

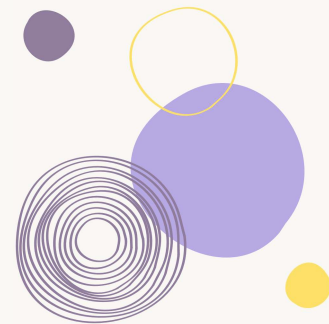
# Scenario

## “Nice and Safe”



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## Topic: Communicating Safely and Effectively with At-Risk Youth, Crisis Management, and Understanding the Legal Consequences of Drug Use

### Participants Will Learn

- How to use safe and empathetic communication techniques when working with at-risk youth.
- Techniques to recognize and de-escalate crises during conversations with young people.
- The legal consequences of drug use and possession in Turkey and how to communicate these to youth.
- How to guide young people toward professional help while managing legal consequences.

### Materials and methods

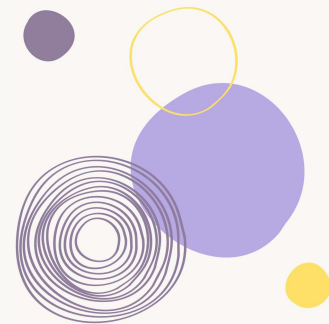
- Lecture by the workshop leader: Provide foundational knowledge on communication techniques, crisis management, and Turkish drug laws.
- Group discussions: Participants will share experiences and brainstorm solutions to communication challenges.
- Interactive exercises: Role-playing, quizzes, and case studies.
- Platforms: Kahoot, Quizlet, Canva, Genially for visual presentations and quizzes.
- Papers and markers

### Exercises

- Exercise 1: Role Play – Crisis Intervention with Legal Consequences
- Exercise 2: Legal Consequences Quiz (Genially)
- Exercise 3: Crisis Role Play – Introducing Professional Help
- Exercise 4: Trust Ladder



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# Part 1.

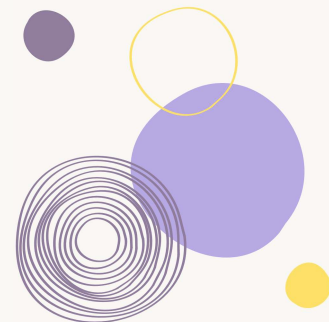
## Introduction (30 minutes)

### 1. Lecture: The Importance of Safe Communication and Legal Awareness

- Content: Start with a discussion on the importance of empathetic communication with at-risk youth. Transition to an overview of Turkish drug laws, emphasizing the potential legal consequences of drug possession, use, and distribution.
- Key Turkish Law Points:
  - Possession of drugs can result in 2–5 years in prison.
  - Use of drugs can lead to rehabilitation orders, fines, or imprisonment.
  - Distribution or trafficking can result in 10–20 years imprisonment.



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## Part 1.

### Introduction (30 minutes)

#### 1. Lecture: The Importance of Safe Communication and Legal Awareness

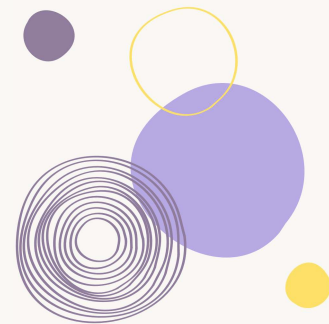
- Trainer's Script:

"Today, we are going to learn not only how to communicate with young people struggling with substance abuse, but also how to ensure they understand the legal risks involved. Our role is to guide them, support them emotionally, and provide the facts."

- Goal: Equip participants with legal knowledge and communication strategies for talking about legal issues with at-risk youth.



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## Part 2.

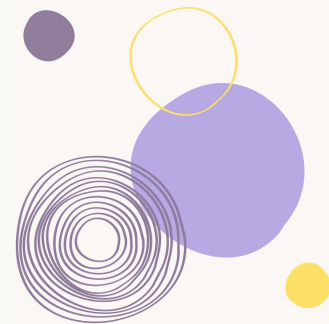
### Case Study Analysis: Handling a Youth in Crisis (30 minutes)

#### 1.Trainer Instructions:

- Divide participants into small groups. Hand out printed copies or display digitally a case study scenario.
- Example Case Study: Deniz (age 17) is found with a small amount of cannabis. His school counselor, Ali, needs to explain the legal consequences and support him emotionally. Deniz doesn't realize the seriousness of the situation and is indifferent.



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## Part 2.

### Case Study Analysis: Handling a Youth in Crisis (30 minutes)

#### 1.Trainer Instructions:

##### Trainer Role:

Guide participants to discuss:

- How would you explain the legal consequences to Deniz without making him feel judged or panicked?
- What communication techniques could Ali use to keep the conversation supportive yet firm?

Encourage groups to consider different communication approaches (open-ended questions, reflective listening, summarizing statements).

##### Debrief with the Group:

- Discuss the legal implications of the case.
- Highlight key de-escalation strategies.



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## Part 2.

### Case Study Analysis: Handling a Youth in Crisis (30 minutes)

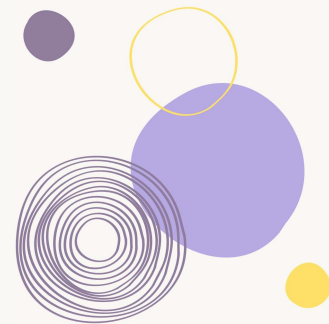
### 2. Lecture: Crisis Management During Conversations (30 minutes)

#### Trainer's Script:

- "One of the most challenging parts of working with at-risk youth is recognizing when a conversation is heading towards an emotional crisis. Today, we'll focus on managing these crisis points."



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## Part 2.

### Case Study Analysis: Handling a Youth in Crisis (30 minutes)

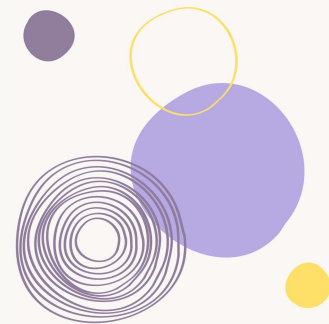
#### 2. Lecture: Crisis Management During Conversations (30 minutes)

##### Crisis Management Techniques:

- Recognizing Crisis Points: Body language, defensiveness, raising voice, or withdrawal.
- De-escalation Techniques:
  - Stay calm: Maintain a steady tone, avoid interruptions.
  - Validate their feelings: "I see this is really hard for you."
  - Shift focus: Ask them to share how they are feeling about the situation instead of focusing on confrontation.
- Goal: Equip participants with tools to keep conversations constructive and avoid escalation.



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## Part 3.

### Practical Exercises (1 hour 30 minutes)

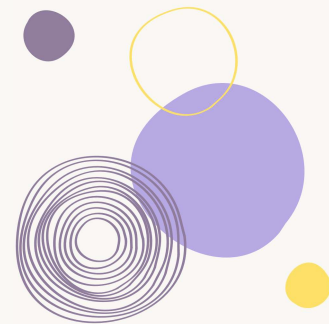
#### Exercise 1: Role Play – Crisis Intervention with Legal Consequences (30 minutes)

##### 1.Trainer Instructions:

- Pair up participants for role-playing exercises. One plays a youth worker, the other a student.
- Scenario: Fatih (16) is found with ecstasy at a party. His youth worker, Elif, needs to discuss the seriousness of the situation while calming Fatih down. Elif must also make sure Fatih understands the legal consequences but doesn't panic.



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## Part 3.

### Practical Exercises (1 hour 30 minutes)

#### Exercise 1: Role Play – Crisis Intervention with Legal Consequences (30 minutes)

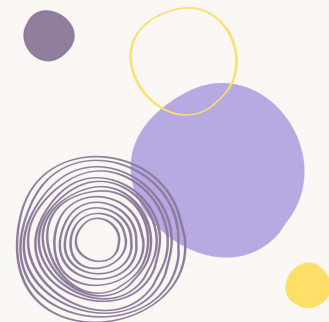
##### 1.Trainer Instructions:

Script (for participants):

- Elif: "Fatih, what happened at the party is serious, but it doesn't have to define your future. Let's talk about what we can do next to make sure this doesn't happen again."
- Fatih: "It's not a big deal. I didn't even take the pills. My friends were just holding them for me."
- Elif: "I understand it feels like it's not a big deal right now, but the law is very clear about this. You need to understand what could happen if this continues."



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## **Part 3.**

### **Practical Exercises (1 hour 30 minutes)**

#### **Exercise 1: Role Play – Crisis Intervention with Legal Consequences (30 minutes)**

##### **2. Trainer Instructions**

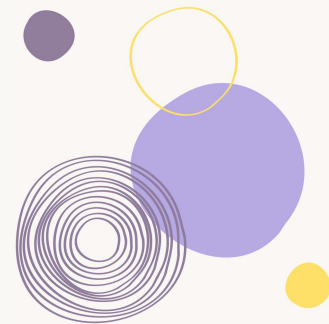
- Ask participants to role-play for 5-10 minutes, then switch roles.
- Encourage them to reflect on how it feels to de-escalate and convey legal consequences.

##### **3. Debrief:**

- Discuss as a group how the role-play went. What strategies worked best for keeping the conversation calm?



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## Part 3.

### Practical Exercises (1 hour 30 minutes)

#### Exercise 2: Legal Consequences Quiz (Genially) (30 minutes)

##### 1. Trainer Instructions

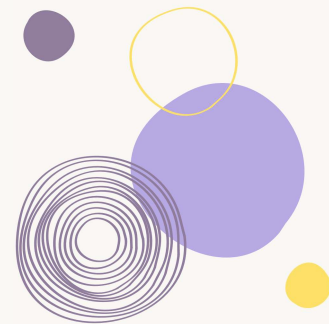
Platform: Use Genially to run a multiple-choice quiz about drug laws in Turkey.

Set-Up: Prepare the quiz with statements like:

- "What is the minimum sentence for drug possession in Turkey?" (Answer: 2 years)
- "A minor caught with drugs will automatically go to jail." (Answer: False, they may be sent to rehabilitation.)
- "Trafficking drugs can result in up to 20 years in prison." (Answer: True)



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## Part 3.

### Practical Exercises (1 hour 30 minutes)

#### Exercise 2: Legal Consequences Quiz (Genially) (30 minutes)

##### 2. How to Run It:

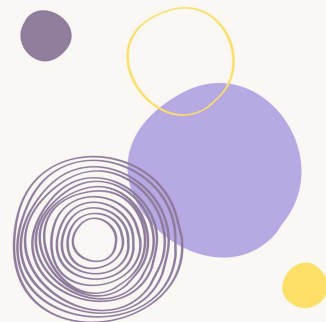
- Run the quiz live, projecting questions for all participants to answer on their devices. This adds a competitive and interactive element.
- Discuss the answers with the group after each question, providing real-life context and further explanation.

##### Trainer's Script:

- "This quiz is not just about facts – it's about understanding how these laws apply in real situations and how we communicate them to young people."



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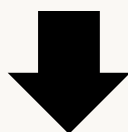


## Part 3.

### Practical Exercises (1 hour 30 minutes)

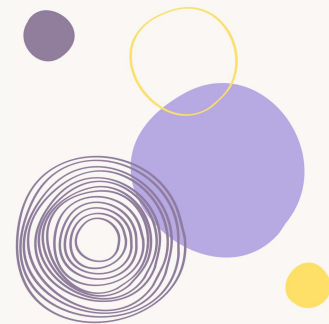
#### Exercise 2: Legal Consequences Quiz (Genially) (30 minutes)

QR CODE FOR THE ONLINE QUIZ



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## Part 3.

### Practical Exercises (1 hour 30 minutes)

#### Exercise 2: Legal Consequences Quiz (Genially) (30 minutes)

##### ANSWERS

1. What is the minimum sentence for drug possession in Turkey?

Answer: 2 years

2. A minor caught with drugs in Turkey will automatically go to jail.

Answer: False (They may be sent to rehabilitation.)

3. Trafficking drugs can result in up to 20 years in prison in Turkey.

Answer: True

4. Selling drugs near a school in Turkey can increase the sentence by:

Answer: 5 years

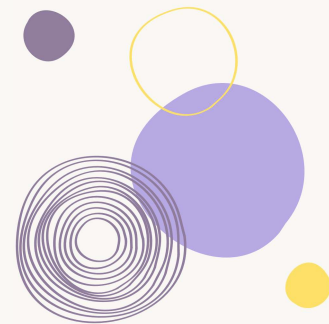
5. Personal drug use in Turkey is treated as a crime, but users may avoid prison by:

Answer: Attending drug treatment programs



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## Part 3.

### Practical Exercises (1 hour 30 minutes)

#### Exercise 2: Legal Consequences Quiz (Genially) (30 minutes)

##### ANSWERS

6. The maximum penalty for large-scale drug trafficking in Turkey can be:

Answer: Life imprisonment

7. Importing drugs into Turkey is classified as:

Answer: A felony

8. In Turkey, drug possession for personal use can result in:

Answer: 2-5 years in prison

9. Collaborating with authorities (turning in others involved in drug activities) in Turkey may lead to:

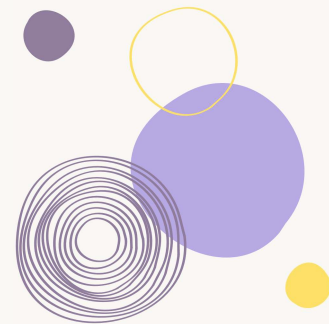
Answer: A reduced sentence

10. Medical use of certain drugs, such as cannabis, is legal in Turkey.

Answer: False (Cannabis and other drugs are strictly controlled, with no broad legalization for medical use.)



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## Part 3.

### Practical Exercises (1 hour 30 minutes)

#### Exercise 3: Crisis Role Play – Introducing Professional Help (30 minutes)

##### 1.Trainer Instructions:

Provide participants with this scenario:

- Barış (15) was caught using drugs. His youth worker, Ayşe, needs to explain how attending rehab can help him avoid harsher legal consequences.
- Ayşe: “Barış, I understand this is overwhelming, but the law gives us a chance here. If you attend rehab, it can help you avoid the legal penalties that could otherwise affect your future.”
- Barış: “I’m scared. I don’t want to go to rehab. I’ll get in trouble.”

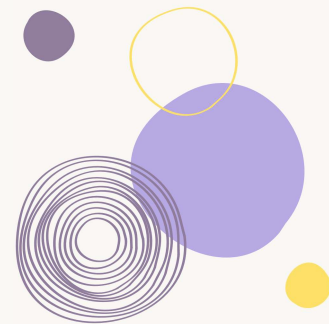
Trainer Instructions:

- Encourage participants to focus on validating Barış’s fears while guiding him toward the benefits of professional help.



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## Part 3.

### Practical Exercises (1 hour 30 minutes)

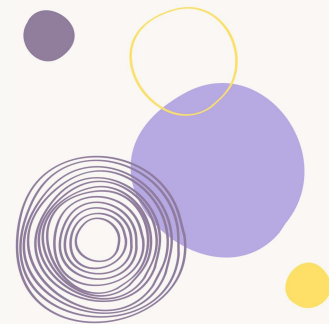
#### Exercise 3: Crisis Role Play – Introducing Professional Help (30 minutes)

##### 2. Debrief

- After each pair has completed their role-play, ask them to reflect on how they introduced the topic of rehab and addressed the young person's fears.
- Trainer's Question: "How did you navigate the conversation to keep it supportive while explaining the legal advantages of rehabilitation?"



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## Part 3.

### Practical Exercises (1 hour 30 minutes)

#### Exercise 4: "Trust Ladder" (30 minutes)

##### Objective:

Participants will build a "Trust Ladder" that illustrates how trust is developed between youth workers and at-risk youth, step by step. The exercise helps participants break down the process of creating emotional safety into manageable and actionable steps.

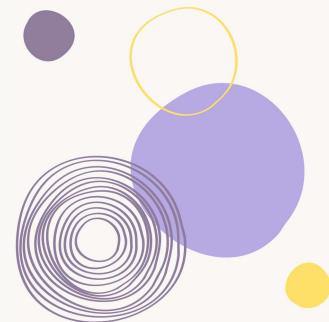
##### 1.Trainer Instructions:

**Platform:** In-person with flipchart/whiteboard and markers, or Canva for virtual environments.

- Participants will work individually or in small groups to create a "ladder" that visually represents the stages of building trust with at-risk youth.
- Each step of the ladder will represent a specific action or behavior that contributes to trust-building.



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## Part 3.

### Practical Exercises (1 hour 30 minutes)

#### Exercise 4: "Trust Ladder" (30 minutes)

##### 2. How to run it:

##### **Stage 1:** Introduction (5 minutes)

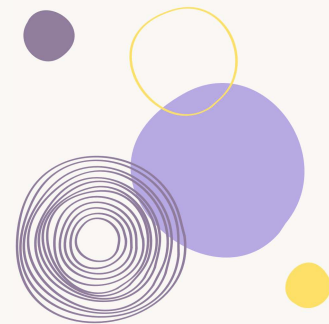
- Introduce the concept of trust-building as a process that develops over time.
- Explain that trust is not immediate; it requires small actions and behaviors that make youth feel safe and understood.

##### **Stage 2:** Building the Trust Ladder (20 minutes)

- Instructions: Ask each group to create a "ladder" that shows the steps to building trust with youth. Each rung of the ladder represents a specific action that helps youth feel safe.
- Examples of Trust-Building Rungs:
  - Step 1: Introduce yourself with empathy (e.g., "I'm here to listen to anything you want to share, without judgment.")
  - Step 2: Show active listening (e.g., maintain eye contact, nod, repeat back what the youth has said to show you understand).



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## Part 3.

### Practical Exercises (1 hour 30 minutes)

#### Exercise 4: "Trust Ladder" (30 minutes)

##### 2. How to run it:

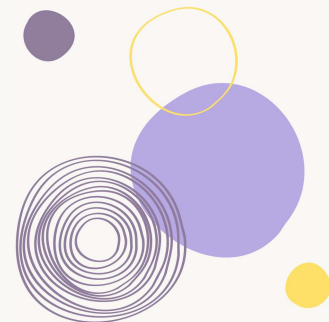
- Step 3: Respect boundaries (e.g., avoid pushing the youth to share more than they're comfortable with).
- Step 4: Offer reassurance (e.g., "Whatever you're going through, I'm here to help, not judge.")
- Step 5: Provide consistent follow-up (e.g., checking in regularly to show you're reliable).
- Encourage participants to be as specific as possible with their steps, focusing on both verbal and non-verbal cues.

##### **Stage 3:** Group Presentations & Feedback (5 minutes)

- Each group presents their Trust Ladder, explaining the steps they've chosen and why they believe these actions contribute to trust-building.
- Trainer provides feedback, encouraging participants to reflect on why each step is important and how it can be adapted for different youth.



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## Part 4.

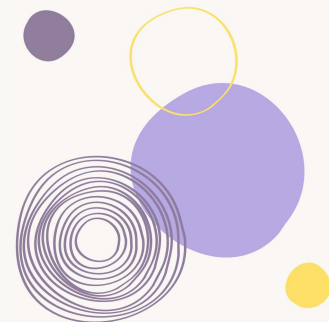
### Summary and Reflection (15 minutes)

#### Group Reflection:

- Trainers will guide participants in reflecting on their key takeaways from the workshop. Ask open-ended questions such as:
  - "What communication strategies felt most effective during the role-play?"
  - "How can we ensure that youth are informed about legal consequences without overwhelming them?"
- Encourage participants to share specific strategies they plan to implement in their work.



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## Part 4.

### Summary and Reflection (15 minutes)

#### Emotion Check-in:

- Ask participants to revisit their emotional responses during the role-plays and discussions. How did they feel when explaining legal consequences to youth? How did they manage their own emotions while providing support?

#### Next Steps:

- Trainers will encourage participants to think about how they will apply what they've learned in their work environments, ensuring youth not only understand the legal risks but also feel supported and guided toward healthier choices.



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