom of it. What happens if we wake up the flies and they start flying in the jar? Does the weight of the jar and the flies change or not if they are not at the bottom of the jar? (Solution: It doesn't change, because flies, when flying, create landing air currents that have the same force as their weight. So, whether they're sitting or flying, they push the jar down with the same weight.) (Kroehnert, 2004)



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Island

Developmental effect: The group has to reach a common understanding to solve the task, certain individuals have to make "sacrifices" for the common interests of the group, so the task also develops the cooperation of the group and a sense of belonging.

Age recommendation: recommended for adolescents and adults

Group leader practice: It requires more serious group leader practice and deeper psychological knowledge.

Timeframes: 45-60 minutes

Tool requirements: paper, pencil

Game description: Players sit in a circle. The group leader asks them to imagine that they have been shipwrecked and ended up on an uninhabited island. The island has drinking water, plants, animals – it seems possible to survive on it for a longer period of time. It is not known how long the shipwrecked will stay here, a few months or even a few years. The task is to write down five items that they would definitely like to take with them. Once this has been done, the group is asked to imagine that they have been shipwrecked together and they have to agree on only five items. The game is over when they have reached complete agreement. The game is followed by a discussion about how they managed to agree and how they coped with having to give up items important to them for the sake of the group.

Other notes: If you have a large group, consider dividing the group into smaller teams. (Bús, 2003)

Mixed menu

(see Group Collaboration Games, p. 151)

7. Exercises to help close the group

Gift

Developmental effect: At the end of the group, members give and receive feedback.

Group leader practice: It does not require any special group leader practice.



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Timeframes: 20-30 minutes

Equipment requirements: a number of sheets of A5 or A4 paper corresponding to the size of the group, plus writing instruments

Game description: The group leader announces that since it is time for the last exercise and the group is disbanded, they want everyone to take home a symbolic gift. Therefore, members are asked to send some of their group members a personalized gift on a sheet of paper, just for them, which they assume the receiver will be happy to receive. Then, each person writes a symbolic gift for a group member on the sheets of paper distributed, signs it, folds the paper and writes the name of the receiver on the top. When they have finished, they place the gift on each person's chair.

Other comments: We can ask group members to give feedback on the gifts they have received, report their feelings and impressions, but everyone has a personal right to say as much as they want. (Rudas, 2001)

Academic awards

Developmental effect: The aim of the task is to receive feedback from participants at the end of the training.

Group leader practice: No serious group leader practice is required.

Timeframes: 15-20 minutes

Tool requirements: sealed box with opening at the top, forms, pens, blank diplomas

Game description: Players sit in a circle. The game leader announces that now, at the end of the training, prizes will be distributed, for which he/she will ask for votes in different categories. These should be adapted to previous work, such as "most accurate participant", "best questioner", "best idea", etc. Indicate the categories in advance on the forms and ask them to vote in those categories anonymously. Then open the box, count the votes and hand over the certificates to the winners.

Other notes: Be careful not to offend anyone! (Kroehnert, 2004)

Reward check



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Developmental effect: The game is suitable for raising awareness of the effectiveness of participation at the end of the group and allows you to compare each other's opinions regarding participation in group work.

Age recommendation: for adolescents and adults

Group leader practice: Requires more experience as a group leader and deeper psychological knowledge.

Timeframes: 20-30 minutes

Tool requirements: real or fake checks, or a piece of paper that looks like a check in the same number as the group and the same number of envelopes

Game description: The group leader asks the members to reflect at the end of the group on how successful they have been in achieving the goals they set at the beginning. Therefore, each person is asked to evaluate their contribution to the group work and how much they have learned from the group process by filling in a self-assessment check. The value of the check can range from HUF 0 to HUF 100,000. If you think you have given or received little, you should allocate a small amount accordingly. If you think that your contribution and profit are large, then write a large amount on paper. Allow a few minutes for everyone to decide how much to write on the check, and then the checks are put in the envelopes and each person writes their name on one. The group leader shuffles the envelopes and randomly draws one of them. Whoever owns the envelope sits in the "hot chair" (a chair in the middle), opens the envelope and tells the others how much they have given themselves. After that, a conversation begins between the group and the person sitting on the "hot chair", during which it is worth mentioning how realistic the others think the amount written on the check is, how a greater reward could have been achieved. Then all group members take their turn. (Rudas, 2001)

Medals, decorations

Developmental effect: The aim of the exercise: at the end of the group, each group member should receive a symbolic gift, and with the help of this they should receive and give feedback (in symbolic form).

Age recommendation: recommended for all ages

Group leader practice: The practice does not require any special group leader practice.



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Timeframes: 30-45 minutes

Tool requirements: white cardboard (approx. 5x10 cm) for each participant, pens of different colors and pins.

Game Description: The group is divided into small groups of three. One member of the triad steps aside from the other two, who plan a medal for the third that symbolizes their qualities, personality, thinking and behavior in the group. Meanwhile, the third person tries to imagine what kind of medal the others have in mind for him/her and writes it down on a piece of paper. When the medal is ready, another group member steps aside and the same thing happens as in the first case, and finally the third person is given a medal in a similar way. When they are ready, all three members receive their medals. Within the triad, it is clarified who received what and why, and how well it corresponded to their preconceived ideas and fantasies. Together, they then try to clarify how these coincide or differ from the actual honors. Then the whole group gathers, everyone puts up their badges and walks around for about 2-3 minutes so that everyone can see everyone else's. They then discuss their feelings, impressions and lessons learned.

Other comments: At the end, you can discuss who might have made a different badge for one or another of the group, and to what extent. (Rudas, 2001)

Opinion box

Developmental effect: The aim of the task is to receive feedback from participants at the end of the training.

Age recommendation: adults, possibly older adolescents

Group leader practice: Discussion after the task requires more serious group leader practice.

Time frames: 15-20 minutes

Tool requirements: sealed box with opening on top, paper, pen

Game description: Participants are asked to write down their feelings, positive and negative criticisms about the training on a piece of paper anonymously and throw it in the box. At the end, we open the box and discuss what has been written down.



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Other comments: It is important that the group leader has sufficient self-awareness and tolerance for frustration to deal with negative reviews. Do not be offended and do not become hostile, indifferent of any feedback. (Kroehnert, 2004)

Reviews

Developmental effect: The aim of the task is to receive feedback from participants at the end of the training.

Age recommendation: adults, possibly older adolescents

Group leader practice: Discussion after the task requires more serious group leader practice.

Time frames: 15-20 minutes

Tool requirements: wrapping paper, pen

Game description: Write your questions on top of the wrapping paper – it's usually a good idea to write them as unfinished sentences. For example, "The most useful thing for me in the training was..." "The most valuable thing for me about the training was...", "I would like to make the following suggestions for a future training..." "What I liked/didn't like about the training was..." Then leave the room for a short time and let the group members write their thoughts on the paper without you. After your return, summarize what has been written, reflect on any criticisms and praises.

Other comments: It is important that the group leader has sufficient self-awareness and tolerance for frustration to deal with negative reviews. Do not be offended and do not become hostile, indifferent of any feedback. (Kroehnert, 2004)

Icebreakers

At the beginning of the sessions, it is worth starting with an "icebreaker" warm-up to create the mood for conversation.

Introduction: We bring different items in a basket and put them on the table. Group members introduce themselves based on a selected object. Thus, everyone gets the opportunity to say a few



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sentences about themselves. Childhood experiences and hobbies come up. Who likes sports or drawing.

Alliteration: Have each group member add two characteristics about themselves that begin with the initial letter of their first name. (E.g.: Frank is friendly, Hugh is hard-headed, etc.)

Identity: In pairs, ask the group members to find 3 things in common from their lives in 3 minutes. Rule: pairs should look for as many similarities as possible, no visible external traits (e.g. they are both blond). Pairs should tell the group what the 3 similarities are.

Positive gossip: In groups of three, two people talk about the third one as if he or she is not there, and they say positive things about him or her. The third person sits with their back turned to the other two, who talk about them in terms of specific aspects (clothing, skills, talents, friendliness, etc.).

Variation on the same idea: one group member at a time turns their back on the whole group - so that everyone says positive things about everyone else.

Who is your role model? Why?

Saying 3 wishes– What would it take to achieve them...

Say 5 words about yourself...

My strengths – weaknesses: Draw around both of your hands on a sheet of paper. Write 5 strengths in five fingers of one hand and 5 weaknesses in the other.

Values: List 10 concepts that represent value to you. Put them in order (from most important to less important).

Slogans: Choose a slogan/proverb/quote/song etc. that describes you the most right now / where you are now / what you are currently engaged in. Tell us why!

Friendship: Let's make a recipe for friendship! What are the "ingredients" for a true friendship?

Badge making: Draw a sign that expresses you now, pin it on yourself.

Pair up and present your sign to each other.

Have pairs choose another pair and present their sign to the others.

These new groups of four should choose a common sign for themselves!

Let the groups of four choose another quartet for themselves and choose a common sign for themselves... etc. – until we become one big group.



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Can we choose a common sign, a common word? How are we here now?

What joyful event have you had recently?

Talk about your name, its history, your nickname...

Closing: There are two boxes here. Put in one of them what you leave here / want to leave here!

From the other, remove what you take / want to take!

Telegram Final Exercise: Send a 5-word telegram to the group.

List of negative feelings

The list of negative feelings comes from *Rosenberg's book: The Words Windows or Walls*.

Emotions we may feel when we lack a need:

abhorrent	bored	disgusted
agitated	broken down	disillusioned
agonizing	callous	distracted
aloof	cold	distrustful
amazed	cold-blooded	drooping
angry	collapsed	dull
annoyed	cool	empty
anxious	dazed	enraged
apathetic	deluded	exhausted
appalled	depressed	fearful
apprehensive	desperate	feeble
astonished	despondent	feeling contempt
bashful	detached	fierce
bemused	disappointed	frozen
bitter	discouraged	gloomy
bleak	disgruntled	grumpy



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hateful	numb	skeptical
heartbroken	panicked	sorrowful
helpless	paralyzed	sour
hesitant	passive	startled
hopeless	pensive	suffering
horrified	poisonous	sullen
hot-tempered	pouty	surging
impatient	puzzled	surprised
inconsolable	quiet	suspicious
indecisive	raging	taken aback
indifferent	regretful	Tense
inflamed	reluctant	terrified
intense	reluctant	tired
irritated	retreating	unbridled
jaded	sad	uncertain
kind	scandalized	unfriendly
languid	scared	unhappy
lethargic	scared	uninterested
listless	self-conscious	unsteady
lonely	shaken	wishful
lost momentum	shaken	wistful
miserable	shamefaced	worried
mournful	shocked	
nervous	shy	



List of positive feelings

The list of positive feelings comes from Rosenberg's book *The Words of Windows or Walls*. Emotions that we can feel when some of our needs have been met.

adventurous	eager	impish
agitated	easy	impressed
aglow	ebullient	infinitely happy
alert	ecstatic	inquiring
alive	elated	inspired
amazed	elevated	inspired
amazed	emboldened	invigorated
astonished	enchanted	joyful
balanced	energetic	lively
beaming	enthusiastic	loving
blissful	exhilarated	mesmerized
calmed	extending	moved
carefree	exultant	open
cheerful	fan	optimistic
clean	feverish excitement	overflowing
collected	floating	passionate
complete	free	patient
confident	gentle	peaceful
convivial	glad	pleasant
curious	glowing	pleasantly excited
dazed	grateful	powerful
decided	great	proud
delightful	happy	raptured
devoted	hopeful	reconciled
dreamy	immersed	reinvigorated



relaxed	started	touched
relieved	superb	trusting
rested	sure	tuned up
revved up	surprised	unclouded
satisfied	swimming in happiness	
shining	swimming in joy	waiting
silent	thawed	wonder
softened	tossed	wondering

Saying No situational task cards

Come to the club!

Situation: You and your buddies always go to the same nightclub. There was an accident there a few months ago that was in the news. Your parents forbade you to go there in the future. One of your buddies tries to convince you to go to the nightclub with them. You'd love to go, but you're afraid something will happen again, and if your parents found out you were there, they'd be very angry. Unfortunately, you have to say "NO".

Friend: "You're coming, right?"

Just say "NO" You: "No."

Friend: "All our buddies will be there!"

Just simply, don't explain! You: "Besides me."

Friend: "Nothing bad will happen!"

Just simply, don't explain! You: "It won't work."

Friend: "Your parents will never know!"

Just simply, don't explain! You: "It won't work."

Friend: "No one is afraid to go there!"

Just simply, don't explain! You: "It won't work."



Friend: "Everyone is going to miss you a lot!"

Just simply, don't explain! You: "Sorry, it won't work."

Friend: " It's going to be great! Don't tell me you want to stay out of it!"

Just simply, don't explain! You: "It won't work."

Let me do it!

Situation: You and your boyfriend are home alone. You both agree that if the other doesn't like something, you'll stop doing it. But now he's gone too far and is starting to violate your physical intimacy. You want to stay within the agreed boundaries. You feel uncomfortable. You think it's important not to overstep the boundaries, your feelings are justified: you have to say "NO"!

Just simply, don't explain! You: "Please stop!"

Boyfriend: "Don't tell me it doesn't feel good!"

Just simply, don't explain! You: "That's too much! I don't want to go that far!"

Boyfriend: "Were not! It's no big deal!"

Just simply, don't explain! You: "I don't want to."

Boyfriend: "You know I love you!"

Just simply, don't explain! You: "Yes. And that's why I want you to stick to what we've discussed."

Boyfriend: "Baby, I really want to!"

Just simply, don't explain! You: "Stop or I'll leave!"

Drug use

Situation: Several people at your school are getting drugs. Many use it only occasionally, but some already seem addicted. You don't want to get involved in anything like that, but one of your buddies is trying to convince you to try the stuff he just bought. You're disappointed that he's trying to convince you like that. You think it's important not to use drugs, so you have to say "NO."

Just say "NO" You: "No, thanks."



Friend: "How do you know you won't like it?"

Just simply, don't explain! You: "Thanks, but I'm sure I don't want any."

Friend: "You'll really like it!"

Just simply, don't explain! You: "No, thank you."

Friend: "What's the matter with you? Are you scared?"

Just simply, don't explain! You: "No, I just don't want to."

Friend: "Well, you might regret skipping it."

Just simply, don't explain! You: "Thank you, I don't want any."

Friend: "Come on! I'll give you a whole dose!"

Just simply, don't explain! You: "No thanks."

Let's get someone in trouble!

Situation: There's a guy in your class that everyone hates because he's a bully and a jerk. Some of your buddies gets the idea to smuggle drugs into his bag, in order to expose him and get him caught for it. Your buddy asks you to help too. You don't like the guy either, but you think that's going too far. It is important not to get involved. You have to say "NO."

Just say "NO" You: "I don't want to be part of this."

Friend: "You don't have to be the one to plant it on him, just come have fun with us!"

Just simply, don't explain! You: "No."

Friend: "Are you scared of getting caught?"

Just simply, don't explain! You: "I've said it before, I don't want to be a part of this."

Friend: "So you're scared shitless."

Just simply, don't explain! You: "Whatever you say, I don't want to be part of it."

Friend: "Is there any way I can convince you to join?"

Just simply, don't explain! You: "None. I don't want to be part of it. You can't convince me."

Skip school with me!

Situation: One of your best buddies often skips school. This is reflected in his grades in most subjects. You're having a test today. Your buddy plans to skip school again. He's trying to convince



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you to go with him. You are anxious and afraid of the consequences, but you are not prepared for the test either. You don't want to skip school because you feel like you might have more to lose than to gain. You have to say "NO" to him.

Friend: "Let's skip school together!"

Just say "NO" You: "Thanks, but no."

Friend: "I can't believe you're not coming with me! What's up, you're scared?"

Just simply, don't explain! You: "My answer is no."

Friend: "I can't believe you're such a little pansy! You're starting to become a real geek, you know?"

Just simply, don't explain! You: "It won't work, I'm not skipping school."

Friend: "We'll go see a movie and I'm paying!"

Just simply, don't explain! You: "I said: it won't work."

Theft

Situation: Some guys started stealing from the convenience store. There is a big chance that they will be eventually caught. Apart from these, you have nothing but aversions to stealing. One guy hasn't been caught once and he thinks stealing is fun. He wants you to go with him next time. You're very surprised, but also scared and already feeling remorseful. You have to say "NO"

Friend "I learned how I can have some proper fun! And I can get good stuff at the same time!

Just think of what you want! I'm going again on Thursday, and I want you to come with me! It's gonna be a hell of a good time, I'm sure."

Just simply, don't explain! You: "I don't want to be part of this."

Friend: "Chicken! Come on already!"

Just simply, don't explain! You: "It won't work."

Friend: "Well, just come and only look, I'll show you how to do it!"

Just simply, don't explain! You: "No."

Friend: "So you're scared!"

Just simply, don't explain! You: "It won't work."



Friend: "Do you get, how spineless you are?"

Just simply, don't explain! You: "No. I don't want to go."

Help me cheat!

Situation: A buddy of yours can't go to his favorite camp this summer if he doesn't improve his grades. The math teacher knows you're reliable, so he always gives you the key to lock the room after the last class. The teacher has a notebook with the math problems and solutions. Your buddy asks you to take it out of the teacher's desk and copy it before you lock the room. You are anxious. You don't want to take advantage of your teacher's trust and you might even get into trouble. You have to say "NO."

Friend: "My grades have been really bad lately, so I want to ask you for a big favor: could you take out the teacher's quiz notebook and copy the solutions for me?"

Just simply, don't explain! You: "Sorry, no."

Friend: "Just this once!"

Just simply, don't explain! You: "No."

Friend: "Just copy three-quarters of it for me. He won't figure it out!"

Just simply, don't explain! You: "It won't work."

Friend: "If my test goes bad, it's gonna be your fault!"

Just simply, don't explain! You: "No."

Friend: "That's all I want is this one favor!"

Just simply, don't explain! You: "No."

Situational Game Ideas

1. Model the consequences of drug use in drawings, dramas, scenes or scenarios, in any way that works for you.



2. One of your classmates turns out to be using drugs. At the request of the class teacher and students, the school management decides not to remove him from school, but to try to help him in-house. Come up with a concept of the problems you expect to encounter and how to approach them.

You can demonstrate the situation or decision from the point of view of the principal, class teacher, classmates, a friend, parent, police officer, etc.

3. A friend of yours, Laci, asks you for help. He accidentally saw that one of your classmates was using drugs. He's never been in a situation like this before, and he really doesn't know what to do.
Task: Work out theoretical guidelines for such a situation.

Create a "survival kit" for this eventuality.

(Who could be addressed from the helping profession, environment, and school? Who couldn't? Why? Also, in the form of situational exercises, students among themselves and in real life.)

4. List three "drug-related" situations in which you would feel particularly defenseless and unprepared (or uninformed or curious). You can play one in 2-3 minutes.

5. Edina confesses to Rita that she does drugs on weekends. She says she has decided to quit several times, but when Saturday comes, she uses again and again. You can tell she wants you to help her. *How do you feel in this situation? What are you curious about? What are you asking? Why these?*

Task: How can you help? Consider acting out the conversation or devising ways to help.

6. Set up a short scene. Describe a class where the functioning of the community induces and/or perpetuates drug use among class members.

7. Set up a short scene. Describe a school where the functioning of the school causes and/or sustains drug use among students.



8. Set up a short scene. Describe a family where things cause and/or perpetuate family members' drug use.

9. Gather at least 3 reasons why you shouldn't smoke weed.
Gather arguments why it might be worthwhile for you, specifically. What is weed used for in a given situation...

10. What questions would you ask a drug user? *Because now you can. (In case of a prevention worker with an addicted past.)*

11. Think of 3 possible reactions if you are offered drugs. You could also act out the scenes.

12. Look for at least 3 good and at least 3 bad traits that are characteristic of drugs.

13. Sylvie's son turned out to be using drugs on weekends. What advice do you have for Sylvie?



Test – Could you be addicted?

Drugs, cigarettes, alcohol

Have you thought about your relationship with drugs and/or alcohol recently? Is it getting in the way of your life? Do you get moody when you think about your problems with them? Do you get out of control when you use them? Take the following test to find out if you really need help.

Tick the statements below that you think are relevant to whether you are really concerned about alcohol dependence.

- Quite often - once or twice a week - I find myself talking about drugs or **alcohol**.
- I try to deal with the tension or physical stress by knocking myself out one way or another.
- Most of my friends also drink or do drugs.
- I've missed school several times because of hangovers.
- I've felt sick several times when I couldn't drink or use drugs.
- I often feel the need to get high or drink after waking up, before eating, or even at school.
- Often, even when I am alone, I try to entertain myself with drugs or alcohol.
- I have been in conflict with my friends and parents on several occasions because of my drinking and **drug** taking.

The above statements have been compiled by clinicians based on statements from young people with drug or alcohol problems. The more sentences you tick, the more likely you are to be affected by addiction.

Scoring:

Three or four markings: the amount of harmful substances you consume is already very suspicious.

Five markings: the problem seriously affects you, it would be time to seek professional help.

More than five markings: it would be a good idea to actually visit a drug and alcohol addiction specialist.

(Source: KamaszPanasz (Adolescent's Complaint) – O. K. T.)



Test yourself to see if you're an addict

Designing self-assessments of the "Test yourself to be a drug addict" type is a sensitive topic that requires a high degree of responsibility and expertise. It is important to remember: such a test cannot replace diagnosis or treatment by a specialist and can only be indicative. Its aim is to promote self-awareness and prevention rather than diagnosis. Here is an example of how to develop a self-assessment test:

Test yourself: Do I have risks associated with drugs? Self-assessment test

Guidance: Answer the following statements with "yes" or "no." Be honest with yourself! This test is for informational purposes only and does not replace the advice of a specialist.

1. Have you ever felt like you needed drugs to feel good or to relax?
2. Have you ever used drugs on your own?
3. Have you ever had memory lapses after using drugs?
4. Have friends or family ever told you they were worried about your drug use?
5. Have you ever endangered others or yourself during or after drug use (e.g., while driving)?
6. Have you neglected your education, work, or family responsibilities because of drugs?
7. Have you ever felt like you had a hard time resisting drugs when they were around you?
8. Have you ever experienced withdrawal symptoms when you didn't use drugs?
9. Have you ever increased your dose of the drug to feel the same effect as before?
10. Have you ever thought about seeking help with your drug use?

Evaluation:

- If most of your answers are "no," you seem less at risk of having problems with drugs. However, it is always important to make conscious decisions and be informed about the risks of drugs.



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- If your answer to any of these questions is "yes," you may want to learn more about drugs and perhaps talk to a professional.
- If your answer is "yes" to several questions, you may want to consider consulting a professional for further advice and help.

This test can help youth rethink their own relationship to drugs and recognize when they need help. It is important to provide them with information after the test on where they can turn for help.



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