

TechWell

Digital Awareness Program Preventing Smartphone Addiction (PARENT WORKSHOP)



PARENT WORKSHOP

Objective: To be a companion, not a prohibitor. To help parents understand young people's experiences in the digital world, establish supportive communication instead of confrontational language, and serve as role models for healthy technology usage habits at home.

Model: Interactive Psychoeducation, Online Gamification, Scenario-Based Drama.

SECTION 1: Introduction and "Digital Empathy" (20 Minutes) Implementation: 1 "Worry Cloud" (Online Survey/Gamification)

Description: At the beginning of the session, participants are asked the question, "What is your biggest concern about your child's smartphone use in ONE word?" using Mentimeter or a similar online survey tool.

Flow: The responses appear live on the screen, forming a "word cloud." Words such as "loneliness," "schoolwork," "sleeplessness," and "friendship" grow larger and become more prominent.

Outcome: Parents see that they are not alone in their concerns. This allows the group to find common ground from the very beginning.

Implementation: 2 Setting Goals to Work On

Purpose: To gain insight into the issue in the shadow of the internet and establish a roadmap

Implementation: Asking the family target questions

Remember... If you move on to the second stage without answering these, you will have taken a wrong step!

QUESTIONS:

- How do you think internet use affects your family?
- How much do you know about your child's internet usage? (What are they doing? What are they playing?)
- How easy or difficult is it to discuss a topic at home? What about when the topic is the internet?
- Who takes on which role within the family?
- Were there specific rules and agreements regarding internet and technology use at home? If so, what were they, and how effective were they?
- What kind of reactions did you encounter when you tried to set limits on internet use?
- Did this situation cause any anxiety, stress, or disagreements within the family? How are these feelings managed?
- How do you spend time together as family members?
- How do you spend your free time?

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Implementation: 3 Establishing a Truce

**In a family with two parents, it is very important that both parents take the issue seriously and unite towards common goals.

- They should talk about things other than the internet. (But they don't want to talk to us...)
- They shouldn't focus on him/her; they should give the impression that life goes on.
- They should play the victim; they won't win as an authority figure. (I'm very upset, etc.)
- They shouldn't compete. Adolescence is a period when young people compete with their parents. Sometimes parents also start competing with their children, and in fact, a power struggle breaks out at home.
- They can engage with the game or computer. What are they playing? What level are they on? They can try to understand the excitement and challenges of the game.

What's the point?

- They stop using the computer as a battleground against authority. Something the parent loves and is interested in loses its importance for the teenager!

Implementation: 4 Time Limitation

· After raising awareness about internet use. Restrictions can be imposed based on time spent and activity. This time should be determined together. A daily time limit can be set for online games or a weekly limit for social media, etc.

o The time limit may seem excessive to families. It should be emphasized that the important thing is for the individual to gain the discipline to adhere to the time limits they set for themselves.

Implementation: 5 "Family Technology Agreement" (Breakout Rooms/Workshop)

Description: Parents learn how to create rules together with their children, rather than imposing them unilaterally.

Flow: Participants are divided into online breakout rooms of 4-5 people. Each group is given a Google Docs or Jamboard link with headings such as "phone-free areas/times (e.g., dinner table)", "bedtime rules", "weekend screen time". Groups brainstorm their own "ideal family contract".

Outcome: Parents leave with a concrete plan they can implement at home and practical ideas for their "mediation" role.

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Words Fly, Writing Stays

Y The agreement is a sign of seriousness.

Y It is concrete. It is not easy. This awareness should be instilled in both the student and the family.

Y What is the rule? What happens if they follow it, and what happens if they don't? What happens if they follow the penalty for not following it, and what happens if they don't?

Y The clauses must be concrete and clear.

Y It should be determined how the rules will be applied during holidays.

Y Both parties must sign it.

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MOST IMPORTANTLY, THE PARENTS MUST ALSO COMPLY WITH THE AGREEMENT!

Implementation: 6 Structuring time away from the internet

- They should establish a shared family routine.
- Plan activities to do together in addition to individual hobbies.
- They should explore their interests.
- Include nature and movement
- Share responsibilities.
- Add small surprises

Implementation: 7 Role model mirror

Assignments that will raise awareness are given to the family when needed.

- The card has two columns:
 - o "My technology habit" (filled out by parents).
 - o "My child's technology habit."
- Finally, the question: "What does my child see in me?"
- An assignment that raises parental awareness.

Open and Hidden Rules

- There are two boxes:
 - o Open rules (e.g., "No internet after midnight")
 - o Hidden rules (e.g., "Mom sleeps with her phone in bed")
- The family fills these out at home.
- An assignment that raises parental awareness.

Implementation: 8 Boundaries and Rules

- Everyone must follow the rules you set during discussions.
- Household rules, such as no internet zones...
- A rule is a rule. Rules should not be relaxed.
- You will not see positive results from the process you have started until at least three months have passed, assuming you have followed all the rules. Rules should remain unchanged during this three-month period.
- Techniques that family members can use when they are struggling should be taught.

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Implementation: 9 The Broken Record Technique

If the insistence continues despite sufficient explanation, apply this technique. With a neutral expression...

- "But my grades are good. Let me play as much as I want this week, no limits..."
- "Our rule is 16 hours a week."
- "Let's break it this week."
- "We agreed on 16 hours a week."
- "What if I play less next week?"
- "We said 16 hours..."

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Implementation: 10 Emotional Support and Communication

- Families should prioritize listening.
- They should name their feelings. (If families lack skills in these areas, they should be developed first)
- Teach them to share their own feelings. (I-language)
- Help them develop the ability to have common language. (What do you think about this?)
- Sometimes parents have very high expectations. They want the young person to completely give up the computer and turn to other activities. Emphasize the importance of the progress that has been made to a certain extent.
- Encourage them to set aside time and space for themselves. Emphasize that young people need the same space.
- Instead of giving orders, use invitation-based sentences.
- Sharing your own feelings is more effective than blaming
- Focus on the behavior, not the child's personality

Communication Tips Card Listen

- Listen attentively
- Don't interrupt
- Don't prepare what you're going to say while your child is talking
- Wait until your child has finished speaking

Observe

- Understand your child's facial expressions and body language. Does your child seem nervous and uncomfortable? Or do they appear relaxed?
- Listen to what your child says during the conversation by leaning in, holding their shoulder, nodding your head, and making eye contact.
- Instead of starting sentences with "You should do this," "If I were you," or "When I was your age," it is more appropriate to start with sentences such as "That really interests me..." or "I understand that this can be difficult sometimes..."
- If your child says things you don't want to hear, don't dismiss them.
- Don't offer advice to your child in every situation. Instead, try to understand the feelings behind what they are saying.
- Make sure you understand what your child is trying to say.
- Keep on responsibilities on their behalf.

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Reward them

- Don't just focus on mistakes; notice the good things they do and reinforce them by pointing them out.
- If families are more generous with rewards than criticism, children will feel better about themselves and become confident young people who trust their own decisions.
- What is meant here is verbal reward.
- So, if you like something your child has done, tell them you appreciate it.
- Work with the family to make small changes visible and provide positive feedback. At the same time, recognize and provide feedback on both the student's and the family's efforts.
- It is very valuable that you have recognized and shared the areas where you struggle to be consistent.
- Inform them not to ta

Implementation 11: "You Language vs. I Language" (Online Drama/Chat Exercise)

Description: The difference between confrontational and constructive communication is demonstrated through drama.

Flow: The implementer says a typical "You-Language" sentence:

"Is that phone in your hand again? I'm sick and tired of this!"

Then, ask all parents to write in the chat box how this sentence could be expressed using "I-Language."

The responses (such as "When you spend so much time on your phone, I feel sad that we can't communicate, and I worry about your studies") are read aloud, and the difference between the two is discussed.

Outcome: Parents learn a practical tool for expressing their concerns without being accusatory.

SECTION 4: Closing and Q&A (10 Minutes)

Summary: The main messages of "Understand, Communicate, Be an example" are repeated.

Q&A: Parents' questions are taken.

Output: Participants receive a document containing the draft "Family Technology Agreement" created during the workshop.



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