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DIGITAL ADDICTION

PARENT GUIDE BOOK

LOG IN BACK THE REAL LIFE

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PREFACE

Although technological devices have numerous benefits, it is known that they cause many problems when not used carefully.

Loss of control over the usage time of devices such as computers, tablets, game consoles and smartphones can lead to DIGITAL addiction.

The biggest responsibility falls on parents to ensure that children's DIGITAL use remains within the recommended periods and that this time is production-oriented. It is very important for families to Guide their children in the use of technological devices.

DIGITAL Addiction Parental GUIDE BOOK has been prepared to help parents who want to Guide their children on the safe and efficient use of technological devices.



WHAT DO

WE KNOW

ABOUT

DIGITAL
ADDICTION?

I. HOW DOES ADDICTION EFFECT ON OUR BRAIN?

How does a process that starts with JUST ONE... turn into an addiction?

First of all, ADDICTION is a long-term DISEASE that causes damage to the functioning of the brain. Now let's look at the formation process of this disease in our brain:

Chemicals that enable the flow of information between nerve cells in the human brain are called neurotransmitters. One of these chemicals plays a very important role in our emotional reactions in our brain. So what is this chemical?

The name of this chemical is DOPAMINE. Dopamine, which plays a key role in our emotional reactions and actions, is very effective in our mental and spiritual health. Now let's take a closer look at the relationship between dopamine and addiction:

Under normal conditions, our brain produces a constant level of dopamine. In the case of addiction, dopamine production increases greatly and all dopamine receptors are activated. This sudden increase in dopamine makes us feel much fitter and better. Our brain tries to protect itself against this false fitness and reduces the number of dopamine receptors. When the number of dopamine receptors decreases, our mood worsens. In order to experience the same false pleasure state again, we constantly increase the dose, while dopamine receptors continue to be deactivated. Thus, we step into the first step of addiction.

Addictive drugs and virtual exercises have the potential to increase dopamine release 2 to 10 times more than the release of natural rewards. Therefore, the effects on the pleasure point of the brain obscure naturally rewarding behaviors, such as eating a dessert you like. Our brain's need for REWARD comes into play and begins to direct our behavior.

Technology addiction has similar effects to substance addiction. Technology objects have a very strong reward effect when used for a long time and uncontrolled. These powerful rewards direct us towards the object of addiction. Whenever the reward mechanism of our brain, whose software is to repeat pleasure and rewards, is activated, we register that there is something important that we need to remember, and without even thinking about it, we continue to exhibit the behavior that will lead us to the reward, and we start the cycle of addiction..

II. WHAT IS DIGITAL ADDICTION?

DIGITAL Addiction is a subtype of behavioral addiction. Behavioral addiction is defined as an addiction state in which behaviors involving substance seeking without being dependent on a substance are associated with findings seen in pathological (diseased) use characteristics.

The main components of DIGITAL addiction are defined as Salience, Mood Modification, Tolerance, Withdrawal Symptoms, Conflict, and Relapse. The meaning of these components in addicted people provides clarity to behavioral addiction.

Salience: Occurs when a particular action becomes the most important thing in a person's life. This emerging situation; It becomes dominant over the individual's thoughts (leading to mental preoccupation), emotions and behavior. It is the situation in which an individual who is an internet user thinks about the time he will be on the internet even when he is not on the internet.

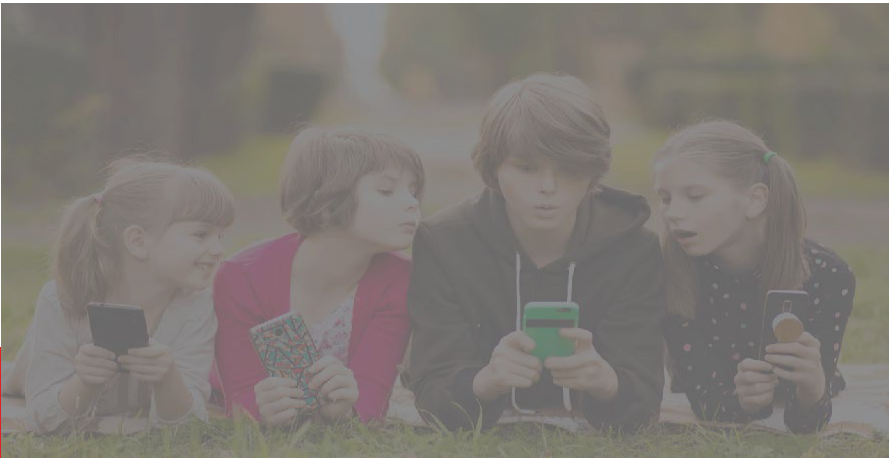
Mood Modification: It is related to the individual's stated personal experiences as a result of engaging in a certain activity. It can also be seen as a coping strategy for the individual. We can also say that it is a situation that reduces the extent of being affected by the negativities experienced. When individuals experiencing mood changes connect to the internet, a state of revival is observed.

Tolerance: It is the individual's ability to perform this behavior more and more each time in order to get the same pleasure from the behavior he performs. In other words, the individual increases the amount of behavior he performs to encounter similar effects. It is the situation in which an individual who is an internet user begins to spend increasing amounts of time on the internet in order to achieve the pleasure he/she had when he/she first used the internet.

Withdrawal Symptoms: These are unpleasant feelings or physical effects that occur when a particular action taken by the individual does not continue or is suddenly stopped. For example, when an individual using the internet is blocked by others; He/she begins to experience situations such as pessimism, irritability and tremors..

Conflict : This component refers to the conflicts that arise in the inner world of individuals with addictive behavior and in their relationships with other individuals in their environment. At the same time, the individual; It is used to express his social life, hobbies, interests and work-related conflicts.

Relapse : It is the tendency for a particular activity to occur again with its previous patterns. Even though the individual has avoided these activities for a long time or has been constantly controlled; It can reach the same level again, the extreme level of addiction. Even though the individual has moved away from the behavior to which he was addicted for a certain period of time and this behavior has been controlled by others; When he encounters these activities again after a certain period of time, he may show the same behavior as when he was addicted.



III. ARE ALL CHILDREN WHO USE DIGITAL ADDICTED TO DIGITAL?

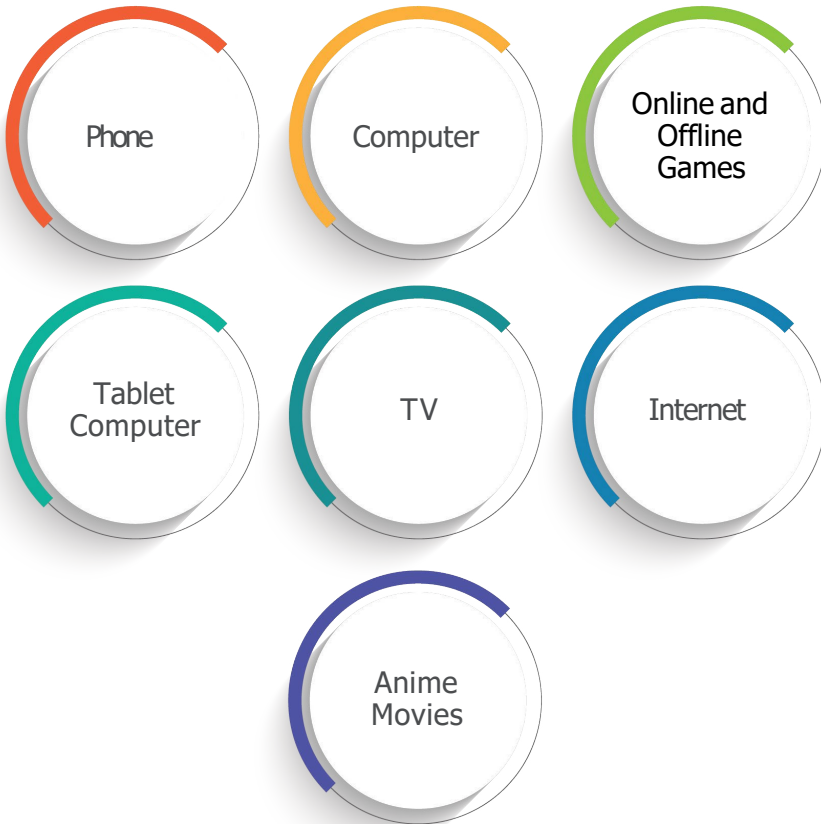
The most important reality of the 21st century is technological developments. When the pandemic process we are experiencing is added to this reality, it is thought that the use of internet and social media has increased. The increase in the time that children and adolescents, especially in school age, spend in front of the screen can cause the internet to become a problematic and addictive element rather than being beneficial.

How do we know if DIGITAL use turns into addiction in children?

- If the child has excessive mental preoccupation with technology (constantly dreaming of activities done with technological devices such as computers, tablets, phones, etc., thinking about the next activity to be done),
- The child increasingly needs to use technology to get the pleasure he wants,
- Unsuccessful attempts to control, reduce or completely stop technology use in the child,
- A feeling of restlessness, depression or anger in the child as a result of reducing or completely stopping the use of technology,
- The child is left alone with technological devices for longer than initially thought,
- Having problems with family, school and friends due to excessive use of Technologic device, and a decline in academic success,
- The child lies to his family and those around him about the time he spends with Technological devices,
- The child uses the internet and Technological devices to get away from problems or to escape from negative emotions (desperation, failure, depression, sadness, etc.),

If your child has at least five of the items listed above, we can say that your child is a candidate for DIGITAL addiction.

IV. OBJECTS THAT CAUSE DIGITAL ADDICTION



V . DIGITAL IN ADDICTION EFFECTIVE ELEMENTS

- Parent be in control insufficiency ,
- Academic failure,
- Personality characteristics (such as introversion, curious personality, impulsivity, fragile narcissism, extreme sensitivity to criticism or evaluation, dependent personality structure, depressive personality structure),
- Not having sufficient knowledge about internet applications and their effects,
- Increase in smartphone usage rate,
- Social media shares, needs for likes and appreciation (photo shares and like rates in applications),
- Feeling of loneliness, difficulty in social communication,
- Games for fun, excitement, challenge or emotional coping (It carries risks, especially for children who struggle with the feeling of failure in real life),
- Children's inability to fill their free time with an activity they like or want,
- Parents' reluctance to give responsibilities to their children, and even the parent's responsibility for the child's duties,,
- The child turns to technological devices to get away from stress,
- Parental attitudes: Overly authoritarian attitude, overly liberal attitude, different attitudes between parents,
- Excessive self-confidence (perception of me being dependent) or lack of self-confidence,
- Not being able to find a solution to the identity confusion during adolescence,

- Presence of addicted individuals in the parent or friend group and the child having any other addiction (such as smoking in adolescence),
- The length of the number of episodes of the movies watched or followed (For example, anime movies have an average of 300 episodes).

VI. THE STRONGEST ELEMENTS OF DIGITAL ADDICTION

A) Social Media

Social media are web-based platforms that allow users to create profiles that are open (or selected) to other people, to network and interact with other users and their contacts. It has been observed that those who use these platforms the most are generally adolescents over the age of 14.

When does social media become harmful?

- When we share content that jeopardizes our privacy,
- When we cannot understand that we are exposed to harmful content as well as beneficial content,
- When we isolate ourselves from our social life and spend our sociality on these platforms,
- When we are alone and spend all our loneliness and time on social media,
- When we feel we have space to express ourselves and feel psychologically strong only on social media,
- When we try to meet our emotional needs through social media,
- When we use only social media as a news source,
- When we start the day with social media as soon as we wake up,
- Social media becomes harmful if our virtual identities begin to take precedence over our real identities.

B) Games

Game addiction has started to be considered a disease by the World Health Organization since 2019.

When do games become harmful?

- If the child's gaming behavior begins to take precedence over all other social activities,
- If the child cannot control his desire to play and postpones all his activities,
- If the child continues the behavior despite the harms of playing behavior,
- If there is a decline in the child's school success,
- If the child is angry and depressed when he cannot play,
- If 12 months or more have passed since these symptoms appeared, a center should be consulted for gaming addiction.



C) Mobile phones

Mobile phones are among the most practical and preferred mobile devices. Smartphones emerged when computer features were installed on mobile phones. The graphics processors and hardware features found in smartphones have turned these devices into computers that we can carry in our pockets. While these computers have features that make our lives easier, they also have bad effects that can make our lives difficult.

These effects ;

- Physiological problems such as dry eyes and headaches,
- Decrease in social communication,
- Poor concentration (inability to focus on other tasks due to the need to constantly look at the phone),
- The confidentiality of personal information is at risk (spyware can be installed on phones).

• D) Anime Movies

Animes are cartoons and animations created with the art of manga drawing specific to Japan. Although anime may seem innocent at first glance, they can have the potential to become addictive if you are not careful.

When do anime movies become harmful?

The average length of anime cartoons is 200 episodes and above. If the length of the episodes is not controlled, it increases the time the child spends in front of the screen.

- The likelihood of addiction increases in children who act with the urge to watch episodes one after the other.
- Anime cartoon characters usually have special powers and have power while being weak. These characters can become objects of attachment for children and adolescents who lack self-confidence, are introverted, and have low academic success. For this reason, children may develop an emulation of these characters.
- Anime cartoons often contain harmful content such as science fiction, violence, love, eroticism, evil, monsters and lights.



MY CHILD IS

IN THE 0-6

AGE GROUP

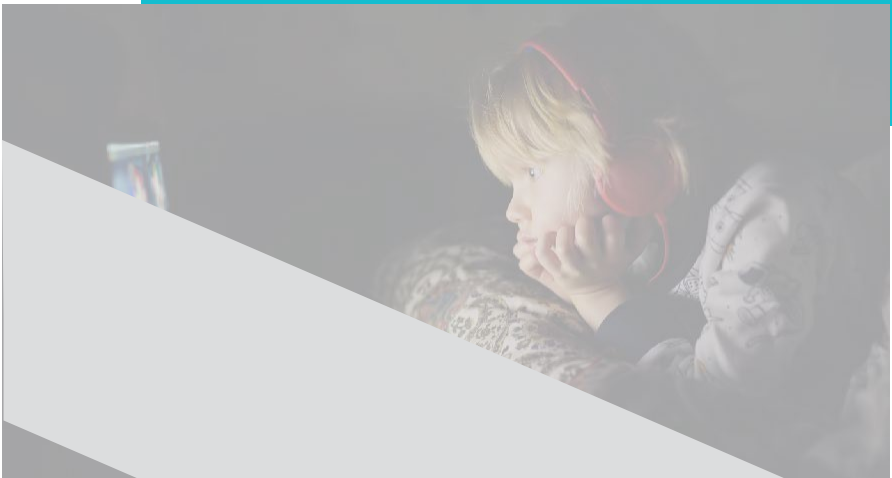
I. PERIOD CHARACTERISTICS OF 0–6 AGE GROUP

- The first three years after birth are the period when physical growth is the fastest. Brain development is quite rapid in the first two years. Language and speech development and social skills develop during this period. Another important feature of this period is secure attachment to parents. Language development, intelligence development, and social and emotional development are much healthier in children with secure attachment. The secure attachment relationship that children establish with their parents is one of the factors that protect them from addiction in adulthood.
- The curiosity of children in the 4-year-old group increases. During this period, children turn into little scientists. This curiosity drive serves their intelligence, language, physical and psychomotor development and they gain experiential experience. During this period, children who want to know everything that is going on around them often exhibit behaviors aimed at interacting with the people around them and initiating social interaction. One of the most important features of the period is that children have not yet gained impulse control. Children without impulse acquisition are active and expect their needs to be met immediately.
- The 6-year-old school period is the period when social relations develop and production processes are added to the learning processes. During this period, children tend to identify role models. It is one of the periods when the feeling of success is most pleasurable and needed the most. They learn how to accomplish a task on their own, how to get help when needed, and how to help others. Children who go through this period successfully are at peace with themselves and have a sense of competence. On the contrary, they may see themselves as inadequate individuals in the future. The age of 6 is one of the periods when lack of self-confidence occurs, and lack of self-confidence is among the important factors in the formation of addiction.

II. NEGATIVE EFFECTS OF DIGITAL ADDICTION FOR CHILDREN AGE 0–6

The results that occur in children in this age group who are exposed to visual media for a long time are in the field of mental and language skills.

- There may be a regression in the child's language and speech skills.
- The child may not respond when called or may react late.
- As he/she gets older, attention deficit and anger management problems may occur
- Negativity may occur in the child's relationship with her/his parents and environment.
- The child may exhibit symptoms similar to those of Pseudo-Autism (Pervasive Developmental Disorder). (The child does not react when called, is excessively active or inactive, is not interested in his/her environment, does not like physical contact such as hugging and kissing, has a delay in speech, etc.)
- Sleep disorders may occur in the child.
- Mental development may be damaged in children who are exposed to screens for a long time.



III. RECOMMENDATIONS TO PARENTS FOR CHILDREN AGAINST 0–6 YEARS AGE GROUP

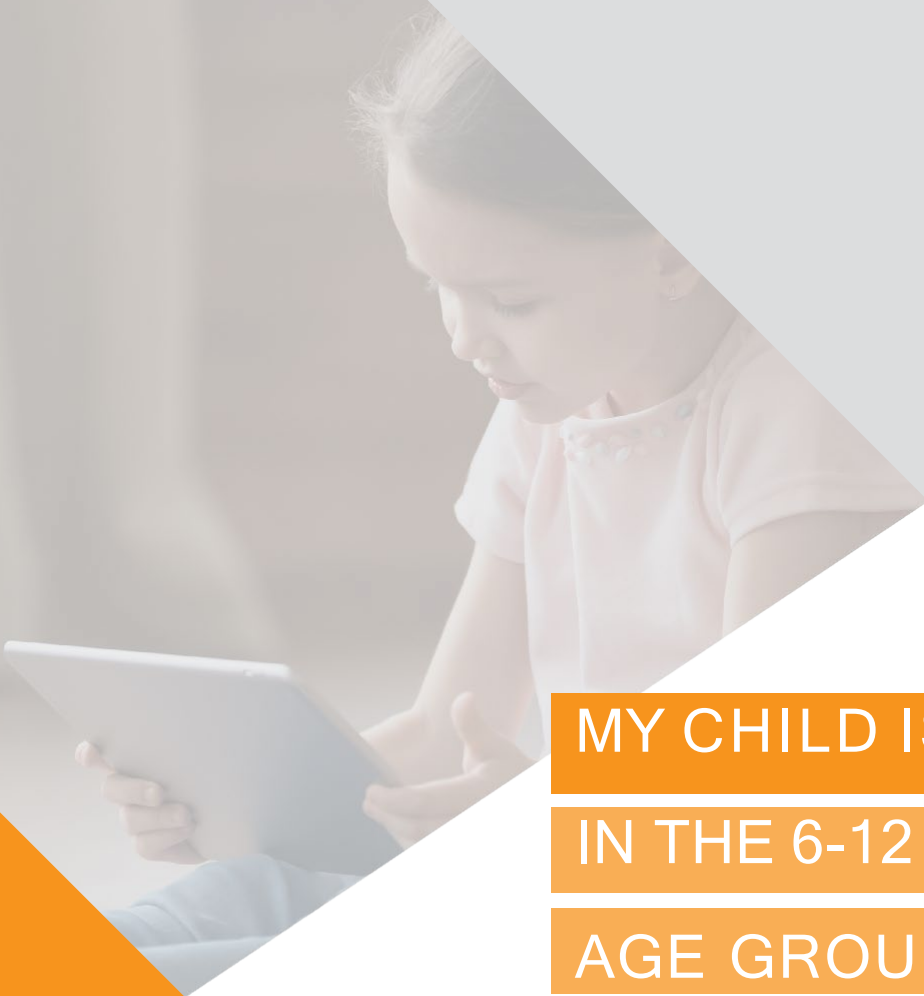
- Parents should be able to establish healthy communication with the child and be open to all kinds of messages from the child.
- Children should be taught how to share their feelings.
- The child should be given the opportunity to describe the emotion he is experiencing. Giving the child the opportunity to express his emotions appropriately will help develop his emotion regulation skills.
- The child should be helped to gain functional independence and develop the ability to control and regulate his emotions.
- The child's social development should be supported through respectful, open and trusting communication.
- Creative and simple activities to be done with the child are important for the child to gain self-confidence and self-expression skills.
- The child at play age should be encouraged to interact with his peers. This improves the child's social and emotional intelligence, the child gets to know himself in games, adapts to the social environment and develops social skills.
- It should be ensured that the child gains quality experiences. Children who gain quality experiences in early childhood will be able to attend school and be successful in classes, which are necessary for academic success in their future lives; The behaviors of contributing to society, cooperation, sharing, cooperation and empathy, which are necessary for social life, will also be positively affected.
- If a parent wants his child over the age of 4 to get acquainted with technological devices, he must choose educational content appropriate to the child's age and development and interact with the child to help him understand what he is watching. In addition, the interaction of the 4-6 year old child with technological devices (tablet, TV or phone application) should be an activity consisting of educational content suitable for his development and not exceeding 20-30 minutes per day.



- Children may not pay attention to TV programs they do not understand, but the programs watched by their parents become the background for children. Parents should know that communication with the child will decrease while watching TV. It has been observed that there is a decrease in reading levels of children who cannot communicate with their parents during this period. Background exposure can have negative effects on children's development, cognitive functions, and social play.
- As children's exposure to TV and adult programs increases, developmental and behavioral problems increase. In addition, developmental problems in the communicative and social areas, as well as emotional problems, aggression and externalization behaviors that may arise later in children, may occur as a result of exposure to adult programs and content that is not suitable for their development.
- It is important to limit digital media use to high-quality programs, as parents' excessive use of technology will be a negative role model for children.
- In this period, technology will not replace adequate and healthy sleep, physical activity, behaviors and games necessary for physical and cognitive health in the healthy development of children. For this reason, it is important that the use of technological devices such as tablets, smartphones and televisions is within the limits set by the parents.

- In supporting the child's social, physical and cognitive development; It is very important for parents to read books, chat and allow the child to express his/her opinion. The child who is given the opportunity to speak and is listened to will feel like a valuable individual.
- Accompanying the child's play invitation by the parent and including child-directed games while setting up the game will provide the child with the opportunity to learn by experience and cooperate.
- Sharing small tasks and responsibilities at home with the parent will be effective in helping the child gain different experiences and develop fine motor skills.
- Mobile devices should not be seen as a toy or reward for children.
- Children should be allowed to experience emotions such as being unhappy when they do not like a meal, or being bored while being a guest. In order not to get bored, they should not be given games on tablets or phones. Because a bored child will develop the idea of exploring a new learning environment or creating a new game. Parents who do not allow their children to get bored prevent the development of the child's creativity and imagination. of your power to the development obstacle they happen .





MY CHILD IS
IN THE 6-12
AGE GROUP

I . CHARACTERISTICS OF 6–12 YEARS AGE PERIOD

- Elementary-age children learn to be part of a larger world through school and an expanding circle of friends. During this period, children become a little more independent, begin to understand the cause and effect relationship, and learn to control their own behavior.
- School-age children need 1 hour of physical activity a day to increase their coordination skills and endurance.
- When their language skills are evaluated, while children in the first grade use complete and simple sentences, they make more complex sentences over time and continue to improve their grammar and pronunciation skills.
- Children's reasoning skills become more complex at this stage because they begin to make sense of their environment with what they learn and observe.
- The foundations of reading, writing and mathematics skills are laid at school. At first, they progress from identifying letters and words to being able to understand the content of what is read.
- Children also learn and develop long-term memory and attention skills during this period.
- Physical play is very important at this stage as children begin to master their bodies and develop major muscle groups.
- In this age group, children begin to develop friendships and learn to be part of social groups. Playing with peers is also important, as being accepted and making friends becomes increasingly important. Additionally, school-age children begin to behave in ways they think will be accepted by their friends, family, and teachers. Sometimes these behaviors can be contradictory, so it is important to Guide school-aged children in these relationship

II. NEGATIVE EFFECTS OF DIGITAL ADDICTION FOR CHILDREN BETWEEN 6-12 YEARS OLD



Obesity



Depression



Attention clutter



Stance disorders



Learning difficulties



Concentration Disorders



Academic Decline



Extreme irritability



Eating disorders



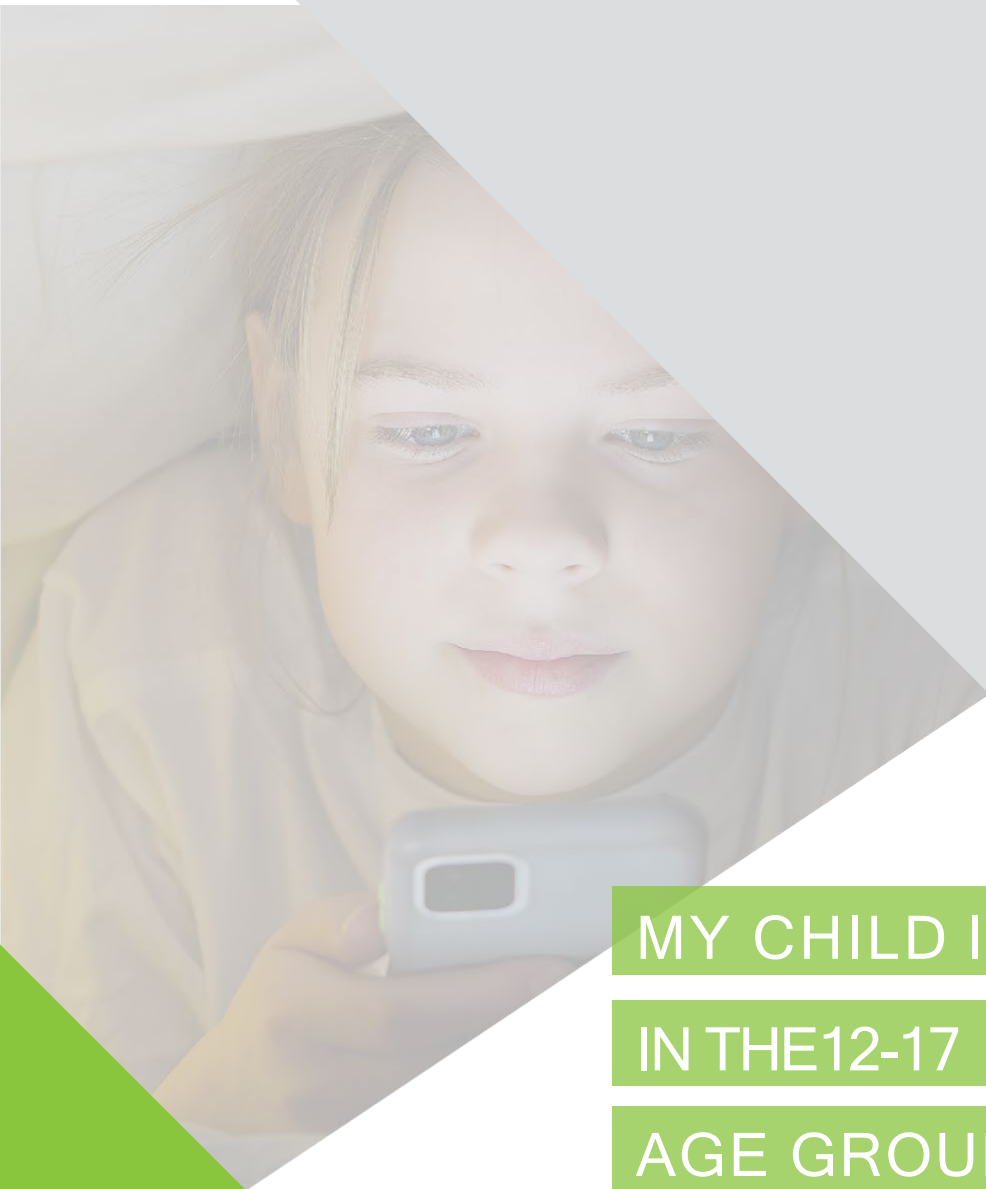
Socialization Problems

III . RECOMMENDATIONS FOR PARENTS FOR CHILDREN 6–12 YEARS

- Digital media can contribute to the lives of school-age children, but it is important to be aware of which and how much digital media is appropriate or inappropriate at this stage of development. Parents are advised to set limits for their children in terms of media use during this period.
- Although there are educational and entertaining nature programs, historical documentaries, and many TV series and movies for children, too much of these can negatively affect the child's health and development. It's important for parents to try to find a balance between time allocated for digital media and time allocated for family, friends, school and sleep.
- Parents should take the time to look at the quality and content of the television and movies their children watch. Children at this age tend to learn by role modeling. Therefore, seeing violence, alcohol, tobacco and sexual behavior in the media can be harmful.
- Parents also need to monitor how much time their children spend in front of screens to avoid the increased risk of obesity and sleep deprivation.
- Since children in this age group are now school age, they also understand time concepts such as weekdays and weekends. This period is ideal for defining time boundaries in the digital environment.
- Advertisements on both TV and movies can have powerful effects on school-age children. Programs that the child can watch should be recorded and exposure to advertisements should be prevented. This is also the perfect time to introduce media literacy to your children.
- Listening to music, dancing, or singing is important in a child's development. Studies have shown that children who sing or play a musical instrument do better in reading, math and science. Children this age can greatly enjoy listening to music. The parent should be aware of the content (lyrics) of the music the child listens to

- It is not recommended for elementary school students to use social media, as most popular social networking sites require users to be 13 years of age or older. Before giving permission to use social media, the child should be taught conscious, safe and effective use of DIGITAL; They should be informed about internet security and risks.
- Appropriate games for children should be selected by paying attention to age and content restrictions. While doing this, the game should be previewed to ensure that it does not contain violent images. Before deciding whether digital games are suitable for the child, type, age and content classification should be checked at <https://www.esrb.org/> and <https://pegi.info/>. Parents should have information about the age and content of the games before downloading the game to their phone.
- Playing video games with others (friends or family members) can be a social activity for children that encourages cooperation. Video games that include a physical activity or sports component can also encourage children to be active.
- Children in this age range may be more interested in mobile devices and may want to buy a device for themselves. He/she can only be provided with a telephone that will enable communication. Deciding whether to give children a mobile phone or tablet depends on their maturity level and level of independence.
- If a parent decides to give the child his or her own device, he or she should make sure the child engages in age-appropriate activities and only connects with people he or she knows. This is an ideal time to establish rules for using digital devices.
- All mobile devices should be charged in the living room overnight.
- You should not sit at the dinner table with a mobile device, the whole family should follow this rule.
- The child should be encouraged to ask their parents about any problems or questions they may have while using the mobile device.
- Use of the mobile device for entertainment and gaming purposes should be limited to a maximum of 1 hour per day.

- The child should be allowed to develop content for coding, web design and production.
- At this age, the child can be allowed to use the computer alone, provided that he/she knows what purpose he/she is using the computer for.
- Children should use Technological devices 60% production-oriented, 30% production-oriented and 10% consumption-oriented. Activities such as preparing animation clips, architectural design, mobile application development, website design, coding, writing books and shooting video clips can be given as examples of production-oriented use.
- Games that provide exercise on the internet for production-oriented consumption-oriented use, application training for cognitive development, web design and coding training can be given as examples. The child's interests and abilities should be discovered; Production-oriented use of Technological devices related to that field should be supported. For example, if he is interested in space, he can do research on this subject.
- Consumption-oriented use: This may include long-term gaming, excessive chatting, and excessive, aimless video watching. Children; They use Technological devices in a consumption-oriented manner to get away from negative situations such as unhappiness, grief, tension, loneliness, or when they cannot find an activity to do in case of weak family ties. Children should certainly be able to take advantage of the many opportunities the internet offers, such as creating videos, connecting with friends, playing educational games, and doing research for school, but in this case, parents should use internet safety and time management practices to protect the child.
- Internet-connected devices at home should be kept in common rooms and children should be asked to show what they are doing online from time to time.
- Children's computer and internet use should be monitored. Protect your children from inappropriate advertisements, videos, etc. Take advantage of secure internet service to protect against content.



MY CHILD IS

IN THE 12-17

AGE GROUP

I. PERIOD CHARACTERISTICS OF 12-17 AGE GROUP

- Adolescence is a developmental stage of rapid physical growth and psychosocial change. The most important role models in the early years of adolescence are family members. However, children in this age group care very much about their friends' thoughts and behaviors, and they are interested in social media, TV series, movies, games, etc. They are interested in areas such as.
- Social media platforms constitute the main communication tool of adolescents from the age of 13-14. At this age, the opinions and acceptance of friends of the opposite sex, as well as those of the same sex, will be at the forefront. At the same time, the adolescent wants his privacy within the family to be respected more and may prefer to be alone. Therefore, the method and language used in discussing the adolescent's use of Technological devices and its limits are very important

• II. NEGATIVE EFFECTS OF DIGITAL ADDICTION FOR 12-17 YEARS OLDS

- Trying to meet their social needs on social platforms,
- Trying to resolve emotional relationships with people he doesn't know,
- Decline in academic success,
- Parent-adolescent conflict
- Unconscious private posts on social media platforms,
- Sleep disorders (not sleeping to be online),
- Depressive mood,
- Social isolation (spending most of the time with technological devices),
- Not being honest with one's family and surroundings,
- Weight gain or loss, back pain, headaches, carpal tunnel syndrome,
- Feeling guilty, embarrassed, anxious and depressed as a result of online behavior.

III . RECOMMENDATIONS FOR PARENTS FOR THE 12–17 AGE GROUP

- The use of all platforms accessible via the internet, such as social media, online games, TV series and movies, is called "technology use". Be aware that long-term use of technology and inappropriate content negatively affects the physical and mental health of children, especially during adolescence.
- From the first years of adolescence, correct limits on technology use should be set with the child, the duration of technology use should not be allowed to exceed the healthy period, and all family members should comply with this rule.
- Adolescent children may become addicted more easily than adults. Therefore, children in this age group should be contacted according to their age and development level.
- No matter how old the child is, he/she should be warned in a clear manner "without using the imperative mood" and limits should be set about the duration of technology use at home, as well as inappropriate sharing on social media.
- Everyone in the family should be ensured to comply with the specified time rule.
- When banning children from playing games on the phone or computer, they should be treated with an exemplary attitude. If the child is over 13-14 years old, the rules should be created together. Meeting in the middle according to his school and course calendar and suggestion will be more effective than imposing the rule.

- Research shows that young people who socialize in front of too many screens cannot make eye contact with others during face-to-face conversations. It has been determined that some of these young people have a impaired sense of personal space and a decreased awareness of where they are physically. These young people encounter problems such as hitting people or objects while walking, waiting or stopping in inappropriate places. Long-term exposure to the screen or virtual world can cause confusion and distraction when it is necessary to pay attention to the real world. When the screen is used for lessons or learning purposes, the difference between the virtual and real environment cannot be distinguished in cases such as attention shifting to social media platforms and not being able to remember which subject to focus on afterwards. Headaches, backaches, lack of concentration and distraction may occur in young people who play games for a long time, use the internet and Technological devices on social media or for other reasons. To help young people with such problems see whether their problems will decrease; They should be advised to take a break and shorten the time spent on the phone or playing games in bed. In this way, adolescents should be able to check themselves whether there is a change in their situation.
- In the early years of adolescence, with growth and body changes, issues such as looking good on social media may arise in young people. A teenager who is concerned about dissatisfaction with his body or who wants to learn what he wonders about his body may make the mistake of waiting for the answer from social media or social media influencers. Tell him that the change in this period is a normal process and that you find it normal for him to care about his appearance, and that you would like to help him if there is something he is worried about.
- The child should be asked which social media platform or who he or she follows, without judgment or insistence, and offered to look at these platforms together. Children in their early adolescence will usually accept this offer from their parents. When the teenager gives permission, it is useful to watch the topics he/she watches on the internet for a while without judging or commenting.
- It can be said that the behaviors of eating, drinking, dressing, spending time and having fun for children, as suggested by social media influencers, are not actually compatible with reality. Convincing examples can be given on this subject. Adolescents aged 11-13 are more positive about following their parents' suggestions than older adults.

- There should be a clear limit on the duration of DIGITAL use and this issue should be consistent within the family. When the child adapts to the restriction, plans should be made to spend special time with the family and the child should be rewarded in this way. For example; Consistently carrying out activities with the adolescent within the social environment and opportunities of each family, such as watching a movie together on a determined day, going shopping together, washing the car together, baking a cake or meal together, or doing handicrafts, also reinforces compliance with the rules.
- The family should be aware of the movies and TV series the child watches and the lyrics of the songs he listens to. It has been observed that violent images or content make the adolescent more insensitive to committing or being exposed to violence. Violent games can make adolescents more aggressive and cause anxiety and depression. In addition, it should be reminded that many adolescents are exposed to bullying and bad behavior on social media, and it should be stated that such a thing may happen to them and that they should report it in such cases and that they will be helped. The problems experienced by the teenager on social media should be discussed in a solution-oriented manner, without blaming him.
- In the early years of adolescence, if possible, the child should start a regular sports activity. It can be said that doing sports at this age will be beneficial for the adolescent to grow taller. If necessary, help can be sought from physicians to convince them of the benefits of sports. Adolescents participating in regular team sports will reduce the time spent in front of the screen. It can also draw the attention on the screen to a healthier side. For example, he can follow sports matches, game rules, and players' success stories that interest him.
- The parent does not talk to the child about the duration or content of Technological devices use that he or she does not approve of; It should be done at a time and in a suitable environment when family members and the adolescent are rested and in good spirits. The speech should not be "directly preachy, threatening, implying punishment, judgmental or accusatory.
- Parents can start the conversation by talking about the uncomfortable content of Technological devices use and asking what the adolescent thinks and if there is a solution suggested. However, not all uncomfortable issues should be brought up at the same time. When the conversation gets stuck, it can be stated that it would be better to take a break and talk again at the appropriate time.

- In this age group, it would be appropriate to offer to watch a movie together and participate in the activity without comment at first. Messages about content that you do not approve of should be given in a way that will make the adolescent think about that subject after the bond between you and him/her becomes stronger. "Person Boys are muscular, girls are slim; It's like this isn't the real world, what do you think?", "Do these kinds of movies want to give a different message than what they appear to be? Could a teenager who is not very conscious give the wrong meaning?", "Doesn't your friend who shares this kind of posts share some of his privacy? "Others than you can also see it, I do not approve of you sharing it." Conversations like this will be useful. First of all, it will be useful to encourage your child to think and find the right one by asking his/her opinion about the content you find wrong.
- We need to state firmly and firmly to adolescents that we respect their privacy, but that they are our responsibility until they become adults. Therefore, we should also state that we will ask them what they are busy with on the phone at regular intervals, that there may be situations that we do not approve of about their posts, and that we are there for them when they encounter a problem on social media and that we can solve the problem together.
- Social media can cause adolescents to feel inadequate and lose their self-confidence by showing them standards that are difficult to achieve, which can lead to the deterioration of the adolescent's mental health and isolation from society or family. Adolescents should be supported to first solve the problems they experience with social media or virtual individuals themselves. It should be discussed how their decisions may affect others (positively or negatively) and themselves, and what the solutions might be.
- Looking at the screen right before bed delays falling asleep and can disrupt sleep quality. The blue light emitted by phone and computer screens disrupts the release of melatonin, the sleep hormone. The child should be told that he should put the phone outside the bedroom and the whole family should comply with this rule.



SUGGESTIONS FOR HEALTHY GENERATIONS

MAKE

- ▶ Be knowledgeable about the use of the internet and technological devices.
- ▶ Try to understand your child. Give him accurate, brief and important messages about internet use.
- ▶ Spend time with your child. Read books to him, chat with him, plan activities you can enjoy together. When you don't have time, turn your daily routine tasks into an activity you can do together.
- ▶ Support your child's friendships and plan activities that will bring them together.
- ▶ Guide your children to meet their friends in natural ways and enable them to socialize within their peer groups.
- ▶ Be sure to direct your children to sports branches that suit their abilities and interests.
- ▶ Control your child's computer use and get to know her/his friends online.
- ▶ Make sure you have safe internet applications on your computers.
- ▶ Be your children's parent first, then their friend, play games with them, watch movies, but do these as a parent. Otherwise, when you set rules, your children may not care much about the rules.
- ▶ Give your children responsibilities for household chores and ensure that this situation continues (e.g. tidying their room, carrying grocery bags, watering the flowers, etc.).
- ▶ Check out the anime and cartoon content they watch.

MAKE

- ▶ Control the length of the TV series and animated series watched and allow them to watch a maximum of two episodes per day and set a limit.
- ▶ Do not create a program based solely on studying, remember that the brain's focus time is limited.
- ▶ Forcing the child to study while playing a game he/she loves, watching a TV series he/she loves, or giving him/her a different task may make the child hostile to the task to be done. Allow your child to enjoy the activity to the fullest, because the brain may continue to desire the unfinished work.
- ▶ Plan your child's daily routine, such as play time, lesson time, and time with friends.
- ▶ Determine the rules at home together with the children, hang the rules in a place where everyone can see them (such as the refrigerator), and follow these rules together.
- ▶ As parents, be patient, harmonious and consistent with your children.
- ▶ Act calmly in situations involving your children. For example, if you overreact when the child has a problem with a friend, the child may not share such situations with you in the next stage.
- ▶ Follow your children on social media, tell them not to add people they do not know to their friends list and not to share information such as address and phone number.
- ▶ Make sure she adjusts the privacy settings in her/his profile
- ▶ Periodically check who he/she associates with as friends

DON'T MAKE

- ▶ Do not use technological devices to distract or console children. Don't offer them as toys or rewards.
- ▶ Do not direct the child's attention to the television, computer or phone while feeding the child.
- ▶ Do not give the same warnings to the child frequently about the negative processes of internet use. A child may become desensitized to messages when given too many messages.
- ▶ Do not share videos and photos of your children on social media or other areas.
- ▶ Do not criticize or blame the child.
- ▶ Don't deny the feelings your child is experiencing.
- ▶ Do not give injurious warnings to the child.

