Empowerment practices for students' CHOICE against Internet, drugs and gambling addiction

DRAMA EDUCATIONAL MODEL
BACKGROUND MATERIAL FOR THE TEACHERS

Introduction to the CHOICE project

The CHOICE project is based on a non formal learning path for students aged 13-18 years old to be included in school curricula and aimed at using drama to prevent technology, drugs and gambling addiction.

Addiction is on the rise in Europe. An increasing number of young people are unable to control their use of drugs, technology, gambling. Experts warn against the growing number of addicts. Every tenth European is addicted to legal or illegal intoxicants and almost one fifth of Europe's current health spending is addiction-related; a growing number of young Europeans are developing an addiction-based lifestyle. The EU now defines addiction as one of the biggest social problems facing Europe, so it's necessary to understand which are the main situations that could lead to addiction and train young people on how to make their own choices, avoiding situations that expose to abuse. They also have to understand how addiction can impact their life and how to support their friends.

The CHOICE project intends to identify and promote innovative approaches in secondary school education, for promoting and systematising empowerment practices for students' choice against Internet, drugs and gambling addiction.

It is an ethic project: involving experts in different fields of specializations, such as teachers, actors, doctors, psychologists, philosophers, educators, life coaches and social workers who will interact and support students throughout the activity. Learners participate in several theatrical workshops and through stagecraft methodology they first will have the opportunity to increase their self-esteem which is the essential tool to make the right choice. The project focus on the ethical choice as a constructive one; it means to choose positive behaviors in the face of situations, maintaining self-esteem even when external pressures would incline towards it down to risk. (choosing employment opportunities, education, sport and healthy living as examples of addiction prevention). At the end of the educational training, students will have acquired more knowledge on the problems related to the use of drugs, technology and internet, gambling; moreover they will also have gained great self-knowledge and self-esteem. The importance that the project appoint to the theatrical performance is in the response that it gives to the missing link between good information and students' world: it is essential to convey knowledge involving emotionally, as well as supporting the individual.

The main project activities:

CHOICE CONTEXT ANALYSIS - preliminary field analysis involving students and aimed at defining which are the main situations and factors that could lead to addiction and abuse in participating

countries. The analysis will be carried out through a qualitative questionnaire aimed at studying youth management of emotions in specific situations of the daily life, using the model of incidental case, and evaluating which are the main factors, situations and emotions that could increase the risk of addiction.

PRELIMINARY TRAINING FOR PROJECT STAFF - design and development of a training experience addressed to teachers and professionals who will work in implementing the CHOICE educational model, in order to plan an educational path aimed at improving self-awareness and emotional management in youth so to prevent addiction using drama. During the training teachers and professionals will acquire competences to integrate their skills and implement the CHOICE model in each project country.

CHOICE DRAMA EDUCATIONAL MODEL - educational path aimed at improving self-awareness and emotional management in secondary school students so to prevent addiction. The model will consist in a set of competences to be acquired by secondary school students, shared contents and methodologies based on theatre pedagogy to be implemented at transnational level.

CHOICE EDUCATIONAL PATH - training experience addressed to secondary school students according to the planned educational model based on emotional management through theatre pedagogy. A specific toolkit online will be created and educational resources will be made available to all the organizations interested in implementing the new learning experience.

CURRICULUM FOR YOUTH WORKERS - on the basis of the CHOICE educational path piloting, elaboration and testing of a specific curriculum addressed to teachers and aimed at making them able to plan and lead educational paths aimed at improving self-awareness and emotional management in youth through theatre pedagogy so to prevent addiction.

The project action will be carried out at European level, in different national contexts characterized by different addiction rates and policies, because we need to identify sustainable solutions to prevent addiction, specifically by designing and disseminating didactic models based on theatre pedagogy. It is necessary to develop teaching program centered on drama for increasing students' self awareness and active participation in the community, and this requires more systematic cooperation across a range of actors and policies at EU and Member State level.

The project is funded by the ERASMUS+ program and runs from October 2016 to October 2018.

Presentation of partners

P1: Wyższa Szkoła Biznesu i Nauk o Zdrowiu
    Country: Poland
    Website: www.medyk.edu.pl

WYŻSZA SZKOŁA BIZNESU I NAUK O ZDROWIU (WSBINOZ) is the first non-public higher education institution in central Poland that offers health-allied and medical-allied studies as well as business and pedagogy faculties. The world class school facility and an outstanding training atmosphere promoted by highly competent and most distinguished specialist, practitioners and academic teachers guarantee the unique and ambitious curriculum, theoretical knowledge and practical skills so desired in professional life. Young adults are taught how to take advantage of the acquired skills and knowledge as well as to keep on developing personal abilities and become professionally successful.

P2: Euroaccion
    Country: Spain
    Website: http://www.euroaccion.com/

Euroaccion is a non-governmental, independent organisation for the support of youth and adult learning, professional and personal development of people with fewer opportunities. Euroaccion is an active member of UNIQUE Network (http://www.unique-network.org/) and HREYN (www.hreyn.org).Our vision is the personal change for social change. Our mission is to inspire and stimulate the human potential through experiential learning,

volunteering and social inclusion projects. More than 70 volunteers at local level form Euroaccion and it has partners over the whole national territory in Spain as well as in more than 20 EU countries, as well as in Asia and South America. Euroaccion realises annually around 8 – 9 European projects mostly about training and education as well as projects in the field of capacity building and social inclusion of people with fewer opportunities through humanistic approaches and Gestalt therapy. In terms of long-term project and multilateral cooperation projects, Euroacción has been partner in LdV, Gruntvig and Daphne Multilateral projects.

P3: Tiber Umbria Comett Education Programme

Country: Italy

Website: http://www.tucep.org/

TUCEP - Tiber Umbria Comett Education Programme is a association between eleven Italian Universities and Enterprises created in 1992 under a former Comett project. The main activity of TUCEP is the organization and management of training courses at national and European levels. TUCEP had coordinated many projects under Tempus, Socrates, Leonardo and was also responsible for the management of research programs. In the past it was the coordinator of projects related to Lifelong Learning Programme, to Youth in Action Programme, to past Minerva and Grundtvig programmes.

The Association is also experienced in workshops and meetings' organisation and it is connected to an European network of training centres and Universities.

The efficiency of the methods used in its working and quality management system have been awarded, in 2002, by a quality certification under the standard UNI EN ISO 9001:2008, issued by CERTIQUALITY. Since 2003 TUCEP is an accredited body by the Umbria Region to provide higher, lifelong training activities.

P4: EQUAL Ireland

Country: Ireland

Website: http://equalireland.ie/

EQUAL Ireland is a not for profit charitable trust. It was originally established by LIONRA – the Higher Education Network of the BMW Region in Ireland, which consists of Athlone, Dundalk, Galway-Mayo and Sligo Institutes of Technology and the National University of Ireland, Galway; SIPTU Ireland's largest Trade Union; FAS the Ireland National Training Authority; ALF the Adult Learners Forum of the BMW Region and IBEC the main employer representative body in Ireland.

The main aim of EQUAL Ireland is the development and delivery of high quality flexible and accredited education and training programmes e.g. Essential Skills, Community Development Enterprise Development, Entrepreneurship, Training to Train etc. Our target group is focussed particularly but not exclusively on those people who for whatever reason missed out on earlier education and training opportunities i.e. early school leavers, women, people with disabilities, youth and other at risk groups. We also conduct research and awareness raising programmes related to the above subjects.

P5: IVIZ

Country: Slovenia

Website: www.institut-iviz.org

IVIZ Institute is young, private, non-profit, research and training organization established for strengthen education, especially the link between theoretical research and practice in educational institutions (schools). All the IVIZ focus is quality education and its stakeholders: collaborating with pre-primary, primary and secondary schools, VET Institutions, local and

regional authorities, universities, teacher training institutions, research institute and the most important teachers, children and parents.

The goal, vision and the IVIZ activities are:

- recognize challenges in modern education,
- recognize relevant topics and try to address them trough different European projects,
- connecting the stakeholders in education - from macro to micro level,
- research in different issues, connected with education,
- interdisciplinarity – in the means of connecting proffesionals with pedagogues, to give the best results for children and young,
- publishing house IVIZ – in the frame of which we publich quality literature for teachers and parents and didactic materials for children.

Our current projects are focused on:

- collaboration between parents and choldren (GIB2)
- multicultural issues (VSI SMO MIGRANTI project)
- ANGLIA NETWORK.

P6: Teaterskolen Kastalia

Country: Denmark

Website: www.teaterskolenkastalia.dk

Teaterskolen Kastali'a (The School of Theatre Kastali'a) is an association which offers theatre classes every weekday for local kids and youngsters. The association has 130 members in the age between 8 and 23 years old, who are doing theatre every week. Kastali'a is a local player in local and regional cultur and art projects and has been existing for the last 11 years. We produce 16 – 18 performances a year produced by the young actors themself.

In Kastali'a we are bringing youngsters of many different profiles and backgrounds together. Our members are a mix of youngsters with fewer opportunities, youngsters with social and personal challenges (e.g. some with diagnoses as ADHA, Tourette, OCD, and youngsters with socio-emotionel challenges) and resourceful youngsters.

Through the creative work - the youngsters are being empowered with strong social competences, personal development and more self-esteem to improve their employability and study skills. We work with performances and projects in the public space and the youngsters learn to be active, relate and reflect, and to take action in their local community according to their own authenticity.

P7: Instituto Comprensivo Perugia 8

Country: Italy

Website: www.istitutocomprensivoperugia8.gov.it

The Istituto Comprensivo Perugia 8 includes:

- Kindergarten (from 3 to 6 years old): "Hans Christian Andersen" and"Carlo Collodi";
- Primary schools (from 6 to 10 years old): "Raffaello Lambruschini" full-time and regular time   and "Don Dario Pasquini";
- Midle Schools (from 6 to 14 years old) "Cristoforo Colombo";

The educational aims of the kindergarten, primary and middle, in collaboration with the family, pupils and the local context are aimed at promoting:

- THE AGING OF 'IDENTITY'
- CONQUEST OF AUTONOMY
- DEVELOPMENT OF SKILLS
- CITIZENSHIP EDUCATION

P8: Liceo Scientifico

Country: Italy

Website: www.liceoalessi.org

The High School 'G. Alessi 'knows how to combine a great tradition and a solid set-disciplinary with educational experimentation and openness to the challenges of new technologies and integration with the territory.

The school offers a 'good basic training, with a good balance between science and humanities, with enhancement courses in Physics and Foreign Languages. Highly positive feedback on teaching quality and user satisfaction. The certification of the quality of school work, in the totality of managerial activities, curricular and planning of the POF, has long been managed by a committee of monitoring and evaluation, and by the specialized agency Metron-school of excellence that manages the questionnaires to all members of the school: teachers, students, parents. From this year, the Lyceum has adhered to the path of the National System of INVALSI rating. On a national level, have been achieved in recent years excellent results at the Olympics in Mathematics and Physics, at the Science Olympics and those of Philosophy, Language Certifications in B1, B2, C1 and IELTS (both in English and in French). We achieve regular performance above the national average in INVALSI tests, OECD-PISA and state examinations. Students also perform well in the entrance test in universities (including schools of excellence). The school was recently equipped with a PC and a smartboard for each classroom and has three computer labs available for teaching curriculum and the many projects. It was also adopted the electronic register, seen as an administrative / evaluation tool, but also teaching in the specific space dedicated to the processing and sharing of 'materials for the class'; It is growing use of online platforms and tools. Despite the favorable and stimulating, we feel the need to upgrade our teaching to adapt it to the highest European standards.

Presentation of 4 topics

Internet

Internet addiction is a relatively new area of research, mainly due to the relatively short history of the internet. The diversity of publication on this subject is a problem and introduces unnecessary chaos. There is not even one universally accepted name for this disorder. Several terms are used interchangeably, among others *internet addiction disorder*, *internet addiction syndrome* or *internet abuse*. There are also definition not referring to addiction like *compulsive internet use* and *pathological internet use* [Jakubik A.: Zespół uzależnienia od internetu (ZUI) [internet Addiction Syndrome (IAS)]. Studia Psychologica nr 3, 2002; Sokołowski M. (red.). Oblicza internetu. internet w przestrzeni komunikacyjnej XXI wieku. Wydawnictwo PWSZ, Elbląg, 2006 after: Gajda J. Uzależnienie od internetu w świetle dotychczasowych badań psychologia.net.pl].

Internet addiction is addictive like any other. As a result of this addiction can be destroyed relationships with loved ones relatives or low school grades. Online games, internet shopping, social networking, chat, web surfing marathons - all this involves internet addiction. [Uzależnienie od Internetu - zapobieganie, diagnoza i terapia – uzaleznnieniebehawioralne.pl]

Almost every study conducted on this subject has confirmed not only the direct link between age and internet addiction, but also the relationship between age and neglect at work, at school. This means that teens and young adults are probably more susceptible to internet addiction than any other age group. Among all people suffering from this addiction, teens and young adults are more likely to neglect work or school than older, more mature people with similar addiction. In the most famous psychometric study on internet addiction [Psychometric Properties of the Internet Addiction Test CyberPsychology & Behavior Volume 7, Number 4, Page 449. Laura Widyanto, Ph.D. and Mary McMurran, Ph.D. 2004 after: Uzależnienie od Internetu - zapobieganie, diagnoza i terapia –uzaleznnieniebehawioralne.pl], age was the only factor that was a direct and constant factor for this addiction, among all other factors.

Still developing brain (in children and adolescents) easily gets used to the speed and flashy graphics related to the internet. This can cause behavioral problems such as ADHD or at least make children and teens more impatient than people raised without the instant gratification offered by the internet. Symptoms that may occur in addicts include attention deficit disorder,

cognitive dysfunction, impaired impulse control, visual impairment, back and spine pain, susceptibility to insomnia, hyperactivity. [Uzależnienie od Internetu - zapobieganie, diagnoza i terapia – uzaleznieniebehawioralne.pl]

Kimberly Young [Sokołowski M. (red.). Oblicza internetu. internet w przestrzeni komunikacyjnej XXI wieku. Wydawnictwo PWSZ, Elbląg, 2006; Young K. S. internet addiction: symptoms, evaluation, and treatment, Innovation in clinical practice: a source book, Professional Resource Press, Sarasota, 1999 after: Gajda J. Uzależnienie od internetu w świetle dotychczasowych badań psychologia.net.pl] has distinguished five subtypes of Internet addiction:

1. *cyber-relationship addiction* - that is the addiction to online social contacts. The person with this disorder develops new contacts with people only via the internet. He/She actively participates in mailing lists, IRCs, e-mail contacts, and social networking sites. In real life his/her relationships with other people are usually not well developed. Such people can talk with others for hours online on the Internet, but they have difficulties in face to face contact. There is also the disappearance of nonverbal communication in their communication, so the nonverbal information is not read at all or read but in a wrong way.

2. *net compulsions* - that is, the dependence on the presence on the internet (on-line), it is very similar to addiction from the computer, except that it is about the network. This variation is most common in people with constant access to the internet. Dependents are constantly logged on and watching what is happening in the virtual world. They obsessively play online, participate in auctions, discuss forums, etc. This type combines all forms of internet addiction syndrome.

3. *information overload* - addicting web browsing, including databases. It occurs with overwhelming information, e.g. participating in multiple discussion forums simultaneously or staying in several chat rooms at once.

4. *computer addiction* - the person with this disability does not have to use the network, just has to use the computer on, but it does not matter what he/she does. It is important that computer is turned on and that he/she spends time with it. It is most often seen in obsessive playing computer games.

5. *cybersexual addiction* - this type of addiction mainly involves watching pornographic pictures and videos, and chatting about sexual matters. This disorder can be described

as an addictive use of pornography. Often at the base of these behaviors are deviations and sexual dysfunction such as pedophilia, zoophilia, exhibitionism and other.

Useful materials and links:
1) http://netaddiction.com/
2) https://www.addictions.com/internet/

Online gambling

Pathological gambling is attributed to personality disorders and behavior in the classification of ICD-10 (International Classification of Diseases). It is often repeated gambling, which begins to dominate in a person's life to the detriment of values and social obligations, occupational, material and family [B. Dzik, Hazard (w:) T. Tyszka (red.), Psychologia ekonomiczna, GWP, Gdańsk 2004. after: J. Węgrzecka-Giluń, Przewodnik dla Rodziców Uzależnienia behawioralne Patologiczny Hazard i Internet, Warszawa]. Any form of gambling can be addictive, especially when it meets the important emotional and financial needs of a teenager and when players are determined to play for money. When a teenager plays an occasional or social game, he/she may stop playing at any moment – his/her sense of worth does not depend on winning or losing. It happens, however, that some teens go beyond this framework and start playing slot machines and other forms of gambling. This fun, treated in terms of entertainment, over time may, however, mean the beginning of compulsive gambling.

Participation in gambling games is quite widespread among young people. Especially this applies to two types of games: number games with coupons and SMS contests. Slightly less popular are the slot machines and games on the internet, but also in these cases you can talk about a large extent of participation. Less common are bookmakers' bets and other numbers games. The smallest group is casino players, which is probably due to the most limited availability of this type of casino-related game and controlling the player's age. [Badanie Konsumpcja substancji psychoaktywnych przez młodzież szkolną – Młodzież 2010 , które zleciło i sfinansowało Krajowe Biuro ds. Przeciwdziałania Narkomanii. Zostało ono zrealizowane przez Fundację CBOS w okresie od 15 października do 15 grudnia 2010 after: J. Węgrzecka-Giluń, Przewodnik dla Rodziców Uzależnienia behawioralne Patologiczny Hazard i Internet, Warszawa]

Gambling is often referred to as a "hidden habit" because unlike other addictions, it does not cause visible symptoms. In the case of teens, gambling may be unnoticed because of other behaviors problem they reveal during adolescence.

Warning signals [B. Wojewódzka, K. Dąbrowska, Gra, zabawa czy nałogowe granie , PARPAMEDIA, Warszawa 2011 after: J. Węgrzecka-Giluń, Przewodnik dla Rodziców Uzależnienia behawioralne Patologiczny Hazard i Internet, Warszawa]

- neglect of learning - teenager time devotes to learning spent on gambling,
- neglect of social life and family - the teenager increasingly reduces the circle of friends and breaks off the close relations,
- neglecting one's own appearance - a teenager, isolating himself/herself from the environment, does not feel the need to take care of himself/herself – his/her attention is focused on the game, not on the mirror,
- unreasonable mood change - teenager experiences various emotional states from euphoria, anger to depression. Emotion swing is also caused by constant tension in the course of the game and the unpredictability of the win, anxiety associated with lack of money to play, growing debt, etc. This condition often strengthens the deterioration of his/her physical well-being (irregular eating, late sleep, lack of movement, etc.)
- irritation and anger in the case of being unable to play on the computer or banning leaving home,
- playing late at night, often in the hide from parents (closed room),
- frequent, difficult to explain absences at home and at school - a teenager devotes time to being in a place where he/she can play,
- catching a teenager on lies about everyday activities,
- lack of money, even though a teenager can get pocket money and/or money to buy the things he/she needs - a frequent lie that he/she was robbed, lost money, does not know where he/she put the money down etc.,
- the first theft - often this form of crime committed by a teenager makes parents aware of the importance of the problem,
- debt - reaching a critical point by a teenager in financial matters may also be an alarm signal for his or her parents,
- revealing the need for competition - teenagers are clearly animated in situations where risk and emotional stress are present,
- no responsibility for their own behaviour,
- unrealistic vision of one's own reality.

A pathological teenage gambler cannot stop playing even when addiction causes serious problems in his or her personal life. The more stress is experienced, the more intense the game. Every win, like lost, encourages him/her to continue playing. Win increases the sense of power, lost leads to continue playing, hoping to win. The pathological gambler is happy only when he/she plays. The game is not only the only source of true pleasure, it is also calming or stimulating, it suppresses pain, it is a way of dealing with boredom. Pathologic gambling occurs primarily by the continuous taking out a loan from family or friends, with sometimes difficult to explain numerous avoiding their repayment, constant lack of money, theft in order to obtain money, a frequent playing in secret and solitude, notorious lies in hiding the size of the problem, playing "to the last penny" - gambling becomes more important than all and everything. [J. Węgrzecka-Giluń, Przewodnik dla Rodziców Uzależnienia behawioralne Patologiczny Hazard i Internet, Warszawa]

Useful materials and links:
1) http://netaddiction.com/online-gambling/

Drugs

Drugs are a social problem. To claim that this addiction only applies to homeless people living in stations that have not been settled in life is absurd. The addict can be anyone, not just one who "looks" like a stereotypical drug addict. The problem with drugs can have a young person, which we do not suspect at all, because after all he/she has good grades in school and many friends. Addiction to drugs is a disease and how most illnesses can affect anyone. There are many subtle signs of addiction that are easily overlooked. An addicted young man rarely openly admits to illness especially because he/she often denies his/her addiction. You need to be aware of details that may indicate that the problem exists so that you can respond as quickly as possible and help.

Drugs are the common name for a whole range of psychoactive substances - natural and synthetic - that affect the body's functioning. There are five main groups of psychoactive substances: opioids / opioids (heroin, morphine, opium), cannabis (marijuana, hashish), cocaine, amphetamine and its derivatives, hallucinogenic substances (LSD, psilocibe). Most commonly used drugs include sleep and sedatives medicines. In recent years one of the greatest threats to adolescents is also the afterburner, the composition of which is so often changed that one never knows what substances are included in it and what can be the consequences of its use. Increasingly, the use of the afterburner (even one-time) leads to death.

The term "psychoactive substances" is reserved for any compound that has a direct and pronounced effect on the nervous system, leading to strong changes in the emotional, cognitive and behavioral spheres. According to the ICD-10 Classification of Mental and Behavioural Disorders: Clinical descriptions and diagnostic guidelines [after: www.who.int/substance_abuse/terminology/ICD10ClinicalDiagnosis.pdf] in the categories F10 - F19 are collected mental and behavioural disorders due to psychoactive substance use:

- ➤ F10. – Mental and behavioural disorders due to use of alcohol
- ➤ F11. – Mental and behavioural disorders due to use of opioids
- ➤ F12. – Mental and behavioural disorders due to use of cannabinoids
- ➤ F13. – Mental and behavioural disorders due to use of sedative hypnotics
- ➤ F14. – Mental and behavioural disorders due to use of cocaine
- ➤ F15. – Mental and behavioural disorders due to use of other stimulants, including caffeine
- ➤ F16. – Mental and behavioural disorders due to use of hallucinogens
- ➤ F17. – Mental and behavioural disorders due to use of tobacco
- ➤ F18. – Mental and behavioural disorders due to use of volatile solvents
- ➤ F19. – Mental and behavioural disorders due to multiple drug use and use of other psychoactive substances

Maturity is a particularly dangerous time in which a person is susceptible to a variety of addictions. This is a time that involves experimenting with reality and one's own body, which sometimes leads to the destruction of one's self. To the most frequently cited causes of drug addiction are included [after: K. Krocz, Uzależnienie od środków odurzających, portal.abczdrowie.pl]:

- cognitive curiosity, the desire to try something that is illegal and forbidden,
- desire to get intoxicated for momentary pleasure,
- boredom, lack of ideas for interesting leisure activities,
- peer pressure, the need to accept and impress others,
- desire to escape from external (e.g. family) and internal (emotional, e.g. shyness, low self-esteem) problems;
- modeling the behavior of the elderly (imitation of colleagues, parent-drug addicts, etc.).

Phases of drug addiction [after: K. Krocz, Uzależnienie od środków odurzających, portal.abczdrowie.pl]:

- getting to know the state of intoxication - first contact with drugs, e.g. at parties, discos. Behaviour generally does not differ from the previous, but he/she starts telling lies;
- intoxication for pleasure - increase the body's tolerance for the accepted dose and greater frequency of "take". Use becomes compulsive. There is a "double life" and distinct changes in behaviour;
- intoxication as a primary goal - taking drugs every day, most often in loneliness. There are financial problems with the need to buy more and more doses. Overdose, overstrain, theft, and health deteriorate. The mood during abstinence is very unpleasant;
- intoxication as a norm - constant drunkenness, drug becomes essential to life, drug addict can no longer distinguish normal state from intoxication, is a wreck, mentally and physically degraded.

Teens usually are not aware of the consequences of taking psychoactive substances, can be persuaded by dealers, classmates, and other friends. Often, drugs are treated by them as a way to make life easier. However, the drugs do not solve any problems, leading to a vicious circle - the drugs begin to deepen the already existing problems and generate completely new difficulties.

Emotions and self-awareness

Knowledge of one's own emotions, self-awareness is one of the key elements in preventive actions and in the fight against addiction, including addiction to the internet, drugs or gambling. The ability to track emotions and feelings that emerge in us plays a key role in understanding ourselves and in making informed decisions about our own behaviours and choices.

Emotional control is commonly referred to as self-control. Controlling emotions so that they are appropriate in every situation is a self-conscious capacity. Examples include the ability to calm down, get out of sadness, anxiety and irritability. People who have this ability poorly developed must constantly fight with the unpleasant feelings, while those who have the ability well-developed can more quickly come to equilibrium after defeats and failures. For example, a person who often falls into the rage for trivial reasons simply cannot control the emotion.

Keeping emotions "under control" is the key to well-being. Emotions in the extreme form, i.e. too intense or persisting too long, lead to imbalance. It is also not about being happy all the

time, avoiding unpleasant feelings, etc., but to keep balance between positive and negative emotions. The structure and mode of action of our brain causes that very often we have no or only very limited control over when and what emotion we are in. But we have something to say about how long this emotion will last. It's not about mere sadness, worry or anger, - these moods will pass normally after some time, we just need to wait. However, when these emotions persist long and are very intense, they take the form of chronic anxiety, unrestrained fury or depression. Emotional ability protects us from falling into such states.

Much of what we do especially in our free time is the constant trying to get into "the right mood". Everything we do starting from reading a novel, watching television and ending up with friends, can be a way to improve our well-being. The emotional mind is able to restrain and even paralyze the thinking mind. Anxiety can significantly disrupt the reasoning ability - for example, students who are fearful, angry or depressed may have trouble learning.

An extremely important aspect in self-awareness and recognition of one's emotions is to recognize emotions in others. To recognize the emotions of another person can only be based on the consciousness of one's own feelings. The more we are open to our emotions the better we read the feelings of others. This is a fundamental skill in dealing with people. This ability include the ability to identify with others and experience their feelings. Persons with well-developed abilities are more sensitive to subtle social signals indicating what other people want or need. We rarely give a verbal expression to emotions that appear in us. Much more often we show them in a different way. The key to feeling someone's emotions is the ability to read nonverbal signals: tone of voice, gesture, facial expressions, etc.

Addiction is the effect of not dealing with emotions. When we are in a position of anger, frustration, uncertainty, when we feel unloved, unhappy, undervalued it is easy to escape from emotions in anything that is able to change them (internet, drugs, alcohol, party, gambling or other behaviors such as eating). In the moments of success and joy, in the same way, there is the desire to intensify the experience, people take more drugs to better deal with happiness, or to raise it to the limits of endurance. The ability to deal with emotions is a key element in counteracting addictions.

[www.emocje.arct.pl]
[www.emocje.pro]

Useful materials and links:
1) *Emotional Intelligence: Why It Can Matter More Than IQ* Daniel Goleman
2) *Emotional Intelligence 2.0* Travis Bradberry, Jean Greaves, Patrick M. Lencioni

3) *Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children* Linda Lantieri and Daniel Goleman

Results of CHOICE survey

GENERAL CONCLUSIONS AND SUMMARY OF THE CONTEXT ANALYSIS

The results of the first phase of the CHOICE project a survey made in 6 countries about addiction to internet, online gambling and drugs.

In the survey took part 250 students (117 women and 133 men) age from 13 to 19 years old. The survey was realized in six country: Denmark, Ireland, Italy, Poland, Spain and Slovenia. Every country realized survey among at least 40 students, who were 12-19 years old. Survey was realized in different schools and youth organizations to reach the more divers student's group. So we did survey in at different level of education: gymnasium, junior secondary school, secondary school (high school) and technical secondary school, but also in the youth organisation. The schools and organisations were located in rural and in urban area.

To present the general summary of results we divided them into four parts:

Managing emotions.

We find skills of managing emotions as very important, especially in the context of addiction. Emotional skills are crucial in the context of different types of addiction. Being able to manage emotions can be an important measure to prevent or combat addiction problems. The part of the survey about managing emotions consisted of 20 closed questions.

As we can see form the results from survey students in every country generally evaluate their skills of managing emotions quite well, but not very well. Many of them declare that they can name 5-10 emotions (Denmark - 55%, Ireland - 33%, Italy - 33%, Poland - 32%, Spain - 28%, Slovenia - 49%). Groups of students that can name less than 5 emotions were smaller (but in Spain it was 30% of students). 33% of students in Italy said that they can name 10-15 emotions. The biggest group of students who declare that they can list more than 15 emotions was in Poland (32%. In other countries this groups were smaller (around 20%). What is important we asked students to list at least three emotions they know. Many of them were able to listed many different emotions to prove their declaration. Mainly they listed sadness, happiness, anger, love and hate. In every country were groups of students who didn't name any emotions. We paid special attention to the fact, that some students named not emotions, but states and reaction on situations with emotional background. We can say that although declaration of knowing emotions students operate mainly "basic" emotions and it could be difficult for them to define emotion or state of mind. This is an area that might need to be addressed in any training intervention.

Knowing of own emotions

Students also declared that it is easy for many of them to explain their friends what are they feeling (almost in every country the biggest groups of students do not/rather do not have problem with it). Only in Italy 48% of students declare that it is difficult for them.

On the other hand in Spain and in Slovenia (59% and 66% of "yes" and "rather yes" answers) majority of students declared that when they are upset about something they often keep it to themselves. But in four country Denmark, Ireland, Italy and Poland answers were very ambivalent.

Also many of students in every said that they know exactly what kind of feeling they are having at particular moment. But In every country were also students who declared that they don't know it.

Students are also aware that their body feels different when they are having emotions e.g. are said about something. In every country more than 50% of students is or rather is aware of it.

Also very ambivalent answers we can find in question no. 6: "I know how to stop the negative internal dialogue and thoughts". In the answers to this questions in Poland, Denmark and Spain more 50% of students declared that they know or rather know how to stop this negative internal dialogue or thoughts, but also the big groups of students didn't know how to do it. In other countries answers were very ambivalent.

Students rather know why they are angry. It was declared by 62% in Italy, 73% in Poland and 52% in Spain. But 73% of students in Denmark and 78% in Slovenia said that they don't know or rather don't know why they are angry. In Ireland the answers were more ambivalent - 47% of students in Ireland rather know or know why they are angry.

As we can conclude from the above results students generally declared that they are aware of their emotions and they know what they feel. But some groups of students find it very difficult. Also in some cases students have difficulties in finding reasons of their emotions (e.g. why they are angry) and in dealing with negative internal dialogue or thoughts. Also many of students keep (negative) emotions in themselves. This can be area to work with during the training intervention.

Knowing of other's emotions

Almost in every country it is important for students to know how their friends are feeling. In every country it is more than 75% of students. Only in Italy 68% students said it is not important for them. The same situation was in the next question: I can understand emotions and feeling of others. Only in Italy 72% of student said that they don't.

But in next question vast majority of students in every country (more than 75%) is trying to understand why their friend is sad. The same situation we have in next question: "When I talk to someone I can usually guess how he/she feels". So we can assume that the others are important for the students, and they respect them and their feelings.

On the other hand in next question which was also connected with the area of interested in other's emotions, opinion ("I don't care too much about other people's opinions. I always do what I think is good for me, regardless of the opinions of the others.") we achieve quite different results. In three countries: Denmark, Ireland and Italy the answer were very ambivalent but students rather care about opinions of others. But in another three countries: Poland, Spain and Slovenia vast majority (more than 55% in each country) of them don't care or rather don't care about the opinion of others.

And generally vast majority of students declared that they can forgive others and help others disinterestedly (without seeking own advantages).

In the last question from this part the answers of students were more diverse. Ambivalent answers were in Denmark and Ireland – in those two countries almost half of students said it is(or rather it is) difficult for them and the second half said it is not (or rather it is not). But in Italy, Poland, Spain and Slovenia vast majority of students declare that they don't (or rather don't) find it difficult.

As we can assume from the results above the interpersonal relations are important for students, they are generally willing to know what are the feelings of others and try to understand the feelings of their friends. For a big group of them it is important to know opinions of others. For the others it is not so important, and they do what they want. A big group of students (especially in Denmark and Ireland) has some difficulties with assertiveness.

Reaction and dealing with emotions

In the last part of the questionnaire of managing emotions we focused on dealing with emotions and reaction in situations bringing emotions. Majority of students in every country said that they can easily adapt to unexpected situations in their life. So we can assume that they are dealing well with emotions in such situations. Only in Ireland a big group of students (30%) didn't know if they can easily adapt in such situations.

Students from Denmark and Slovenia are also aware of the importance of the sleep. Majority of them (in those two countries) try to sleep enough to be fully functional next day. In Ireland, Italy, Poland and Spain the answers of students were ambivalent (about half of them is aware of it, but the other half is not). If we don't sleep enough we can be vexed, nervous. If we don't sleep well we can be in stressed.

On the other hand vast majority of students in every country is aware of their strengths and weaknesses – they know what they can do well or cannot do well and are disciplined and can control themselves.

On the other hand in question: "I don't get easily offended" the answers in many countries were ambivalent. Only in Slovenia 59% of students said "yes" or "rather yes" to this question.

From the results above we can conclude that generally students dealing well with their emotions and easily adapt to new situations, without many negative emotions. According to them they know their weakness and strengths (what can help them in dealing with emotions) and are disciplined and control themselves (so they also deal with their emotions). But on the other hand many of students is not aware of the importance of daily routine for their emotions (e.g. enough sleep). During training intervention we can ask for ideas how they are dealing with their emotions. And also may of them can easily get offended – so not in every situation they are dealing quite well.

Using drugs.

In the part of using drugs we asked students to focus on the last 12 months, but a few questions (1. and 2.) was about their whole life. We also asked student to focus on drugs, intoxicants, afterburners, soft drug etc. So the definition of drug was very wide. In this part we asked 11 questions and two Case Studies.

Vast majority of students hasn't used any drugs, intoxicants etc. (95% in Denmark, 68% in Ireland, 71% in Italy, 83% in Poland, 83% in Spain and 80% in Slovenia). Students who have used drugs the first contact with drugs

many of them had when they were 13,14 or 15 years old. But also some of them had the first contact at age of 12. Vast majority of students almost in every country does not currently use drugs or intoxicants (98% in Denmark, 74% in Italy, 90% in Poland, 91% in Spain and 88% in Slovenia). Only in Ireland 58% of students who answered this question declared that they currently use drugs. Although the vast majority in general does not take drugs, the group of students who use drugs is still a big group about 10%-25% of students in particular country. Those students who currently use drugs mainly do it several times a week, but some of students indicate also other answer: once a week, several times a month, several times a year. Once a month was indicated only by a few students from Italy.

On the question: "Have you ever rejected proposals to use drugs / intoxicants?" vast majority of students in every country answered that nobody gave them such proposal. So we can conclude that the drugs are not accessible for everyone. But on the other hand in Ireland only 33% of student's didn't receive such proposal. From the group of students who received such proposal vast majority of them answered that they rejected the proposal. But 20% of student in Denmark, 16% in Ireland, 14% in Italy, 12% in Poland, 11%in Spain and 7% in Slovenia didn't rejected the proposal of using drugs.

According to students young people use drugs or other intoxicants from different reasons. Many of students (although they should indicate one answered) indicated more than just one answers. The differences between countries are slight. The most often chosen answers in particular countries were: "They think they will have fun" in Denmark, Ireland and Italy, "They want to see how it is (curiosity)" in Denmark, "They want to please others (belong to a group)" in Spain and Slovenia, "They believe that it will allow them to relieve stress, tension and problems" in Denmark, Italy, Poland, Spain and Slovenia. In every country the less chosen answers by students were: "Do not want to be seen as a weaker person", "Cannot refuse", "They want to be adults", "They want to be trendy". To this questions many of students add some other reasons of using drugs such as for example: peer pressure, getaway from negative feelings and personal problems and drug abuse in the family (Denmark); drunk, experiment, adventure, bored, angry, buzz (Ireland); they want to belong to a group, they want to forgive life problems, they want to seem older, they wat to move away from reality (Italy); they want to get away from the problems with school, family, friends, get rid of everything and stop to feel the impulses from the outside world (Poland); to release the stress or because it's fashionable, for the problems in their families (Spain); not wanting to be seen as weak and wanting to appear cool, curiosity, stress release (Slovenia). What is important many of students in every country said that all reasons mentioned in questions are probably and it is difficult for them to choose one.

Students also said that adults talked with them about the danger of using drugs. In every country the most often indicated persons were: teachers (except Spain – only 13%) and mothers. Also other answers (School pedagogue, Doctor, Policeman, Father, Grandparents, Colleague/friend) were indicated by students but with a lower rate. Only a fewer students in every country said that no one talked with them about it.

Majority of students in every country said that they can count on help of the adults but the rates were different on different countries. The less students in Italy can count on help of adults (64%), 70% in Spain and 77% in Ireland, while 88% in Slovenia, 92% in Denmark and 98% in Poland. The majority of the students reply they get support from their parents and family but also from friends, other adults (like neighbors, youth workers) and teachers.

Vast majority of students in every country (more than at least 79% in Ireland, 85% in Spain and Slovenia and more than 90% in Italy, Poland and Denmark) didn't feel internal concern(s), fear(s) depressed mood, or was annoyed if they tried to limit or stop the use of drugs / intoxicants. Vast majority of students (79% in Ireland, 85% in Spain, 88% in Slovenia, 95% in Italy and Poland, 98% in Denmark) also didn't risk losing people they love, important relationships with other people or education in relation to the use drugs / intoxicants. Very similar situation we have in next question. Vast majority of students (79% in Ireland, 85% in Spain and in Slovenia, 93% in Italy and Poland, 95% in Denmark) didn't use drugs / intoxicants to escape from problems or to avoid unpleasant feelings (e.g. a sense of helplessness, guilt, anxiety or depression).

In the answers to case study no. 1 vast majority of students in every country indicated negative emotions like: fear, discouragement, astonishment, sadness and distaste. The opened questions were difficult for students so not every student answered this question, but reading the answers we can conclude that majority of students wouldn't feel comfortable in situation when someone is offering them drugs, especially under group pressure. Many of students find this situation very difficult, because they need acceptation of new group, but on the other hand don't want to use drugs. Some of students noticed the strong emotions in this situations. And a few of them would take drugs to be a part of group.

In the answers to case study no. 2 vast majority of students in every country indicated also mainly negative emotions like: sadness, fear, anger, discouragement. But also many of them indicated also happiness. Majority of students see the negative aspects of situation and would like to change it into something more positive (e.g. look for help from adults, leave the boyfriend, look for friends) but a few students would feel good in this situation – when they have support in their boyfriend.

As we can see in the results of the survey, young people are exposed on using drugs. Although not many of them tried using drugs, or do it at present, we should pay attention on preventive action. Young people are aware of the consequences of using drugs and are able to say NO, but also some of them said that they would take it (case study no.1 and 2). It is important to define the reasons of using drugs – each students for himself and how to deal with this reasons without using drugs. Some students indicated on connection between dealing with emotions and using drugs (e.g. to help release tension, deal with stress etc.) Generally young people can count on help from others, usually they parents, family and teachers. It is good to underline this aspect, and focus on how and whom to ask for help.

Technologies.

In this part of questionnaire we aske 13 questions and presented two case studies. We asked students to consider technology vey wide as using internet, computer, tablets, mobile phones or any other electronic devices, ICT"s tools.

Many of students in every countries spend a lot of time in front of the computer, tablets, smartphone etc. In Denmark 30% of students spend up to 4 hours, another 30% up to 6 hours and 27% over 6 hours. In Ireland 31% of students spend over 6 hours in front of the computer etc., and 21% up to 4 hours. In Italy we can see a little

different situation. 36% of students spend in front of the computer up to 2 hours or up to 4 hours. In Poland 27% of students spend time in front of the computer over 6 hours, but on the other hand 41% (up to 2 hours, or less than two hours). In Spain 37% of students spend over 37% hours and 20% up to 4 hours. And in Slovenia 52% of students spend up to 2 hours or less than 2 hours. So as we can see the students from Slovenia, Italy and Poland spend a little less time in front of the computer than their colleagues from the other countries.

Students from Denmark (35%) and Poland (32%) often use the internet/computer longer than they intended. Students from Ireland (26%) do it regularly. Students from Italy (31%) and Slovenia (28%) do it occasionally, but students from Italy (38%) and Spain (26%) do it rarely. Of course this are the biggest group in every country, but among answers in each country we can find also a big groups of students in every answers.

In Denmark, Ireland, Italy, Poland and Spain a great majority of students said that some paid attention to the time they spend in front of the computer (often, or rarely but yes). This declaration can give us two information. On one hand we know that someone adult is paying attention to the time the children spend in front of the computer etc. , but on the other hand it can be related to the fact that the students spend too much time in front of the computer. Only in Slovenia 44% of students (the biggest group) said that nobody paid attention to the time they spend in front of the computer or any other devices.

Students usually use computers for watching films and listening to the music (Denmark – 57%, Italy - 37%, Slovenia - 24%), computer games on-line (Spain -27%, Italy – 26%, Denmark – 25%) and for establishing / maintaining contacts with other people (chat rooms, forums, instant messaging) (Ireland – 20%, Slovenia 22%). Many of them use it also for learning and obtaining information. Students also indicated other answers like: social media, relaxation, watching pictures.

Majority of students from every country said that they rather don't (or very rarely) neglect schoolwork / homework just to spend more time on the Internet or using other ICT. Only 32% of students from Slovenia and 24% of students from Ireland do it occasionally. They also rather don't (or rarely) prefer the pleasure of using the Internet or other ICT tool over face to face meetings with their friends or relatives. They also rarely (or don't) afraid that life without the Internet or other ICT would be boring, empty and sad. Only 24% of students from Spain always afraid of it. Students also don't (or rarely) use the Internet or other ICT instead of meeting / going out with their friends, but in Denmark 28% of them do it occasionally. They also rarely or don't feel concerned about the lack of access to the Internet, but 38% of students from Denmark is concerned about it occasionally, and the answers from Ireland are ambivalent. Majority of students also don't or rarely feel depressed, moody or nervous when suddenly the Internet connection is broken / using the Internet once they are on-line and once off-line time. But 28% students in Ireland and 26% students in Italy does it occasionally . And 30% of students from Spain always feel that way (while 30% of students from them don't).

Generally students didn't feel any internal concerns, depressed mood, or were annoyed if they tried to limit or stop Internet use. But 47% of students from Ireland , 40% of students from Denmark, 39% from Slovenia, 38% from Italy, 27% from Poland and 26% from Spain admitted to feel that way sometimes. Generally they also didn't risk losing people they love, important relationships with other people or education in relation to spending too much time on the Internet or using other ICT (93% in Slovenia, 90% in Denmark and Poland, 81% in Italy, 76% in

Spain and 69% in Ireland). Students also rather don't use the Internet or other ICT to escape from problems or to avoid unpleasant feelings (e.g. a sense of helplessness, guilt, anxiety or depression), but 45% of students from Denmark and Italy, 39% from Ireland and Spain, 34% from Poland and 20% from Slovenia admitted do it sometimes.

When it comes to case study no.1 the main emotions which students chose were sadness and anger. From the answers we can assume that this situations brings extensive emotions. Many of students would feel really bad if they would lose their phones. They would think that something bad / terrible happened, that they lost everything what they had. In their comments the students agree that it is an annoying and frustrating situation when their phone stops working. Many of them in this questions expressed also negative emotions for this colleague who pushed them and was "the reason" of losing phone.

Also in the case study no.2 the main indicated emotions were negative ones: sadness, discouragement, anger, distaste. Students describe Kate's situation as sad because she is about to lose her friends because of the blog. They think she is spending too much time on blogging and losing contact with the real world: her school attendance and social life. The opinions of students about this situation were pretty divided. Many students care about their relations with friends, and they think it is important for them, and that they should do something to improve that relations. But on the other hand also big group of students write that they think, that their friends should also support them in writing blog – and that they are sorry for not having this support as blog is extremely important for them. Many of them would like continuing writing blog (but some of them would like to do it more rarely or involved their friend in this action). Some of students also wrote that they should have finished writing blog at all.

Many of students had difficulties in answering open ended questions, so some of them didn't write any answer.

As we can see from the short summary above students spend a lot of time (about up to 4 or 6 hours a day or even more) using internet, ICT tools, etc. But on the other hand they declare that it is normal situation, they declare that the relations with others, schoolwork or homework are very important for them and that they do not neglect it to spend more time in front of the computer. But it is important to notice that in answers to case studies students wrote that such situations would be very stressful for them and bring strong emotions. It would be difficult for them to give up or limit using internet, ICT tools etc. Nowadays technology is a part of our life, we don't even notice how much we use it. It is important to achieve balance between reality and on-line life. Although it seems that students are aware of some danger of using internet we should put special attention (as a aspect of training) to the fact of building relations with others in reality, not escaping from the problems into virtual world.

Gambling

The Gambling Section had 12 questions and two additional case studies for comment by respondents.

As we can see from the results generally students do not do gambling. Definitely major of them is not playing for the money. But in some questions a few students answered yes. The biggest group of students who is taking part in gambling is in Ireland (above 20%). Some of students from each country said that they play to improve their mood.

When it comes to case studies, in the case study no.1 most of students in every country indicate positive emotions like: happiness, hope, satisfaction, but also fear (negative emotion). A few of them admitted that it would be a temptation for them. These answers can suggest that if students found themselves in such situation they would like to play. But in the open questions they rather said that they would not play, and would not take money from partners without their knowledge. In the case study no.2 most of students in every country indicate negative emotions like: sadness, fear, anger, discouragement. Some students admitted that it would be difficult situation for them, some of them would stop playing but the other would like to look for the money. Students indicated rather negative emotions in that case study.

As we can conclude from the results gambling is not a very big problem among students, but if they would be in some "gambling situation" some of them would may want to try to play. We can treat gambling situation as potential situations in which students may take part. For some students it can be interesting, because it can give them new emotions like excitement, gives them new adrenaline. Usually students do not treat gambling as an addiction. Gambling could develop into a problem to a few of the students, but in general they all seem to be aware of the negative consequences an addiction to playing games for money can bring. The conclusion of this part of the survey is that gambling is not seen as a burning problem among questioned students. However, we can also assume that some of the students, if found in the gambling situation, some of them would be at risk of trying.

Facts about the Brain

The writers of this manual are not experts about the brain! But to understand the topic of the CHOICE project better we have made a small research on the internet about addiction.

Here is a very short version of, what we found on, how addiction affects the brain and, what may be the consequences. It is for your inspiration just to get a perspective on the topic. If you want to learn more than from these following quotes, you have to look elsewhere to do your own research.

The following two quotes are from a podcast from 2015, "Danmarks Radio" about addiction.

Brain Researcher, MD of Psychiatry Peter Lund Madsen:

"There is a centre of rewards in the human brain. We are talking about a system of rewards. This system of rewards is activated when we have done something that considers our body's needs. Through this part, the frontal brain, feelings of joy, happiness and well-being are motivated to make us choose this particular action again and again. This feeling of happiness and well-being that are brought to our brain will sometimes be so overwhelming that it will take a hard struggle to choose what is best for you and what you want most of all."

A Consultant Doctor from a Counselling Centre of Drug Addiction in Copenhagen says:

"When you take drugs, as for example Cocaine, this particular part of the brain, the frontal brain, is rewarded artificially with happiness and well-being. The feeling will be false and it will bring imbalance to the brain. After a short time, it will take more and more Cocaine to stimulate this part of the brain with the feeling of having had a reward. Even worse is that you are simply becoming addicted to the drug. If the brain doesn't get this drug, this part of the brain will take it as a situation of defect and your whole behaviour will be controlled by this feeling so everything will be concentrated about having this drug. We are talking about enormous powers you are up against, when it comes to Cocaine. When our brains will give priority to Cocaine instead of having food or sex, it shows us which powers we are dealing with and by dealing with drugs is a risky game for our brains to feel a reward."

This following quote is from a podcast which was about "The Brain Prize 2016", "Danmarks Radio Program 1," the 13. of June 2016.

Jean-Francois Marie Perrier from Institute of Neuroscience and Pharmacology, University of Copenhagen says:

"The long-term effect on certain synapses in the brain leads to that the body remembers what it was postponed for a few times and, by that it is stimulated to seek for, again and again. The good thing though, is that it is possible to change appropriate behaviour by learning new and better habits."

Following information is from a professional therapist using kinesiology, she is educated in USA, Denmark and Australia and practises in Copenhagen, Denmark.

"The emotional brain is taking care of our ability to use our senses, learning and making plans. In this part of the brain, the limbic system which is a set of brain structures located on both sides of the thalamus, immediately beneath the cerebrum, makes it possible for us to feel compassion to other people, it makes us feel empathy. The limbic brain gets impulses from the outer world and from inner physical conditions."

The chief editor of the magazine ASK from January 2015, Charlotte Søllner Hernøe, refers to different articles when she writes:

"When Dopamine is send from a nerve cell, the next nerve cell will be activated and that's why different parts of the brain are activated. It is the influence of the reward system which is the explanation of addiction. When the reward system registers the action that feels like a satisfaction, you will want to repeat the actions that gave you this feeling.

Some people are born with the risk of becoming addicts. About 10 percent of the population – some scientist believes it is more – are predisposed from nature with a brain that is attracted to addictive behaviour and habits like gaming, alcohol and cigarettes. They can learn to control their addiction, but not completely get rid of it. Alcoholics who have stopped drinking often call themselves alcoholics who just don't drink anymore or sober alcoholics. Addiction is not something everybody can get out of.

On the website www.vice.com., Seth Ferranti interviews Dr Nicholas Kardaras the 23 of August 2016. He is one of the leading experts when it comes to addiction. The 9. Of August 2016 Dr. Nicholas Kardaras published a book called "Glow Kids: How Screen Addiction Is Hijacking Our Kids".

In this book, it's described how compulsive addiction of screens neurologically can damage the brain of a child because it's still under development – exact the same way as addiction to drugs can.

Through research clinical experiments with persons who are diagnosed with Screen Addiction and experiences with a number of other kinds of addiction, the expert explores a disturbing future, "where kids restrict their own creative abilities" by constantly being online.

Dr. Nicholas Kardaras: "I have worked clinically with more than 1000 teenagers during the last decade and some of the most incredible, I have discovered is that children in a very early age are brought up with a large knowhow about technique and a have spent a lot of time in front of a screen, are suffering from a digital disease. They are basically what I will call "uninterested and uninteresting". They are bored and they are boring – they don't have a natural curiosity, wonder and imagination which children have, who do not spend so much time in front of a screen. They don't know what is going on around them and they don't seem to care. The one thing that seems to keep them move on is the constant need for stimulation and entertainment from their digital devices.

Children's brains are developing in different levels which will be caused by using their imagination actively – for example through playing and through creative thinking. It is in these situations the body creates most neurotrophins. Children who are mostly being stimulated by a luminous screen don't need to do anything hard brain work to create these images, because the pictures are already there, it will narrow their creative abilities."

Even the fact that we on the surface seem to be more connected than ever through Facebook, Twitter and Instagram it still seems as if something has happened in the way that people are communicating in real life because of text messages and social medias. What has the screen got to do with it? I like to call the social media the illusion of relations. The writer Johan Hari calls it a "parody" of real relations. We are social beings who are created to have social relations, but it is necessary that it is relations with deeply face to face contact, not Facebook friends and Twitter-followers.

Research has shown that the more Facebook friends you have, the more you are predisposed to having a depression. It ascribes to the "effect of comparison". I get more and more depressed over my life each time I see an idealised picture of people's projected happy life. The fact is that far the most people wouldn't post pictures on Facebook when they have a hard time. Instead they post a

picture of "Look how great my holiday is" pictures. If you see enough of these pictures and it is the only social relations you have, it can be very hard.

In this article, Dr. Andrew Doan, leader of Addiction Research for Pentagon and The American Navy also says that: "It was a test that showed that gaming increases Dopamine to the same level as when people have sex and nearly as much as when people are taking Cocaine. So, this combination of adrenalin and Dopamine is a potent cocktail that easily can create addiction."

What is Life Theatre?

Life Theatre is an appreciative exploration where we work with improvisation and theatre.

The overall assumption when we work with Life Theatre is:

- That constructive attention increases our self-confidence and encourages us to meet challenges.
- We are inspired to think and act differently when we think of a future we wish for.
- That we cannot find solutions by looking for mistakes and imperfection.

These basic assumptions are built into this method of Life Theatre where we intentional involve the student's experiences in working with different themes.

It is important always to start building up energy and trust in the group. The different exercises will be organized dependent on the age of the students and the composition of the group.

In a gentle, sliding transition, the students will be introduced to the theme and will end up with showing the rest of the group a small play about the theme.

Life Theatre has been developed through many years of work with children and young people, based on this special form of theatre. It is developed and it is combined with a direct pedagogy which is based on respect for the individual as well as respect for the personal bounds. This is the foundation of the work and it works every time because the students' experiences, presence and personal development. Everyone can participate no matter what background and experiences they have.

This idea of Life Theatre is based on the concept of improvisation theatre. However, improvisation theatre can seem more superficial and comical. Life Theatre goes deeper than that. By working with interpretation of the topics/themes given as tasks and themes based on the students' own feelings and life experiences. The players are led into this work through confidence and trust and working with drama and inspiring and challenging Life Theatre tasks.

There's no ready manuscript in advance. The final outcome is written down as a scaffold with the constant possibility of being changed. Slowly the players create their own characters, lines and performance based on the theme, they work with in the process. The ideas and the material for the scenes or pictures are found with the individual student through workshops, writing, choreography exercises and spontaneity. Life Theatre requires a room for absorption and sensing and feeling. If the

theme is "word", you can find inspiration at the library in churches, in the newspaper, at a printer and other places of relevance where "words" are to be found. The students visit these places with different predefined tasks as "you cannot speak, only watch, listen, taste or feel". The senses are used by the students individually to focus on the theme. These experiences are written down and are formed through a precisely defined task into movements, replies and different physical and verbal expressions, Inspiration can also be found in written words, poems, songs, music, pictures and so on. Sources can also be found everywhere. The individual students' materials are connected with the others'.

It is the instructor's responsibility to find relevant inspiration, to be guides and at the same time be responsible for the main thread through the final performance. It takes a general view, confidence, trust, courage because the material for the performance comes continuously from the students. Life Theatre never becomes quite what you expected, it always amazes you positively. The concept of Life Theatre gains more and more ground.

THE PEDAGOGY – THE IDEA

Theatre is the ultimate team sport and a safe place where you can express and explore emotions. Everyone is important when we are dealing with this form of theatre where everyone presents their personal experiences. Working in smaller or larger groups, everyone has a chance of improving his or her self-confidence. The students can choose to be more or less in focus and choose to work in their own pace with their own emotions.

By not having a concrete character or role, the student can test working with different identities and behaviours during a course and in that way, learn something about different human expressions and emotions. Working with emotions of others requires that you are one hundred percent loyal to each other and have respect for the others in the process. This will create an emphatic environment where it is safe to explore your own emotions and meet challenges.

The teacher will always be close to the students and will enjoy their progress and experiences that the students will challenge themselves in different ways.

Younger children work within tighter settings and more instruction.

It is always possible – everywhere – and with everybody – to work with Life Theatre.